



# School Development Plan 2023 – 2026

## Year 2: 2024–2025

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## Vision and Mission

### Our Mission:

To Build Champion Learners through prioritising:  
**Extensive Opportunities;**  
**Expert Tuition;**  
**Purposeful Practice;**  
**& Personal Effort.**

Our values are the attributes that underpin our vision. We teach pupils:

**Respect** – for themselves, their families, their communities.

**Pride** – in their attitude and work; striving for their best effort.

**Bravery** – to attempt things with will be hard and challenge them.

**Success** – to aspire to be the best version of themselves. To believe they can change the world.

## Long-Term Strategic Goals 2023 – 2026

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### 3 Year Goals: 2023 - 2026

1. Further embed a culture of high expectations and challenge so that pupils demonstrate high levels of resilience and intrinsic motivation.
2. Further develop the teaching of writing so that more pupils achieve or exceed the expected standard.
3. Refine the remaining foundation subjects so that pupils can retain, recall and apply knowledge across all subjects.

## Disadvantaged Areas of Focus 2023 – 2026

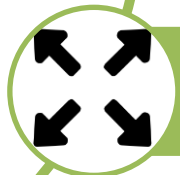
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**Teaching:** Ensuring there is an effective teacher in front of every class. Area 1 focuses on developing the best teaching for all.



**Targeted academic support** – structured interventions, small group tuition, 1:1 support.



**Wider Strategies** – Improving attendance and participation in school life. These strategies also support pupil well-being and personal development.

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These areas are shown within active ingredients with PP followed by the focus area 1, 2 or 3. EEF + is also used to indicate where the education Endowment Fund's research has shown an acceleration in learning from the strategy; shown as + months progress across 1 year.

# Strategic Goals Three-Year Overview

## Long-Term Goal 1: The school's culture actively promotes high levels of challenge, resilience & motivation.

### Success Criteria:

- Ethic of excellence approach is used to enable:
  - Routines for learning.
  - Peer critique.
  - Drafting & refining.
- School values and mission strongly under-pin pupils' attitudes to challenge, resilience and motivation.
- The school's extended offer is taken up by all pupils, especially targeting vulnerable or disadvantaged.

	Year 1	Year 2	Year 3
Short-term goals	<ul style="list-style-type: none"> <li>• Establish clear routines for pupils' independent learning in both written and practical subjects.</li> <li>• Develop and codify explicit routines which promote active participation &amp; engagement.</li> <li>• Introduce re-drafting of work based on feedback.</li> <li>• School values are actively taught and articulated by all staff throughout school.</li> <li>• School leaders focus on ensuring PP pupils all attend clubs.</li> <li>• Develop pupil voice through school council, ensure diverse representation.</li> <li>• Enhance structure of forest school/ horticultural enrichments.</li> </ul>	<ul style="list-style-type: none"> <li>A. Parents champion the school's vision, mission &amp; values, supporting high levels of attendance and participation in school life of all children, especially those who may be disadvantaged.</li> <li>B. Improve learning and pastoral outcomes through effective learning routines, including at transitions and lunchtimes.</li> <li>C. Improve participation in learning through further developing Teach like a Champion techniques.</li> <li>D. Introduce clear scaffolded script for peer critique (Professional Growth Project).</li> <li>E. Further improve disadvantaged children's participation in school through targeted access to extra-curricular activities and pupil leadership roles.</li> <li>F. Further improve attendance through incentivization strategies and engagement with parents on benefits of uninterrupted attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish clear routines for response to critique, including sentence stems to clarify understanding of feedback.</li> <li>• Establish an approach to publishing work.</li> <li>• Embedding peer critique and drafting &amp; refining.</li> <li>• Provide sentence stems for describing refinement and improvement across the curriculum.</li> </ul>
Key Performance Indicators	<ul style="list-style-type: none"> <li>• Explicit routines promote high levels of pupil engagement and participation in learning.</li> <li>• All pupils are on task during independent learning.</li> <li>• Pupils can apply school values in relation to their learning and interactions.</li> <li>• All PP pupils attend at least one club.</li> <li>• Evidence of school council impacting on school policy.</li> <li>• Pupils can articulate their Forest School &amp; Horticultural learning, making links to knowledge in other subjects.</li> </ul>	<ul style="list-style-type: none"> <li>A. Parents show strong support for the school's mission, vision and values and actively support its development.</li> <li>B. Monitoring shows calm, purposeful transitions around school. Pupil voice indicates that lunchtimes provide highly positive opportunities for social interaction.</li> <li>C. A range of participation and oracy techniques are evident in all classes, increasing engagement and deep thinking.</li> <li>D. Children are about to articulate where their learning can be improved via peer critique.</li> <li>E. 100% of disadvantaged children attend extra-curricular clubs. DC are equally represented in pupil leadership roles.</li> <li>F. Attendance rises to 96.5%. Persistent absence drops to below 5%.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils articulate pride in their final pieces of work and can describe the process of improvement.</li> <li>• The quality of outcomes improves for all pupils.</li> </ul>

## Long-Term Goal 2: Improve the teaching of writing so that more pupils achieve or exceed the expected standard.

### Success Criteria:

All pupils can write confidently demonstrating:

- A range of grammatical and cohesive devices which matches or exceeds the age-related expectations.
- Effective spelling strategies appropriate to their age/ stage.
- Extensive tier 2 and tier 3 vocabulary.
- Fluent Handwriting.
- A sound knowledge of audience, genre and purpose.

	Year 1	Year 2	Year 3
Short-term goals	<p>A clear teaching sequence for writing, that includes elements of oracy and teaching to Greater Depth, is being followed by all teachers</p> <p>Subject leaders have adapted the grammar progression document to align with the partnership goals</p> <p>Teachers are using the grammar progression document to plan, and are demonstrating good subject knowledge through their teaching and modelling</p> <p>Teachers are up-skilled in the use of live modelling to teach writing</p> <p>Current spelling strategies are being used in the teaching of spelling</p> <p>BH – The current handwriting scheme is being used effectively in all year groups</p>	<p>The teaching of spelling has been codified and all teachers are following the progression and lesson structure</p> <p>Teachers are using live modelling effectively throughout the writing teaching sequence</p> <p>Subject leaders have adapted the non-fiction progression document to align with the partnership goals</p> <p>Teachers are following the non-fiction progression document to support the teaching of cohesion, genre and formality</p> <p>Oracy is being used in lessons to support coherence in children's writing</p> <p>Subject leaders are secure in the effectiveness of vocabulary taught at their school</p> <p>A clear teaching sequence is being followed in all year groups. In EYFS and Y1, children are developing their transcriptional skills and oracy. In Y6, children are applying taught grammar to redraft and revise their writing.</p>	<p>Subject leaders have created a handwriting policy, and this is being followed across the schools</p> <p>Subject leaders have reviewed and researched effective marking policies that impact upon children's writing</p> <p>A new marking policy has been created and is being followed by all teachers.</p> <p>Subject leaders have adapted the narrative progression document to align with the partnership goals</p> <p>Teachers are following the narrative progression document to support the teaching of cohesion, genre and formality</p> <p>The teaching to Greater Depth is embedded and teachers are confident in how to stretch their most able writers</p> <p>Subject leaders have researched successful writing interventions to support LAPs</p>

Key Performance Indicators	Pupils are using age-related grammar accurately in their writing so that more pupils achieve the expected standard in writing	Children have a better understanding of non-fiction text types, features and structures Children’s writing is coherent and cohesive leading to more children achieving the expected standard in writing and more children achieving greater depth Children are accurately applying handwriting patterns and spelling rules to their independent writing so that they can achieve the expected standard in writing	Children have a better understanding of narrative text types, features and structures Marking and feedback are having an impact on children's progress and attainment in writing Most children will achieve the expected standard and percentage of children achieving greater depth will be significantly higher than national
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**Long-Term Goal 3: Develop pupils’ wider curriculum knowledge so that they can retain, recall and apply knowledge across all subjects.**

**Success Criteria:**

1. The core knowledge in all foundation subjects is clearly identified, leading to clear learning sequences and effective learning tasks.
2. Through strong subject knowledge, teachers clearly and succinctly explain new knowledge and concepts.
3. The highly deliberate teaching of oracy and vocabulary allows all pupils to articulate their knowledge across all subjects.
4. Pupils understand how the world is shaped by diverse cultures and beliefs.

	Year 1	Year 2	Year 3
Short-term goals	<ol style="list-style-type: none"> <li>1. Introduce the teaching of Oracy &amp; introduce oracy curriculum map. Links to Word Aware strategy agreed.</li> <li>2. Improve mathematical reasoning.</li> <li>3. Complete remaining curriculum mapping.</li> <li>4. Introduce ‘Get set for PE’ and ‘Discovery RE’. SL to define planning approach and key WALTs.</li> <li>5. Introduce spaced retrieval in history, geography, science, computing (started 2022-23) and RE &amp; PE.</li> <li>6. Introduce assessment of core knowledge in science, computing, history and geography.</li> <li>7. Develop existing diversity links within Topics/ Enquiries.</li> <li>8. Plan visits to places of worship within new RE Curriculum.</li> </ol>	<ol style="list-style-type: none"> <li>1. Embed oracy curriculum into all subject areas. Codify oracy &amp; vocabulary teaching approaches.</li> <li>2. Develop a cohesive assessment approach to use across all foundation subjects.</li> <li>3. Develop teaching and learning in Design Technology &amp; MfL.</li> <li>4. Develop local cultural links to different Bristol communities within history &amp; geography curriculum.</li> </ol>	<ol style="list-style-type: none"> <li>1. Oracy and vocabulary teaching is highly effective and consistent across the school.</li> <li>2. Strong assessment system is used to identify gaps in learning across the whole foundation curriculum.</li> <li>3. Enquiries/ Topics are reviewed and adapted based on impact measured.</li> <li>4. Pupils develop links with schools with different demographics within Bristol and complete joint learning tasks which deepen their understanding of cultural diversity.</li> </ol>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Performance Indicators</p>	<ol style="list-style-type: none"> <li>1. Staff trained and show awareness of Oracy 21 approaches.</li> <li>2. Learning walks show improved oral responses, especially in mathematical reasoning.</li> <li>3. Learning sequences in all subjects are clear and task selection tightly supports specified learning.</li> <li>4. Teachers are confident in the teaching of RE and PE and outcomes match those stated in the SoW.</li> <li>5. Pupils can recall all key curriculum knowledge in history, geography, science, computing, RE and PE.</li> <li>6. Pupils visit places of worship and can articulate their importance within the main world faiths.</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff confident in the use of Oracy 21 approaches across the curriculum and these are codified within the T&amp;L Handbook.</li> <li>2. Learning walks show pupils consistently using Oracy 21 approaches to improve their responses.</li> <li>3. More pupils meet or exceed NC expectations within MfL and Design Technology.</li> <li>4. Pupils can articulate the cultural significance of different communities within Bristol.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils can talk confidently, expressively and with a wide vocabulary across all subjects.</li> <li>2. Pupils' attainment across the curriculum improves because gaps in learning are clearly identified through assessment.</li> <li>3. Pupils' understanding of key knowledge and inter-related subject themes are highly developed because topic/ enquiry teaching is highly effective.</li> <li>4. From first-hand experience, pupils can articulate how diversity shapes Bristol.</li> </ol>
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# Annual Focus for School Improvement 2024 – 2025

## Priority 1B: Disadvantaged children make the same progress as their peers in maths.

Problem (why?)	Change in Practice (What?)	Implementation Activities (How?) (including costs and resources)	Implementation Outcomes (How well?) (Milestones towards achieving goal)	Final/Pupil Outcomes (and so?) (intended change/goal for pupils)
<p><b>1) Specific groups of children are struggling to recall mathematical facts</b></p> <ul style="list-style-type: none"> <li>BH clear expectation of what and when TT/Number facts are being taught.</li> <li>Participation levels for Numbots vary.</li> <li>Staff are unclear about how to close the developing gaps – time to support ‘wobble children’</li> <li>No opportunities for regular retrieval of wider curriculum facts</li> <li>Structured programme of arithmetic fluency not fully developed</li> </ul> <p><b>2) Some children lack the language to talk about mathematics</b></p> <ul style="list-style-type: none"> <li>Inconsistent definitions across the school</li> <li>No vocabulary progression</li> <li>Inconsistent use of explicit strategies for teaching vocabulary</li> <li>Lack of clarity from leaders about expectation</li> <li>Lack of understanding of the value of maths talk</li> </ul>	<p><b>1 Active ingredient:</b>  <b>Mathematical Facts</b>            Daily retrieval of number facts            BH – all Yr Groups R-4 following and teaching daily number bonds to TT progression            More secure identification of children not grasping arithmetic/fluency facts and a planned approach to close these gaps</p> <p><b>2 Active ingredient:</b>  <b>Maths Talk</b>            Explicit vocabulary teaching in every maths lesson using agreed strategies</p> <p><b>3 Active ingredient:</b>  <b>Stakeholders investment</b>            Enable parents to have a greater understanding of the maths curriculum and have a more positive attitude            Teachers planning includes clear end-of-unit outcomes            Teachers have a better understanding of how small steps and resources support achievement of end-of-unit outcome</p>	<p><b>1 Mathematical Facts</b></p> <ul style="list-style-type: none"> <li>BH – progression of number facts created</li> <li>Year 6</li> <li>Numbots/TTRS – new incentive system, tracking, launch at Meet the Teacher, Parental Involvement/understanding</li> <li>Develop approach for closing gaps – research approaches and methods</li> <li>Monitoring – ward rounds and coaching</li> <li>Data Analysis</li> <li>Pupil Voice</li> </ul> <p><b>2 Maths Talk</b></p> <ul style="list-style-type: none"> <li>Vocabulary Progression created and shared</li> <li>Staff Meeting around value of Maths talk</li> <li>Wider Curriculum Flashcards collated and shared with staff</li> <li>NPQ and Voice 21 Oracy in Mathematics training</li> <li>Monitoring – pupil voice, book look, ward rounds</li> </ul> <p><b>3 Stakeholders Investment</b></p> <ul style="list-style-type: none"> <li>Parents Meeting/Morning – come into classes</li> <li>Update website to include clear modelling of calculation videos strategies</li> <li>Create a progression document: small steps and end-of-unit objectives</li> </ul>	<p><b>Short term: End of Term 2</b></p> <ol style="list-style-type: none"> <li>Progression of Number Facts created BH              Research approaches to closing gaps – LEAF Maths Network</li> <li>Teachers will have access to a clear and consistent vocabulary progression with contains definitions              Flashcards for Wider Curriculum being used by all</li> <li>Parents will attend open morning and develop better understanding of supporting their children in mathematics now T4              Progression document (end-of-unit outcome for Term 3-5)</li> <li>STEM opportunities have been identified, researched and allocated</li> <li>Mighty Mathematicians identified and trained.</li> <li>Parent STEM Slide completed now T4</li> </ol> <p><b>End of term 4</b>  <b>Medium term: End of Term 4</b></p> <ol style="list-style-type: none"> <li>Progression of number facts embedded BH              Plan devised to close gaps in arithmetic/fluency</li> <li>Teachers will be explicitly teaching vocabulary in lessons              Progression document (end-of-unit outcome Terms 6-2)</li> <li>Teachers to use progression document to help plan and sequence lessons towards end-of-unit outcome</li> <li>Mighty Mathematicians used purposefully</li> </ol>	<p><b>Short term: End of Term 2</b></p> <ol style="list-style-type: none"> <li>Increase in percentage children accessing and using TTRS/Numbots, especially disadvantaged children</li> <li>Pupils are experiencing precise mathematical vocabulary in lessons. Pupils will be using Maths Flashcards to recall and retrieve wider mathematical facts</li> <li>Mighty Mathematicians established</li> </ol> <p><b>Medium term: End of Term 4</b></p> <ol style="list-style-type: none"> <li>Children to be receiving a daily structured programme of arithmetic fluency. Teachers will identify gaps and responding to them appropriately</li> <li>Teachers to be modeling use of precise vocabulary. Children will be able to apply wider mathematical curriculum facts to their lessons</li> <li>Teachers will use progression document to help sequence lessons and understand end-of-unit goals</li> <li>Disadvantaged pupils will have a more positive attitude towards maths</li> </ol>

<p><b>3) Not all stakeholders understand the rationale behind how and why the Maths curriculum is structured/taught</b></p> <ul style="list-style-type: none"> <li>● Inconsistent positive attitude towards Maths with all stakeholders (maths anxiety)</li> <li>● Lower engagement</li> <li>● All stakeholders are not fully aware of the end point for each unit (how the small sequence and combine to end objective)</li> </ul> <p><b>4) Maths isn't as visible/prominent in the school environment and wider opportunities aren't as readily available</b></p> <ul style="list-style-type: none"> <li>● Opportunities haven't been identified and prioritized</li> <li>● How is success in maths celebrated?</li> <li>● How is learning made visible across the school?</li> </ul>	<p><b>4 Active ingredient:</b></p> <p><b>Wider Opportunities</b> Children see mathematics in a positive light and an area which may benefit them in the future</p>	<ul style="list-style-type: none"> <li>● Staff Meeting to introduce progression document</li> <li>● Staff Meeting and coaching to support</li> <li>● Monitoring – planning, staff and pupil voice</li> </ul> <p><b>4 Wider Opportunities</b></p> <ul style="list-style-type: none"> <li>● Identify opportunities for children to be involved in STEM activities – UWE/Library, Science Park, Parents</li> <li>● Curiosity Connections, Stem Works</li> <li>● Parent Slide complete</li> <li>● Pupil Voice</li> </ul>	<p><b>Medium term: End of Term 6</b></p> <ol style="list-style-type: none"> <li>1) Intervention plan in place and being used by all year groups Teachers are confident in identifying gaps and barriers for the next year</li> <li>2) Children are explicitly using precise vocabulary within Maths lessons.</li> <li>3) Children to be able to talk about how their learning has progressed through the unit</li> </ol>	<p><b>Medium term: End of Term 6</b></p> <ol style="list-style-type: none"> <li>1) Arithmetic scores will show an increase, year-on-year and term-on term</li> <li>2) Children will be using precise mathematical vocabulary in their partner-work and explanations</li> <li>3) Children will be able to talk about how the small steps combine to an end-of unit goal</li> <li>4) Disadvantaged pupils will have a more positive attitude towards maths</li> <li>5) Increase in higher-attaining children in reasoning scores</li> </ol> <p><b>Long term: Beyond 1 year</b> Statutory attainment data shows that children achieve outcomes significantly higher than similar schools nationally.</p>
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## Logic Plan Priority 1

### 1. Further embed a culture of high expectations and challenge so that pupils demonstrate high levels of resilience and intrinsic motivation.

**Goal: (short-term goal):** Improve vulnerable children's attainment and enjoyment in school through, enlisting community support for the school's mission; ensuring all children feel a deep sense of belonging & further improving attendance.

**Author and Lead on priority:** Simon Botten, Soraya Young & Neil Fry

#### **Active Ingredients:**

1A: Work with parents to champion and develop the school's mission, vision and values.

(Ev: Re-connect ;Doug Lemov)

1B: Increase expectations through:

- Codifying clear learning routines.
- Improving lunchtimes experiences.
- Introducing Teach like a Champion active participation routines.
- Introduce peer critique in English, Maths Art, PE & Presentation

(Ev: R Berger, S Thompson (Ethic of Excellence), Reconnect & 'Teach like a champion' Lemov).

1C: Focus on improving participation of vulnerable & disadvantaged pupils in extra-curricular activities, and leadership roles.

(Ev: [An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility UK Gov Social Mobility Commission](#); EEF Pupil Premium Evidence Brief)

1D: **Improve attendance** of PP & SEND/ SEMH Pupils.

(Ev. Securing Good Attendance and Tackling Persistent Absence DfE Feb 2022)

#### **Baseline and Achievements to sustain:**

- Extra-curricular activities are ambitious and extensive and 75% of disadvantaged pupil's attend at least one club.
- The school's mission of 'building champion learners' is well-embedded into the work of the school, and the Mission Masters introduced in 2023/24 have had significant impact.
- Most learning routines are well embedded, especially in class.
- Persistent absence dropped from 10.9% in 2021-22, to 7.9% in 2022-23, to 7.1% in 2023-24. However, it was 4.6% pre-Covid.
- The Behaviour policy was reviewed and adjusted in 2023-24, which reduced low-level disruption still further.

Problem (why?)	Change in Practice (What?)	Implementation Activities (How?) (including costs and resources)	Implementation Outcomes (How well?) (Milestones towards achieving goal)	Final/Pupil Outcomes (and so?) (intended change/goal for pupils)
<p><b>Teachers</b> Not all staff understand the barriers to achievement for vulnerable children and know how to help them close gaps.</p> <p>Not all staff hold children to account for their behaviour, especially during unstructured times.</p> <p>The school isn't providing extra-curricular activities which champion every child's interests.</p> <p><b>Learners</b></p> <p>Some disadvantaged pupils do not see themselves as successful learners and sit outside the school's ethos.</p> <p>Children don't always follow the rules when taught by unexpected adults.</p> <p>Some pupils do not <b>fully participate in all aspects of lessons</b> either through fear of failure, absorbing alternate parental views about education, or feeling like they don't belong.</p> <p>Some pupils do not attend clubs and extra-curricular activities, limiting their intrinsic motivation.</p> <p>Some pupils' attendance is lower than it was pre-Covid.</p> <p>Some pupils are less willing to challenge themselves in comparison to non-vulnerable peers.</p>	<p><b>1A Active ingredient:</b> Work with parents to further embed the school's vision, mission &amp; values.</p> <p><b>1B Active ingredient:</b> Increase expectations through:</p> <ul style="list-style-type: none"> <li>(i) Codifying clear learning routines.</li> <li>(ii) Improving lunchtimes experiences.</li> <li>(iii) Introducing Teach like a Champion active participation routines.</li> <li>(iv) Introduce peer critique in English, Maths Art, PE &amp; Presentation</li> </ul> <p><b>1C Active ingredient:</b> Focus on improving participation of vulnerable &amp; disadvantaged pupils in extra-curricular activities, and leadership roles.</p> <p><b>1D Active ingredients:</b> Improve attendance of vulnerable pupils.</p>	<p><b>Develop Materials:</b> 1A EYFS Parents' guide to the mission. 1A Create ToR for parent mission leaders' group. 1A Create presentation materials which articulate the school's mission (video/ PPT etc).</p> <p><b>1B Routines:</b></p> <ul style="list-style-type: none"> <li>- T6 <b>T&amp;L Handbook</b> guidance for routines, TLaC, Peer critique.</li> </ul> <p>1C Create list of leadership opportunities and quota for vulnerable children. Create data capture spreadsheets for extra-curricular &amp; leadership opportunities.</p> <p>1D Update attendance guide materials for parents.</p> <p><b>Deliver Training:</b> 1A Train new Missions Masters, incl. Parents' group (in line with ToR).</p> <p><b>1B Routines:</b> develop training in:</p> <ul style="list-style-type: none"> <li>- Importance of routines.</li> <li>- Teach Like a Champion (phase 2).</li> <li>- Peer critique.</li> </ul> <p>1C train staff on Leaf disadvantaged strategy &amp; importance of extra-curricular engagement (INSET).</p> <p>1D Attendance: Train staff on first engagements with parents.</p> <p><b>Coaching</b> Instructional coaching:</p> <ul style="list-style-type: none"> <li>- TLaC</li> <li>- Peer Critique (PGP – peer coaching)</li> </ul>	<p><b>End of term 2</b> 1A Re-launch Mission with Parents (whole school meetings, incl. Pupil Mission Masters). Create ToR for Mission Masters Parents' group and establish group. Jan 25 first meeting</p> <p><b>1B: Routines:</b> Codify routines for movement and transitions (incl. 'why') staff trained.</p> <p><b>1B Lunchtimes:</b> Develop new approach to lunchtime provision.</p> <p><b>1B: Peer Critique:</b> Complete staff training on purpose and rationale for peer critique &amp; introduce for presentation. PGP to read research on Peer Critique Ethic of Excellent in Action book club).</p> <p><b>1B TLaC:</b> Agree with teaching staff which 2 Means of Participation (MoP) to focus on first. Staff all given laminated visuals for each MoP to display on boards outside classroom and in classroom. TAs trained on TLaC techniques (KU – Sept INSET?) MoP focus in ward rounds (2 of the 5). Inset 6.1</p> <p><b>1C: Participation:</b> Staff trained on Leaf Model for Disadvantage (champion/ Privilege Disadvantage/ Individual empathy) at INSET 1.</p> <p><b>1D Attendance:</b> Staff trained on first engagement with parents. Engage with the new DfE Attendance strategy. Target children who were persistently absent in 2023-24 for attendance process. Target 90-95% group to analyse barriers to attendance. School makes the case for good attendance (comms and advertising Eduprise). Engage parents with attendance guide.</p> <p><b>End of term 4</b> 1A Parent Mission Leaders meetings taking place and suggestions enacted and fed back to parents (communication, access to school etc).</p> <p>1B: <b>Re-launch lunchtime provision.</b></p>	<p><b>Short Term: End of term 2</b> 1A Vision: Parents / Governors groups established to support school vision.</p> <p>1B Routines: Children demonstrate agreed 'Teach Like a Champion' routines during ward rounds. Pupils begin peer critique of presentation. Vulnerable pupils are prioritised in PPMs through focusing on combined RWM measures.</p> <p>1C Participation: Vulnerable children have articulated barriers and requests for extra-curricular activities. Vulnerable children prioritised for leadership roles.</p> <p>1E Attendance: Children who were persistently absent in 2023-24 show this is no longer the case, or attendance process is well advanced.</p> <p><b>Medium Term: End of term 4</b> 1A Vision: Parents groups actively engaged in supporting the school mission.</p> <p>1B Routines: New Teach like a Champion Routines are beginning to be used by children across the school. Pupils begin peer critique PE &amp; English. Attainment: PPMs show that the number of children not on track for EXS in RWM has decreased.</p> <p>1C Participation: 80% of vulnerable children in KS2 attend clubs.</p> <p>1D Attendance: Attendance data shows that attendance is improving in previously persistently absent children.</p>

<p><b>Parental community</b></p> <p>Not all parents trust the school and believe in its ethos.</p> <p>Some parents do not understand the importance of high attendance.</p> <p>Not all parents feel empowered to be active partners with the school.</p> <p><b>Outcomes</b></p> <p>Attendance is lower than pre-Covid, especially for pupils who are both PP &amp; have SEMH needs.</p> <p>The number of vulnerable or disadvantaged pupils attending extra-curricular clubs has declined post-Covid.</p>		<p><b>Monitoring</b></p> <p>1A Mission via parent surveys.</p> <p>1B Routines (&amp;phase 1 TLaC) monitored regularly during ward rounds. Phase 2 TLaC monitored from T3 once training has begun.</p> <p>1C Monitor club attendance termly and identify target children.</p> <p>1D Monitor attendance termly with EWO. Report progress against targets to governors.</p> <p><b>Resources</b></p> <p>1A Mission Master T-shirts (£100).</p> <p>1B Routines – staff meeting &amp; release time.</p> <p>1C Pupil Premium Club costs.</p> <p>1D Attendance incentives (lottery £200 &amp; extra break).</p>	<p><b>1B TLaC:</b> Create guidance for T&amp;L Handbook. All 5 MoP now in use. Staff display visuals in classrooms/corridor boards and use icons on slides. Ward rounds show that TLaC techniques are used in all classes.</p> <p><b>1B Peer Critique:</b> Trail peer critique in PE and English (YR-1, Y2-4, Y5-6). Create guidance for T&amp;L Handbook</p> <p><b>1D Attendance:</b> Parent/ Pupil Mission Masters engage in campaign to improve attendance. End of term 6</p> <p>1A: Mission Leaders launch survey &amp; complete action plan for 2025-26.</p> <p>1B: Evaluate impact of new lunchtime provision.</p> <p><b>1B: TLaC:</b> Ward rounds confirm that TLaC techniques are all in use across all year groups, in class and in interventions. Their use is codified (common language and icons) used across school.</p> <p>1B Peer Critique: Trail peer critique in Art and Maths (YR-1, Y2-4, Y5-6). Codify as whole school approach linked to PGP.</p> <p>1D: Create attendance approach linked to school mission and positive narrative around attendance.</p> <p><b>Long Term: beyond 1 school year</b></p> <p>1A: <b>Vision:</b> Parent voice &amp; activity shows that they are committed to the school ethos and they are actively engaging in prompting the school's mission.</p> <p>1B: <b>Routine:</b> Teach like a Champion techniques and routines ensure high levels of engagement and participation in learning. Lunchtimes are a calm, enjoyable and exciting time in the school day and reflect our values.</p> <p>1C <b>Participation:</b> Through continual engagement in extra-curricular activities pupils develop personal confidence and self-esteem, define themselves in alignment with the school's mission and values and achieve more highly across the curriculum. <b>Every child belongs to a 'gang'</b>.</p> <p><b>Attainment:</b> vulnerable pupils achieve outcomes in line with their non-vulnerable peers, unless SEND barriers are insurmountable.</p> <p>1D: <b>Attendance</b> of vulnerable pupils (SEND/ PP/ SEMH etc) is in line with their peers</p>	<p><b>Medium Term: End of term 6</b></p> <p>1A: <b>Vision:</b> Parent voice shows that more hard-to-reach parents actively support the school's vision and mission.</p> <p>1B: <b>Routine:</b> Teach like a Champion routines are embedded across the school, resulting in high levels of engagement and challenge in learning. Pupils begin peer critique Art &amp; Maths. Children demonstrate excellent behaviours at lunchtime as a result of effective routines and provision. Percentage of vulnerable children achieving GLD, Phonics, Y4 times tables check or combined EXS in KS2, is at least in line with national.</p> <p>1C <b>Participation:</b> 100% of children in KS2 attend at least one extra-curricular club.</p> <p>1D: <b>Attendance:</b> Less than 5% of children (20) are persistently absent across the school.</p>
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## Logic Plan Priority 2

### **2. Further develop the teaching of writing so that more children meet or exceed the expected standard**

#### Goal: (short-term goal):

Pupils are using age-related spelling, handwriting and grammar accurately in their writing so that more pupils achieve the expected standard. Pupils are writing cohesive and coherent narratives so that more pupils achieve the expected standard.

#### Active Ingredients:

2A: Review the teaching sequence for writing

(Ev: Alex Quigley, EEF, Pie Corbett, National Association for Teaching of English)

2B: Review progression in the teaching of grammar

(Ev: Ofsted Research Review, Integra)

2C: Further develop metacognitive modelling of writing during teacher inputs

(Ev: Pie Corbett, Jane Considine, EEF)

2D: Ensure a consistent approach to the teaching of spelling and handwriting

(Ev: Alex Quigley, EEF)

2A: Review the teaching sequence for writing

(Ev: Alex Quigley, EEF, Pie Corbett, National Association for Teaching of English)

#### Baseline and Achievements to sustain:

- Historically, attainment in writing has been high. However, a decline in writing attainment has been noted post-Covid, particularly in KS2 where pupils missed significant amounts of writing instruction in KS1 as a result of Covid closures.
- Grammar teaching & live modelling improved significantly in 2023-24 and an appropriate writing sequence was secured. Handwriting and spelling were deprioritized until 2024-25.

Problem (why?)	Change in Practice (What?)	Implementation Activities (How?) (including costs & resources)	Implementation Outcomes (How well?) (Milestones towards achieving goal)	Final/Pupil Outcomes (and so?) (intended change/goal for pupils)
<p><b>Teaching</b></p> <p>BH – There is not currently an overview of non-fiction teaching across the school.</p> <p>Both - The modelling of writing is not yet embedded and there are inconsistencies in teachers' use of live modelling in writing lessons.</p> <p>Both - The teaching sequence for EYFS, Y1 and Y6 has not yet been codified.</p> <p>Both - Oracy and vocabulary are taught, but haven't been codified in a whole-school approach.</p> <p>Both - Teachers do not have secure knowledge of genre progression within non-fiction writing.</p> <p>Both - Adaptive teaching strategies are not always used to support children not yet able to access year group curriculum.</p> <p><b>Learning</b></p> <p>Both - Weaker handwriting, spelling &amp; basic punctuation is a barrier to higher attainment in writing for some pupils.</p> <p>Both - Pupils are not always applying learnt handwriting into their independent writing.</p>	<p><b>2A Active ingredient:</b>  <i>Design and implement a clear teaching sequence for writing in EYFS, Y1 and Y6:</i></p> <ul style="list-style-type: none"> <li>Evaluate and update current English teaching through evidence-based research</li> <li>Provide opportunities for children in EYFS and Y1 to embed transcriptional skills</li> <li>Teach using opportunities for oracy, modelled writing and dictated sentences in EYFS and Y1</li> <li>Teach using opportunities for revising to up-level writing in Y6</li> </ul> <p><b>2B Active ingredient:</b>  <i>Adapt and embed non-fiction progression document:</i></p> <ul style="list-style-type: none"> <li>Align non-fiction progression with partnership goals and grammar teaching</li> <li>Ensure coverage of all non-fiction genres within each year group</li> </ul> <p><b>2C Active ingredient:</b>  <i>Up-skill teachers in the use of live modelling to teach writing:</i></p> <ul style="list-style-type: none"> <li>Implement the use of live modelling through the writing teaching sequence</li> </ul> <p><b>2D Active ingredients - EG:</b>  <i>Ensure a consistent approach to the teaching of spelling and handwriting:</i></p> <ul style="list-style-type: none"> <li>Implement ELS spelling scheme for KS2</li> </ul>	<p><b>Develop Materials:</b></p> <ul style="list-style-type: none"> <li>BH – Non-fiction coverage document across each year group</li> <li>Partnership non-fiction progression document</li> <li>Codified teaching sequence for EYFS, Y1 and Y6</li> <li>Example of Excellence for each non-fiction text type for each year group</li> </ul> <p><b>Deliver Training:</b></p> <ul style="list-style-type: none"> <li>Non-fiction progression document</li> <li>Live modelling of non-fiction writing (staff meetings, model lessons)</li> <li>Adaptive teaching strategies for children not work at age-related expectation</li> <li>EYFS/Y1 teachers – teaching sequence and the use of dictated sentences</li> <li>Leaf training – Teaching writing</li> <li>Leat training – developing greater depth writing</li> <li>Leaf training – developing language into developing early writing (EYFS)</li> </ul> <p><b>Coaching</b></p> <ul style="list-style-type: none"> <li>Instructional coaching in live modelling for all teachers</li> <li>Instructional coaching for adaptive teaching strategies (teachers and teaching assistants)</li> </ul>	<p><b>End of term 2</b></p> <p>Fidelity:</p> <ul style="list-style-type: none"> <li>All teachers are using live modelling throughout the teaching sequence</li> <li>EYFS and Y1 teachers are beginning to use a codified approach to the teaching of transcription skills</li> </ul> <p>Acceptability:</p> <ul style="list-style-type: none"> <li>EYFS and Y1 teachers understand the importance of transcriptional skills ahead of compositional skills</li> <li>Staff understand the importance of live modelling</li> </ul> <p>Reach:</p> <ul style="list-style-type: none"> <li>Pupils in EYFS and Y1 are being taught through a codified approach to transcription</li> <li>All children are experiencing live modelling in their writing lessons</li> </ul> <p><b>End of term 4</b></p> <p>Fidelity:</p> <ul style="list-style-type: none"> <li>All teachers are using live modelling throughout the teaching sequence</li> <li>All teachers are teaching non-fiction outcomes linked to progression document</li> <li>All teachers are using oracy as part of the teaching sequence for writing</li> </ul> <p>Acceptability:</p> <ul style="list-style-type: none"> <li>EYFS and Y1 teachers are confident in using the updated teaching sequence to ensure children are practicing their transcriptional skills</li> <li>Teachers are confident in the use of live modelling throughout the teaching sequence</li> <li>Teachers understand the importance of oracy and how oracy skills support children in their writing</li> </ul> <p>Reach:</p> <ul style="list-style-type: none"> <li>Y2-Y6 pupils are being provided with regular opportunities to revise and improve their writing.</li> </ul>	<p><b>Short Term: End of term 2</b></p> <p>Pupils can talk about the format of different genres of non-fiction writing.</p> <p>Pupils in EYFS and Y1 are being taught through a codified approach to transcription and are having opportunities to practice these key skills.</p> <p>Pupils are experiencing quality first teaching of writing through live modelling and working walls.</p> <p><b>Medium Term: End of term 4</b></p> <p>Oral rehearsal of writing is embedded in all year groups, both before and after writing, improving first drafts and revisions.</p> <p>Pupils can talk about the purpose, audience and form of different types of non-fiction writing, and this is starting to show in their independent writing.</p>

<p>Both - Some pupils are not becoming fluent with transcriptional skills in EYFS/Y1 before moving on to independent composition.</p> <p>Both - Some children are not secure in previously-taught writing content meaning they are unable to access their year group curriculum.</p> <p>Both - Some pupils are not accurately applying taught grammar into their independent writing.</p> <p>Both - Pupils' non-fiction writing is not as strong as their fictional writing.</p> <p><b>Outcomes</b> BH - Whilst attainment is historically high, writing outcomes are most affected by Covid.</p>	<ul style="list-style-type: none"> <li>• Codify the teaching of spelling and handwriting</li> <li>• Teach spelling and handwriting regularly in all year groups</li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>• Ward rounds – live modelling</li> <li>• Planning and book looks – teaching sequence, non-fiction progression, application of transcriptional skills into writing, application of grammar teaching into non-fiction writing</li> <li>• Pupil conferencing – spelling lessons, live modelling, non-fiction writing</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Non-fiction progression (already purchased)</li> <li>• R&amp;D time for subject leaders to develop materials and training</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pupils in EYFS and Y1 are practicing their transcriptional skills through deliberate, codified teaching</b></li> </ul> <p><b>End of term 6</b></p> <p>Fidelity:</p> <ul style="list-style-type: none"> <li>• All teachers are confident in live modelling throughout non-fiction units of work</li> <li>• All teachers are confident in using assessment to identify children's strengths and next steps, and are using this information to adapt and target teaching</li> <li>• EYFS and Y1 teachers are using assessments to identify when children are ready to move into more independent composition</li> <li>• Y6 teachers are providing opportunities for all children to revise their writing in line with grammar expectations</li> </ul> <p>Acceptability:</p> <ul style="list-style-type: none"> <li>• All teachers are following the non-fiction progression document and using this to plan and teach units of work</li> </ul> <p>Reach:</p> <ul style="list-style-type: none"> <li>• All children are being taught to their ability and next steps to ensure progress for all</li> <li>• All pupils are applying grammar into their independent non-fiction writing</li> <li>• All pupils in EYFS and Y1 are applying transcriptional skills with growing independence, moving towards composition for children who are ready</li> <li>• All Y6 pupils are regularly revising their writing</li> </ul>	<p><b>Medium Term: End of term 6</b> Pupils are fluent in transcriptional skills of spelling and handwriting so that more pupils achieve the expected standard in writing.</p> <p>More pupils are using age-related grammar accurately in a range of non-fiction writing so that more pupils achieve the expected standard in writing. Adaptive teaching strategies are enabling disadvantaged children to improve their writing so that more children are working at age-related expectations.</p> <p><b>Long Term: beyond 1 school year</b> The vast majority of pupils will achieve the expected standard for writing which will increase the number of children achieving combined reading, writing and maths.</p>
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## Logic Plan Priority 3

**3. Refine the remaining foundation subjects so that pupils can retain, recall and apply knowledge across all subjects.**

### Goal: (short-term goal)

Improve pupils' learning in the wider curriculum through developing DT & Music teaching, codifying spaced retrieval techniques & introducing deliberate oracy teaching.

## **Author and Lead on priority:**

**Kate Urry, Laura Morson & Soraya Young**

## **Active Ingredients:**

3A: Teachers have a clear understanding of the process of how to teach non-core subjects including DT and Music.

(Ev: Rosenshine. Principles of Instruction 2012)

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3B: Spaced retrieval is consistently implemented across the school and throughout different subjects

(Ev: Walkthrus: Tom Sherrington & Oliver Caviglioli; Retrieval Practice: Primary, Kate Jones; The Revision Revolution: Helen Howell & Ross Morrison McGill)

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3C: Teachers understand how to support language development and the explicit teaching of vocabulary so that pupils can articulate their learning.

(Ev: EEF & Voice 21 <https://voice21.org/oracy-across-the-curriculum-the-evidence/>)

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3D: Teachers assess all pupils in the wider curriculum to ensure that pupils have a solid understanding of the core knowledge and skills.

(Ev: William & Black 1998)

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## **Baseline and Achievements to sustain:**

- The school's enquiry curriculum contains knowledge mapping for all subjects which determine learning sequences and task selection. During 2023-24, subject leaders created skeleton plans for all science, history, geography and art units.
- The school's curriculum has a strong localized element. Countries and cultures studied are selected so that they link to the school community and multi-cultural Bristol.
- RE & PE were focus subjects for development in 2023-24. New schemes of work were introduced and initial staff training completed. These need to be refined in 2024-25.
- Spaced Retrieval was the focus of staff's 'Professional Growth Projects' in 2022-23, trialing and refining approaches. An assessment system, based on these, has been developed for 2024-25.



<p><b>Teachers</b> There is inconsistency in the planning and teaching of Music and D.T. Teacher subject knowledge is weaker in these subjects.</p> <p>Curriculum mapping of knowledge needs to be reviewed in both Music and D.T.</p> <p>Spaced retrieval approaches have been developed across foundation subjects and now need to be embedded.</p> <p>In RE and PE teachers are not consistently teaching RE using the slide deck and vocabulary approaches.</p> <p>Assessment in foundation subjects has codified and now needs to be embedded.</p> <p><b>Learners</b> Pupils' knowledge in Music and DT has gaps and lacks depth in some areas.</p> <p>Pupils' knowledge in Music and DT lacks depth in some areas because core knowledge has not been identified and therefore systematic retrieval strategies aren't being implemented as they are in other areas of the wider curriculum.</p> <p>Some pupils, especially those with weaker speech and language skills, continue to struggle to articulate their thinking orally, using precise vocabulary in Music, RE, DT and PE. As a result, their schema in a range of subjects has gaps which inhibit deeper understanding.</p> <p>Pupils lack knowledge about various places of worship as they do not have opportunities to visit and explore particularly non-Christian places of worship.</p> <p><b>Outcomes</b> Outcomes in Music and DT are not as high as in other subjects.</p>	<p><b>3A Active ingredient:</b> Teachers have a clear understanding of the process of how to teach non-core subjects including Music and D.T.</p> <ul style="list-style-type: none"> <li>All non-core subjects have a progression of core learning which is clearly mapped out, (specifically Music and D.T.) throughout the year and across key stages.</li> <li>Lesson structures are codified in the wider curriculum including use of slide decks, skeleton plans and key vocabulary mapped and definitions written.</li> </ul> <p><b>3B Active ingredient:</b> Spaced retrieval is consistently implemented across the school and throughout different subjects to ensure that children know more and remember more</p> <ul style="list-style-type: none"> <li>Vocabulary is explicitly taught and revisited in Music and DT</li> <li>Codified slide deck ensures spaced retrieval is embedded across the whole wider curriculum supported through metacognition</li> <li>Assessment (pupil voice and concept cartoons) shows pupils know more and remember more, gaps are identified and addressed as a priority.</li> <li>Knowledge notes are used by pupils to ensure they know and remember key vocabulary and core knowledge.</li> </ul>	<p><b>Develop Materials:</b></p> <ul style="list-style-type: none"> <li>Progression maps and core knowledge need to be developed for Music (including specialist music teachers) and D.T.</li> <li>Develop skeleton plans for D.T.</li> <li>Progression maps in all other non-core subjects have core knowledge identified.</li> <li>Knowledge notes for History, Geography and Science are developed.</li> <li>Skeleton plans for RE are developed</li> <li>RE places of worship/visits from religious communities are mapped across the RE knowledge development document.</li> <li>Assessment sheets and vocabulary definitions are developed for Music and DT</li> <li>Continue developing concept cartoons for assessment for History, Geography and Science.</li> </ul> <p><b>Deliver Training:</b></p> <ul style="list-style-type: none"> <li>Staff training on skills in Music using Spark Yard (Emersons).</li> <li>Identify staff training needs and strength in teaching DT.</li> <li>Time for DT lead to deliver staff meeting about a structure of a DT unit of learning.</li> <li>Time to introduce and implement knowledge notes.</li> </ul> <p><b>Coaching/mentoring:</b></p> <ul style="list-style-type: none"> <li>DT – mentoring of subject lead</li> <li>Music. – subject knowledge.</li> </ul>	<p><b>End of term 2</b> Fidelity:  <ul style="list-style-type: none"> <li>Teachers across both schools trying to plan Music and D.T. sessions using new schemes.</li> </ul> Acceptability:  <ul style="list-style-type: none"> <li>All teachers use slide decks to plan and teach RE</li> <li>Teachers are using assessment (concept cartoons, pupil voice) activities to assess History, Science and Geography.</li> </ul> Milestone:  <ul style="list-style-type: none"> <li>Music and DT. progression maps created.</li> <li>Skeleton plans for DT will be created ready for terms 3 and 4.</li> <li>RE places of worship/ visitors mapped into the knowledge development document.</li> </ul> <p><b>End of term 4</b> Fidelity:  <ul style="list-style-type: none"> <li>Lesson structures are codified across different phases. (Principles of Expert Tuition) in DT and Music</li> <li>Teachers use assessment across the wider curriculum to identify and target gaps</li> <li>All teachers are creating slide decks for D.T. based on skeleton plans.</li> <li>All teachers are teaching music lessons demonstrating and teaching musical skills.</li> <li>Spaced retrieval is used across the curriculum in RE, PE, Music and DT</li> </ul> Acceptability:  <ul style="list-style-type: none"> <li>All teaching staff use the progression maps provided for RE, PE, Music and DT</li> <li>Some teachers using the assessment models (knowledge notes, concept cartoons, vocabulary)</li> <li>Subject leaders use information gained from assessment to monitor their subjects and refine approaches</li> <li>Knowledge notes are in books for History, Science and Geography. Children know this contains key vocabulary and core knowledge.</li> <li>Some pupils have visited places of worship/visitors from different religious groups have visited school.</li> </ul> Milestone:  <ul style="list-style-type: none"> <li>Skeleton plans written for DT for terms 5 and 6.</li> </ul> </p></p>	<p><b>Short Term: End of term 2</b> 3A Pupils are accessing high quality RE and PE lessons which are clearly mapped and follow the codified approach.</p> <p>3A Teachers are using key knowledge development documents to plan and deliver Music and DT lessons.</p> <p>3A The codified slide deck is used in RE teaching to support consistency and metacognition.</p> <p>3B Places of worship are planned into the knowledge development document for RE.</p> <p>3B Knowledge notes have been introduced to support the retention of key vocabulary and core knowledge.</p> <p>3B Assessment is used so pupils experience more lessons matched to their current understanding.</p> <p>3B Spaced retrieval is being used consistently across classes to ensure children know more and remember more.</p> <p><b>Medium Term: End of term 4</b> 3A Pupils routinely revisit prior learning, read the curriculum, experience deliberate modelling &amp; experience precisely matched tasks &amp; retain identified core vocabulary in Music and D.T.</p> <p>3A Some pupils have experienced a visit or a visitor to support knowledge of world religions and places of worship.</p> <p>3B Pupils are using knowledge notes in History, Geography and Science to support the retention of key vocabulary and core knowledge.</p>
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<p>Outcomes in Music, DT, RE and PE would be higher if pupils were given more opportunities to retrieve knowledge, and assessment was used to more systematically identify gaps in learning.</p> <p>Where pupils have weaker speech and language skills, attainment across a range of subjects is lower.</p>		<p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Assessment through pupil voice</li> <li>• Book looks</li> <li>• Using codification toolkits.</li> <li>• Lesson drop in's Music and DT</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Music subscription</li> <li>• Time for DT lead to develop skeleton plans.</li> <li>• Science and DT subject leads to attend new/early subject leadership (LEAF).</li> <li>• All teaching staff to attend book study training (LEAF)</li> </ul>	<p><b>End of term 6</b></p> <p>Fidelity:</p> <ul style="list-style-type: none"> <li>- Across both Key Stages, Spark yard for Music and progression structure for DT are embedded and lessons are taught in a codified manner</li> <li>- All teachers using the assessment models (knowledge notes, concept cartoons, vocabulary) and identified gaps and addressing gaps with Individual pupils.</li> </ul> <p>Acceptability:</p> <ul style="list-style-type: none"> <li>- All staff teach lessons throughout the wider curriculum using the progression maps and codification</li> <li>- All pupils have visited a place of worship/visitor from a religious group has visited school.</li> <li>- All teachers are using knowledge notes in History, Geography and Science to ensure children retain core knowledge and key vocabulary in each lesson.</li> </ul> <p>Milestone:</p> <ul style="list-style-type: none"> <li>- Subject leaders making full use of assessment in order to monitor and refine provision in their subject areas</li> </ul>	<p><b>Medium Term: End of term 6</b></p> <p>3A Pupils master specific age-related skills in DT sessions and final outcomes support this.</p> <p>3A Pupils demonstrate an understanding of musical skills using the knowledge gained throughout the year.</p> <p>3A All pupils have experienced a visit or a visitor to support knowledge of world religions and places of worship.</p> <p>3B All pupils can remember more core knowledge and vocabulary in Music and DT.</p> <p><b>Long Term: beyond 1 school year</b></p> <p>Pupils can apply their learning to different contexts.</p> <p>Pupils can articulate their learning across the wider curriculum.</p>
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## Appendix 1:

### Shared Pupil Outcomes Data Target Overview 2024 – 2025

<b>Cohort and Assessment Point</b>	<b>Set Target</b>	<b>Data Point 1</b>	<b>Data Point 2</b>	<b>Data Point 3</b>	<b>Target vs Actual</b>
<b>EYFS Good Level of Development (GLD)</b>	90%				
<b>Year 1 Phonics Screening</b>	91%				
<b>Year 1 Reading</b>	85% EXS+ 5% GDS				
<b>Year 1 Writing</b>	78% EXS+ 5% GDS				
<b>Year 1 Mathematics</b>	82% EXS+ 5% GDS				
<b>Year 2 Reading</b>	88% EXS+ 30% GDS				
<b>Year 2 Writing</b>	82% EXS 7% GDS				
<b>Year 2 Mathematics</b>	87% EXS+ 18% GDS				
<b>Year 2 Combined</b>	82% EXS+				

	7% GDS				
<b>Year 3 Reading</b>	79% EXS+ 31% GDS				
<b>Year 3 Writing</b>	77% EXS+ 18% GDS				
<b>Year 3 Mathematics</b>	84% EXS+ 16% GDS				
<b>Year 4 Reading</b>	89% EXS+ 42% GDS				
<b>Year 4 Writing</b>	87% EXS+ 12% GDS				
<b>Year 4 Mathematics</b>	88% EXS+ 40% GDS				
<b>Year 4 Multiplication Check (MTC)</b>	80%				
<b>Year 5 Reading</b>	82% EXS+ 53% GDS				
<b>Year 5 Writing</b>	77% EXS+ 15% GDS				
<b>Year 5 Mathematics</b>	78% EXS+ 42% GDS				

<b>Year 6 Statutory Assessment Tests (SATs)</b>					
<b>Year 6 Reading</b>	83% EXS+ 45% GDS				
<b>Year 6 Writing</b>	78% EXS+ 13% GDS				
<b>Year 6 Mathematics</b>	85% EXS+ 45% GDS				
<b>Y6 Combined</b>	73% EXS+ 13% GDS				



