



School Development Plan 2023 – 2026

Year 1: 2023-2024

Contents

Section	Contents	Page Number
Section 1: Long-Term Goals	School Vision and Mission	3
	Long-term strategic goals	4
	Pupil Premium focus	5
	Strategic goals three-year overview	6-8
Section 2: Short-Term Plans		
	Logic plan 1:	9-11
	Logic plan 2:	12-14
	Logic plan 3:	15-18
Section 3: Appendices		

Vision and Mission

Our Mission:

To Build Champion Learners through:

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 which will be hard and challenge them.

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

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.

Pupil Premium Areas of Focus 2023 – 2026



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 – such as those to raise attendance or improve behaviour. These strategies can also support pupil well-being and personal development.

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"> • Establish clear routines for pupils' independent learning in both written and practical subjects. • Develop and codify explicit routines which promote active participation & engagement. • Introduce re-drafting of work based on feedback. • School values are actively taught and articulated by all staff throughout school. • School leaders focus on ensuring PP pupils all attend clubs. • Develop pupil voice through school council, ensure diverse representation. • Enhance structure of forest school/ horticultural enrichments. 	<ul style="list-style-type: none"> • Introduce clear scaffolded script for peer critique (Professional Growth Project). • Pupils articulate the school values when giving peer critique. • Develop leadership roles throughout school. 	<ul style="list-style-type: none"> • Establish clear routines for response to critique, including sentence stems to clarify understanding of feedback. • Establish an approach to publishing work. • Embedding peer critique and drafting & refining. • Provide sentence stems for describing refinement and improvement across the curriculum.
Key Performance Indicators	<ul style="list-style-type: none"> • Explicit routines promote high levels of pupil engagement and participation in learning. • All pupils are on task during independent learning. • Pupils can apply school values in relation to their learning and interactions. • All PP pupils attend at least one club. • Evidence of school council impacting on school policy. • Pupils can articulate their Forest School & Horticultural learning, making links to knowledge in other subjects. 	<ul style="list-style-type: none"> • Teachers model precise feedback from model of excellence. Pupils understand what critique is and why it is important and offer precise peer critique based on precise success criteria. • Pupils follow a routine when responding to critique. • Evidence of improved outcomes because of refining and re-drafting. • Pupils reference school values during peer critique. • Evidence of pupil leaders' providing role models for other pupils. 	<ul style="list-style-type: none"> • Pupils articulate pride in their final pieces of work and can describe the process of improvement. • The quality of outcomes improves for all pupils.

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>EG – A handwriting scheme has been implemented and handwriting is being taught discretely in all year groups 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>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>Oracy is being used in lesson to support coherence in pupils' writing</p> <p>Subject leaders have reviewed and researched effective marking policies that impact upon pupils' writing</p> <p>Subject leaders are secure in the effectiveness of vocabulary teacher at their school</p>	<p>Subject leaders have created a handwriting policy, and this is being followed across the schools</p> <p>A new marking policy has been created and is being followed by all teachers.</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>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	<p>Pupils are using age-related grammar accurately in their writing so that more pupils achieve the expected standard in writing</p>	<p>Pupils have a better understanding of narrative text types, features and structures</p> <p>Pupils' writing is coherent and cohesive leading to more pupils achieving the expected standard in writing and more pupils achieving greater depth</p>	<p>Marking and feedback are having an impact on pupils' progress and attainment in writing</p> <p>Most pupils will achieve the expected standard and percentage of pupils achieving greater depth will be significantly higher than national</p>

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"> 1. Introduce the teaching of Oracy & introduce oracy curriculum map. Links to Word Aware strategy agreed. 2. Improve mathematical reasoning. 3. Complete remaining curriculum mapping. 4. Introduce 'Get set for PE' and 'Discovery RE'. SL to define planning approach and key WALTs. 5. Introduce spaced retrieval in history, geography, science, computing (started 2022-23) and RE & PE. 6. Introduce assessment of core knowledge in science, computing, history and geography. 7. Develop existing diversity links within Topics/Enquiries. 8. Plan visits to places of worship within new RE Curriculum. 	<ol style="list-style-type: none"> 1. Embed oracy curriculum into all subject areas. Codify oracy & vocabulary teaching approaches. 2. Develop a cohesive assessment approach to use across all foundation subjects. 3. Develop teaching and learning in Design Technology & MfL. 4. Develop local cultural links to different Bristol communities within history & geography curriculum. 	<ol style="list-style-type: none"> 1. Oracy and vocabulary teaching is highly effective and consistent across the school. 2. Strong assessment system is used to identify gaps in learning across the whole foundation curriculum. 3. Enquiries/ Topics are reviewed and adapted based on impact measured. 4. Pupils develop links with schools with different demographics within Bristol and complete joint learning tasks which deepen their understanding of cultural diversity.
Key Performance Indicators	<ol style="list-style-type: none"> 1. Staff trained and show awareness of Oracy 21 approaches. 2. Learning walks show improved oral responses, especially in mathematical reasoning. 3. Learning sequences in all subjects are clear and task selection tightly supports specified learning. 4. Teachers are confident in the teaching of RE and PE and outcomes match those stated in the SoW. 5. Pupils can recall all key curriculum knowledge in history, geography, science, computing, RE and PE. 6. Pupils visit places of worship and can articulate their importance within the main world faiths. 	<ol style="list-style-type: none"> 1. Staff confident in the use of Oracy 21 approaches across the curriculum and these are codified within the T&L Handbook. 2. Learning walks show pupils consistently using Oracy 21 approaches to improve their responses. 3. More pupils meet or exceed NC expectations within MfL and Design Technology. 4. Pupils can articulate the cultural significance of different communities within Bristol. 	<ol style="list-style-type: none"> 1. Pupils can talk confidently, expressively and with a wide vocabulary across all subjects. 2. Pupils' attainment across the curriculum improves because gaps in learning are clearly identified through assessment. 3. Pupils' understanding of key knowledge and inter-related subject themes are highly developed because topic/ enquiry teaching is highly effective. 4. From first-hand experience, pupils can articulate how diversity shapes Bristol.

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 active participation by all pupils through introducing explicit learning routines and removing barriers to participation.

Author and Lead on priority: Soraya Young & Neil Fry

Active Ingredients:

1A: School's mission, vision, values are actively taught and articulated by all staff throughout school.

(Ev: Start with Why S. Sinek; Dare to Lead B Browne; Good to Great J.Collins)

1B: Increase expectations through:

- Codifying clear learning routines.
- Introducing Teach like a Champion active participation routines.
- Develop re-drafting.

(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 develop enrichment curriculum's link to mission & vision.

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

1D: Develop student voice and ensure diverse representation.

(Ev: Educating the whole child. Improving school climate to ensure student success. Learning Policy Institute. 2018)

1E: 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.
- The school's mission of 'building champion learners' is well-embedded into the work of the school, although some collective understanding has been lost post-Covid.
- The school has introduced some 'Ethic of Excellence' approaches in 2022-23: activation of prior knowledge, retrieval practice & active participation; although some of these are yet to be fully embedded.
- The school has a well-developed pastoral support program for pupils with SEMH needs.
- All staff need to continue to tightly follow the behaviour policy.

Long-term goal: Further embed a culture of high expectations and challenge so that pupils demonstrate high levels of resilience and intrinsic motivation.

Short-Term Goal: Improve active participation by all pupils through introducing 'Ethic of Excellence' learning routines and removing barriers to participation.

Author and Leader on Priority: Neil Fry & Soraya Young

Link to PP Focus: Target 3: Wider Strategies

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>Teachers Teachers don't refer to the school's vision and values routinely.</p> <p>Learning routines, including those linked to active participation, whilst established in most areas, are not clearly defined in all areas of learning, resulting in inconsistencies.</p> <p>Teachers do not have a framework for re-drafting and providing critique across the curriculum.</p> <p>Some enrichment courses lack ambition and do not promote excellence.</p> <p>Learners</p> <p>Not all pupils have internalized the school's vision and values which limits their intrinsic motivation. <i>This has declined post-Covid.</i></p> <p>Some pupils do not fully participate in all aspects of lesson.</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>1A Active ingredient: School's mission, vision, values are actively taught and articulated by all staff throughout school.</p> <p>1B Active ingredient: 1B: Increase expectations through:</p> <ul style="list-style-type: none"> Codifying clear learning routines. Introducing explicit active participation routines. Develop re-drafting. <p>1C Active ingredient: Focus on improving participation of vulnerable & disadvantaged pupils in extra-curricular activities, and develop enrichment curriculum's link to mission & vision.</p> <p>1D Active ingredients: Develop student voice and ensure diverse representation.</p> <p>1E Active ingredients: Improve attendance of PP & SEND/ SEMH Pupils through identifying:</p> <ul style="list-style-type: none"> barriers. vulnerable pupils. Effective policies & systems. 	<p>Develop Materials: 1B: Codify new routines. Print Give me 5 Posters. Provide 3 step routine template. Re-iterate display guide.</p> <p>1C: Participation: Create approach for auditing attendance at Clubs. Audit range of clubs offered (Pupil voice).</p> <p>1D: Voice: Create adverts, ToR and roles within Student Council. Create meeting schedule/ planner. Schedule regular meeting time. Invite link governor.</p> <p>1E Attendance: create policy and define robust attendance improvement system. Add meeting cycle to school calendar.</p> <p>Deliver Training: 1B: PGP Staff meetings x 2: Researching Critique. 1C: Participation: Train staff on research basis for extra-curricular activities. 1D Voice: Leader to research effective student voice (NICCY). Brief staff on importance of student council. 1E: Attendance: HoS/ Pastoral Leads receive attendance procedure/ EBSA training.</p> <p>Coaching 1C: Participation: Provide coaching for PE/PP/Student Voice Lead on promoting Clubs to disadvantaged.</p>	<p>End of term 2 Fidelity: 1B: Routines: All staff use: 'Give Me 5' + immediate student response. All staff create 3 step routines for point-to-point movement & classroom transitions. All staff maintain IWB routine in all subjects. <i>Research Teach like a Champion approaches. Clarify Behaviour policy.</i> 1B: Re-drafting: Topic showcase displays.</p> <p>1C: Participation: All staff understand the importance of participation in extra-curricular activities in improving wider outcomes.</p> <p>1D Voice: Council leader is clear on role, has developed ToR & schedule for meetings. Staff provide time for feedback.</p> <p>1E: Attendance: Tight adherence to policy and monitoring/ intervention schedule.</p> <p>Acceptability: 1B Routines: Tight expectation. 1B: Re-draft: Tight – all years create showcase. 1C: All targeted pupils have been actively offered the opportunity to participate in a club. 1D Voice: Staff support & promote the student council.</p> <p>Reach: 1B: Routines: All staff/ pupils. 1B: Re-draft: All classes create showcase board. 1D: Voice: Y2-6</p>	<p>Short Term: End of term 2 1B: Routines: Pupil learning time is maximized as a result of immediate attention through 'Give me 5', transition and movement routines. 1B: Re-drafting: Pupils continue basic re-drafting for showcase displays, resulting in some improvement in outcomes.</p> <p>1C Participation: Vulnerable pupils' barriers to attendance are removed (as identified in initial audit).</p> <p>1D Voice: Pupil council has been established with clear terms of reference linked to mission and have identified goal for the year.</p> <p>Medium Term: End of term 4 1B: All pupils will be experiencing some opportunities for critique in writing and art. Pupil's writing improves because of more consistent re-drafting.</p> <p>1C Participation: Vulnerable pupils are attending clubs in larger numbers than T2</p> <p>1D Voice: Pupil council have begun work on whole-school improvement priority.</p> <p>Medium Term: End of term 6</p>

<p>Some pupils are less willing to challenge themselves (academically or socially) than before Covid.</p> <p>Outcomes</p> <p>Attendance is lower than pre-Covid, especially for pupils who are both PP & have SEMH needs.</p> <p>The number of vulnerable or disadvantaged pupils attending extra-curricular clubs has declined post-Covid.</p>		<p>1D Voice: Mentor Council leader on project.</p> <p>1E Attendance: Supervision and support for pastoral teams.</p> <p>Monitoring</p> <p>1B: SLT Learning walks on routines. Monitor showcase displays.</p> <p>1C: Participation: SLs monitor club attendance (& barriers) termly.</p> <p>1D: Voice: HoS to attend student council meeting term to establish progress.</p> <p>1E Attendance: Termly attendance audit.</p> <p>Resources</p> <p>1B: Purchase 'Ethic of Excellence in Action' for all staff.</p> <p>1C: Participation: Coaching (Sports Premium), Teacher time.</p> <p>1D: Voice: Release time for leading teacher. Time for council to feedback to school.</p> <p>1E: Attendance: EBSA Toolkit, Parenting Support, EWO costs.</p>	<p>1E: Attendance: All pupils</p> <p>End of term 4</p> <p>Fidelity:</p> <p>1B: Re-drafting: Staff fully adopt Writing re-drafting approach.</p> <p>1C: Participation: Repeat audit and analyze barriers.</p> <p>1D: Voice: Student Council meetings are focused on strategies to improve participation.</p> <p>1E: Attendance: School has completed research into strategies which improve attendance.</p> <p>Acceptability:</p> <p>1B: Class-based leaders promote the approaches, and all staff understand the approaches.</p> <p>Reach:</p> <p>1B: Critique: Teacher research groups.</p> <p>1B Re-drafting: All Staff</p> <p>1C: Participation: 75% of targeted pupils participate in a club.</p> <p>End of term 6</p> <p>Fidelity:</p> <p>1B: Critique: Staff codify a routine for critique.</p> <p>1B: Re-drafting: All teachers routinely provide opportunities for critique and re-drafting in writing, art & PE.</p> <p>1C: Participation: Repeat audit and analyse barriers.</p> <p>Acceptability:</p> <p>1B: All staff understand and promote the approaches.</p> <p>Reach:</p> <p>1B: All class-based staff and pupils.</p> <p>1C: Participation: 100% of targeted pupils participate in a club.</p>	<p>1B: All pupils consistently engage in critique in writing, PE and art improving outcomes through refinement.</p> <p>1C Participation: Vulnerable pupils talk positively about joining clubs.</p> <p>1D 1C Voice: Pupil council can explain the impact that they have had on a school improvement priority.</p> <p>1E: Attendance: Persistent absence of children with SEMH and/or disadvantage is lower than 2022-23.</p> <p>Long Term: beyond 1 school year</p> <p>1B: Pupils confidently critique one another's' work across a range of subjects, using a codified routine and consistent language. They can confidently articulate the impact of this on improving their learning.</p> <p>1C Participation: 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.</p> <p>1D: Voice: Pupil Council actively helps to shape the culture of the school in relation to the Vision and Values.</p>
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Priority 2

Further develop the teaching of writing so that more pupils achieve or exceed the expected standard.

Goal: (short-term goal)

Pupils are using age-related grammar accurately in their writing so that more pupils achieve the expected standard.

Author and Lead on priority: Gemma Leech, Anna Phillips and Sarah O'Connor

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)

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 Y3-4, where pupils missed significant amounts of writing instruction in KS1 as a result of Covid closures.
- The school has a long-standing approach to teaching writing which remains largely successful. However, the current system does not put enough emphasis on the teaching of genre, composition and effect.

Long-term goal: Improve the teaching of writing so that more pupils achieve or exceed the expected standard.

Short-term Goal: Pupils are using age-related grammar accurately in their writing so that more pupils achieve the expected standard in writing

Author and Leader on Priority: Anna Phillips, Sarah O'Connor, Gemma Leech

Link to PP Focus: Target 1: QFT

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>Teaching</p> <ul style="list-style-type: none"> Subject knowledge of grammar progression is varied. The 3-week planning sequence is not consistently used and isn't consistently developing writers. EG does not have a system for teaching handwriting; BH handwriting scheme clashes with the phonics program. Teaching of spelling isn't sufficiently codified and applied. The modelling of writing isn't codified leading to some inconsistencies in outcomes. Oracy and vocabulary are taught, but haven't been codified in a whole-school approach. <p>Learning</p> <ul style="list-style-type: none"> Weaker handwriting, spelling & basic punctuation is a barrier to higher attainment in writing for some pupils. Pupils' editing & re-drafting is sometimes inconsistent. <p>Outcomes</p> <ul style="list-style-type: none"> BH: Whilst attainment is historically high, writing outcomes are most affected by Covid. At EG, most year groups attainment in writing lags behind that of reading or maths. The % of pupils achieving GDS has declined post-covid because of gaps in grammar and cohesion. 	<p>2A Active ingredient: <i>Design and implement a clear teaching sequence for writing:</i></p> <ul style="list-style-type: none"> Evaluate and update current English planning sequence through evidence-based research Teach using the planning sequence including elements of oracy, grammar, editing and revising, publishing <p>2B Active ingredient: <i>Adapt and embed grammar progression document:</i></p> <ul style="list-style-type: none"> Align grammar progression with partnership goals Teach grammar as part of the writing teaching sequence <p>2C Active ingredient: <i>Up-skill teachers in the use of live modelling to teach writing:</i></p> <ul style="list-style-type: none"> Codify the teaching of writing through live modelling Implement the use of live modelling through the writing teaching sequence <p>2D Active ingredients:</p>	<p>Develop Materials:</p> <ul style="list-style-type: none"> Partnership grammar progression document – by end of Term 2 Partnership teaching sequence planning document – trial version created by end of Term 2; final version by end of Term 4 Codification of live modelling for each element of the writing sequence – grammar & short-burst by end of Term 1; editing and redrafting by end of Term 3; planning by end of Term 5 Progression in editing and redrafting document – by end of Term 3 <p>Deliver Training: Training sessions for teachers to cover:</p> <ul style="list-style-type: none"> Refresh knowledge on the use of existing teaching sequence for writing (Term 1) Grammar progression (Term 3) Modelling – grammar & short-burst writing (Term 2), editing/redrafting (Term 4), planning & extended writing (Term 5) Spelling and Handwriting (Term 1) Updates to teaching sequence and how to plan a unit of English (ongoing, Term 5) <p>Coaching</p>	<p>End of term 2</p> <p>Fidelity:</p> <ul style="list-style-type: none"> All teachers are using the existing teaching sequence for writing including the teaching of grammar All teachers are using codified live modelling when teaching grammar and short-burst writing <p>Acceptability:</p> <ul style="list-style-type: none"> Staff generally understand the importance of the regular teaching and practicing of spelling and handwriting <p>Reach:</p> <ul style="list-style-type: none"> All pupils are experiencing live modelling during grammar and short-burst writing lessons All pupils are experiencing regular spelling and handwriting lessons <p>End of term 4</p> <p>Fidelity:</p> <ul style="list-style-type: none"> Chosen teachers are trialing an updated teaching sequence for writing including teaching the appropriate grammar from the progression document All teachers are using live modelling when teaching editing and redrafting <p>Acceptability:</p> <ul style="list-style-type: none"> Chosen teachers are confident to trial the updated teaching sequence for writing Staff understand the importance and impact of live modelling 	<p>Short Term: End of term 2</p> <p>Pupils are being taught spelling and handwriting and they are beginning to show improvements in these skills</p> <p>Most pupils are applying taught grammar accurately in their short-burst writing</p> <p>Medium Term: End of term 4</p> <p>More pupils are successfully improving their writing through the editing and redrafting process.</p>

	<p><i>Ensure a consistent approach to the teaching of spelling and handwriting:</i></p> <ul style="list-style-type: none"> • Review current spelling and handwriting provision • Research spelling and handwriting schemes and progressions • Teach spelling and handwriting regularly in all year groups 	<ul style="list-style-type: none"> • Instructional coaching on the key elements that teachers have been trained to use • Observations of live lessons to support staff as required • Specified teachers to receive tailored support on how to plan and teach a sequence of English lessons <p>Monitoring Ward Rounds, Planning Looks, Book Looks and Pupil Conferencing to cover:</p> <ul style="list-style-type: none"> • Use of teaching sequence for a unit of writing • Grammar teaching based on progression document • Use of live modelling • Teaching of spelling and handwriting <p>Resources</p> <ul style="list-style-type: none"> • Grammar progression document (£60 – already purchased) • Handwriting scheme? (approx. £400) 	<p>Reach:</p> <ul style="list-style-type: none"> • Specified classes are being taught with the updated teaching sequence for writing • All pupils are experiencing live modelling during editing and redrafting lessons <hr/> <p>End of term 6</p> <p>Fidelity:</p> <ul style="list-style-type: none"> • All teachers are consistently using the updated teaching sequence for writing including teaching the appropriate grammar from the progression document • All teachers are using live modelling throughout the writing teaching sequence (planning, writing, editing, redrafting) <p>Acceptability:</p> <ul style="list-style-type: none"> • Staff confidence in teaching of writing increases • Staff are confident in teacher grammar appropriate to their year group • Staff are confident to live model all aspects of the writing teaching sequence <p>Reach:</p> <ul style="list-style-type: none"> • All pupils are being taught with the updated teaching sequence for writing including teaching the appropriate grammar from the progression document 	<p>Medium Term: End of term 6</p> <p>Pupils are using age-related grammar accurately in their writing so that more pupils achieve the expected standard in writing</p> <p>Long Term: beyond 1 school year</p> <p>The vast majority of pupils will achieve the expected standard and percentage of pupils achieving greater depth will be significantly higher than national</p> <p>Pupils' handwriting and spelling are fluent and automatic, meaning there is less cognitive demand when they are composing.</p>
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Priority 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 PE & RE teaching, codifying spaced retrieval techniques & introducing deliberate oracy teaching.

Author and Lead on priority: Kate Urry, Josh Denton & Caroline Mountford.

Active Ingredients:

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

(Ev: Rosenshine. Principles of Instruction 2012)

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)

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/>)

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)

Baseline and Achievements to sustain:

- The school's enquiry curriculum contains knowledge mapping for all subjects which determine learning sequences and task selection. However, some of these require review.
- 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. However, these themes require refinement and further embedding.
- History, Geography and Science have been developed between 2021-23. New Art, RE and Computing Schemes of Work were introduced in 22-23.
- Retrieval Practice was the focus of staff's 'Professional Growth Projects' in 2022-23, trailing and refining approaches. These now need embedding.
- Two members of staff have completed Voice 21 Leaders' training and the school has completed background training on Oracy & Vocabulary teaching.

Long-term goal: Refine the remaining foundation subjects so that pupils can retain, recall and apply knowledge across all subjects.

Short-term Goal: Improve pupils' learning in the wider curriculum through developing PE & RE teaching, codifying spaced retrieval techniques & introducing deliberate oracy teaching.

Author and Leader on Priority: Kate Urry, Josh Denton & Caroline Mountford.

Link to PP Focus: Target 1: QFT; Target 2: Targeted Support

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>Teachers There is inconsistency in the planning and teaching of RE & PE.</p> <p>Curriculum mapping of knowledge needs to be reviewed and refined in Geography.</p> <p>Spaced retrieval approaches have been trialed but not consistently adopted across history, geography, science, Maths and computing.</p> <p>In Geography, history and science, teachers do not systematically include highly deliberate links to carefully chosen diverse cultural role-models within their everyday teaching.</p> <p>Assessment in science, history, geography and computing is underdeveloped.</p> <p>Teachers are not confident in systematically teaching pupils how to articulate their thinking orally, especially when reasoning in mathematics.</p>	<p>3A Active ingredient: Teachers have a clear understanding of the process of how to teach non-core subjects including P.E and RE.</p> <ul style="list-style-type: none"> All non-core subjects have a progression of core learning which is clearly mapped out, (specifically R.E. and P.E.) throughout the year and across key stages. Lesson structures are codified in the wider curriculum. <p>3B Active ingredient: Spaced retrieval is consistently implemented across the school and throughout different subjects</p> <ul style="list-style-type: none"> Connect and consolidate previous learning (short term and long term). Consolidate of that lesson's learning. Codification of wider curriculum flipcharts, including an agreed format of quizzing. Maths leads develop a system in order to ensure the whole maths curriculum is regularly revisited. <p>3C Active ingredient: Teachers understand how to support language development and the explicit teaching of vocabulary so that pupils can articulate their learning:</p>	<p>Develop Materials:</p> <ul style="list-style-type: none"> Progression maps and core knowledge need to be developed for P.E. and R.E. Progression maps in all other non-core subjects have core knowledge identified Codify lesson structure slides to support spaced retrieval Maths slides adapted to include spaced retrieval prompts Research ways to use quizzing question banks to embed prior knowledge (significant time needed for leaders to create these). Create mathematical vocab banks and sentence stems. Oracy? <p>Deliver Training:</p> <ul style="list-style-type: none"> Staff training on skills progression in get Set 4 PE How to teach a generic P.E. lesson. Identify staff training needs and strength in teaching PE 1 session on how to use Discovery R.E. - e.g answer the enquiry question Audit staff subject knowledge on non-Christian religions. Voice 21 Oracy training Time in staff meeting to share codified spaced retrieval format. 	<p>End of term 2</p> <p>Fidelity:</p> <ul style="list-style-type: none"> 3A Teachers across both schools trying to plan R.E. and P.E. sessions using new schemes. 3B All teachers are confident in using short-term spaced retrieval. Maths - Year 3 and 6 are using the Maths morning slide. Fluency Bee (or other interventions?) trials as an intervention on a small number of pupils. <p>Acceptability:</p> <ul style="list-style-type: none"> 3A Staff use the scheme for R.E. and P.E. 3B All staff have co-created the short-term spaced retrieval practice. 3B Some questions banks created – Kate to discuss which ones to start with. 3D SLT will have a clear vision of what assessment across the wider curriculum looks like in each phase. <p>Milestone:</p> <ul style="list-style-type: none"> 3A P.E. and R.E. progression maps created. Maths retrieval slide format created. Maths leads understand the research around developing reasoning skills in schools. 3C Oracy leads and SLT have a clear understanding of the foundations of Oracy teaching through research. 	<p>Short Term: End of term 2</p> <p>3A – Pupils are being taught well sequenced and structured P.E. and R.E. sessions.</p> <p>3B – Most pupils can recall prior knowledge to access the current lesson.</p> <p>3D - NA</p> <p>Maths – Pupils are increasingly fluent in their year group's arithmetic knowledge.</p> <p>Some pupils begin to narrow the arithmetic gap to their peers.</p>

<p>Learners</p> <p>Pupils' knowledge in RE and PE has gaps and lacks depth in some areas.</p> <p>Pupils forget some key knowledge in science, history, geography and computing as they don't engage in systematic retrieval tasks.</p> <p>Some pupils, especially those with weaker speech and language skills, struggle to articulate their thinking orally, using precise vocabulary. As a result, their schema in a range of subjects has gaps which inhibit deeper understanding.</p> <p>Outcomes</p> <p>Outcomes in RE and PE are not as high as in other subjects.</p> <p>Outcomes in history, science, computing and geography 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. In maths, these pupils' achievement in reasoning tasks lags behind that in tasks which require less S&L skills (for example fluency).</p>	<ul style="list-style-type: none"> • Voice 21 to carry out an assessment of current oracy teaching. • Using their recommendations, and research develop a model of teaching oracy. • Maths leads model and develop a strategy how to use vocabulary and sentence stems within mathematical reasoning. <p>3D Active ingredients:</p> <p>Teachers assess all pupils in the wider curriculum to ensure that pupils have a solid understanding of the core knowledge and skills.</p> <ul style="list-style-type: none"> • A systematic approach is used to ensure all core knowledge is assessed throughout the year. • Subject leaders and teachers are aware of the gaps within their class and subjects. • Subject leaders are aware of the expected level within their subject for each year group. • Data is used to identify gaps within each subject. Teaching is then planned to fill these gaps. • Plickers, Forms 	<ul style="list-style-type: none"> - Fluency Bee for narrowing the arithmetic gap (Teachers and TAs) <p>Coaching/mentoring:</p> <ul style="list-style-type: none"> - P.E. teaching – structure of lessons and modelling of key skills. - R.E. – subject knowledge. <p>Monitoring:</p> <ul style="list-style-type: none"> - Spaced retrieval – long and short term. - Using codification toolkits. - Maths ward rounds focusing on reasoning and spaced retrieval. - Ward rounds in PE and RE <p>Resources:</p> <ul style="list-style-type: none"> - Discovery RE/ - Get Set For PE - Fluency Bee (£80) - Oracy 21 subscription 	<p>End of term 4</p> <p>Fidelity:</p> <ul style="list-style-type: none"> - 3A lessons structures are codified across different phases. - 3D Assessment across the wider curriculum is trialed in various year groups (1,4&5). - 3B spaced retrieval is used across the curriculum in every classroom. - Maths – Key Stage 2 using math's space retrieval slides. Vocab banks and sentences stems embedded across the school. - Maths – All teachers across the school are using the toolkit to support. - Maths Across the school, a wide range of reasoning questions are being used appropriately for the topic. <p>Acceptability:</p> <ul style="list-style-type: none"> - 3A All staff use the progression maps provided for the wider curriculum. - 3B All teachers will use some questions from question banks for spaced retrieval. <p>Reach:</p> <p>Milestone:</p> <ul style="list-style-type: none"> - 3A Lesson structure across wider curriculum is codified for each phase. - 3B Most question bank created. 	<p>Medium Term: End of term 4</p> <p>3A – In R.E. pupils can discuss key aspects of different world religions</p> <p>3A – Pupils can demonstrate skills taught to them in P.E. sessions and discuss how these might be used in sports.</p> <p>3B Vast majority of pupils are having their identified gaps and misconceptions filled in a consistent manner and therefore they can recall more.</p> <p>3D – assessment is used so pupils experience more lessons matched to their current understanding.</p> <p>Maths – lowest 20% pupils are more articulate around reasoning questions, using Voice 21 and reasoning toolkit.</p> <p>Medium Term: End of term 6</p> <p>3A – Pupils master specific age-related skills in P.E. sessions and can apply these across different sports.</p> <p>3A – Pupils demonstrate understanding about world religions using the knowledge gained throughout the year.</p> <p>3B & 3D – All pupils can remember more core knowledge in maths and the wider curriculum and apply this knowledge in different contexts. Including reasoning</p>
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