

The Coppice Primary School

SDP

2019 - 20

Priorities identified from Self Evaluation
(Summer 2019):

- Focused marking, AfL and feedback in English; comparative judgement
- Times Tables and Mastery consolidation in maths
- Provision for EYFS and KS1 reading (particularly in regard to new Ofsted framework)
- Curriculum Development
- Assessment (new tracking system and associated policy, new summative assessment, comparative judgement, time-effective assessment)
- EYFS boys reading, writing and number



Successful



Confident





Happy





**Prepared
for life**


This Mission Statement describes our values and how we aim to realise our vision:


 **cherishing and valuing:** “The schools that we would want for our own children are the ones we should want for all children” (John Dewey)
This will be a welcoming, friendly, bright and lively, happy place where everyone feels secure, cared for, appreciated and where they enjoy life.

 **Observing achievement:** As broadly as possible, success will be promoted and progress and achievement recognised and celebrated for all.

 **Partnering:** We will build a partnership with parents and home, other schools and agencies, knitting the school into the fabric of our community. Further, there will be a commitment to Community Cohesion (locally, nationally and globally). Teachers will partner each other to share good practice and expertise, and coach. Children will partner their peers to enable an Action for Learning culture involving peer assessment, talk partners etc.

 **Personalise learning for all:** Teachers and classroom assistants will provide a tailored approach to support learners with Special Educational Needs, More Able, Gifted and Talented learners, minority ethnic groups. We will give extra support to the learners that need it most. Learning will be focused on individual pupils’ needs and abilities. We will develop assessment for learning which enables knowledge about individuals to inform the way they are taught and learn.

 **Interest and engage:** All will benefit from a rich, broad, balanced curriculum that will be presented in an interesting, exciting and imaginative manner with lots of opportunities for first-hand experience, practical work, investigation and learning through play. The curriculum will be enlivened and enriched by visits, visitors, and extensive use of the outdoor environment and ICT. The immediate Learning Environment will be orderly, attractive and stimulating. The basics will be taught well and the creative aspects including art, poetry, story, dance, music, performance will be central to our work. We will provide activities outside school hours to extend and augment learning.

 **Conduct and behaviour management:** All will have high expectations and set high standards for themselves and others. All will be treated fairly and listened to. All will have an opportunity to take responsibility (especially for their own learning), build their self-esteem and develop their self-confidence by being positively encouraged to take an active role in school life. Further, we will promote behaviours that lead to a healthy and sustainable lifestyle.

 **Equipping Learners (to enable ‘Life Long Learning’):**

To ensure our learners have the skills to enable them to fulfil the requirements of the ‘5 Rs’ of learning:

- Readiness
- Resilience
- Resourcefulness
- Remembering
- Reflectiveness

We will be a Learning Organisation, ensuring that CPD involves all staff, and is school based wherever possible and tailored to specific needs - involving the sharing of good practice and expertise; linked explicitly to PM and SDP. We will have an openness regarding the sharing of our practice through embracing self-evaluation through monitoring (especially Lesson Observations) that inform areas for development.

MAIN PRIORITIES

Subject: Wider Curriculum		Lead (and support): Vikki Giles	Governor: David Monk
Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)	Expected Impact (What I expect to see)
<i>* Include deadline and associated BRAG highlighting as well as reference to any additional support</i>			
<p>An emphasis (in previous years) on assessed subjects has led to some subjects needing a more focused rationale and approach in order to provide children with sufficient challenge, enrichment and preparation for life in modern Britain.</p>	<p>Children will have access to a fully resourced, intelligently sequenced and knowledge-rich curriculum in all subjects.</p>	<ul style="list-style-type: none"> Curriculum lead, alongside SLT, to self-audit the current curriculum, identifying current practice strengths and areas to develop. Curriculum lead, alongside SLT, to map out long-term plans for all non-core subjects. Curriculum coverage will be the most relevant for the school and the community and this will be reflected in our curriculum intent statement. Curriculum lead to develop clear expectations regarding classroom practice, ensuring that curriculum vision is transferred into daily practice through monitoring and feedback of books and lessons. Principles of the curriculum will be achieved through the consistent use of key resources, such as knowledge organisers and retrieval quizzes, across year groups and across subjects (history, geography and science). Effective CPD sessions, led by the curriculum lead, will inform staff of any changes to the current curriculum alongside the rationale behind any changes. The curriculum lead will monitor the implementation of the new wider curriculum. The curriculum lead, alongside SLT, will stay up-to-date with the latest research evidence available. The curriculum lead, alongside SLT, will develop a CPD 'library' where staff can take out books which will develop their understanding of cognitive science and the principles of curriculum design. 	<p>The curriculum is designed to develop children's knowledge and understanding of different subjects but is also relevant to the context of The Coppice and the needs of the children. The curriculum promotes a thirst for knowledge and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting success. The curriculum is bespoke to all learners including those with SEN. The curriculum offered to our learners extends to the cultural capital that they will need to lead a full life.</p>
<p>The previous curriculum map featured too many units of work that were taught in isolation. The curriculum needs</p>	<p>The skills and vocabulary taught in all curriculum subjects will be connected, cumulative and</p>	<ul style="list-style-type: none"> Curriculum lead will work alongside subject leaders to map out the progression of skills and knowledge taught in all wider curriculum subjects across each year group. Curriculum lead will devise a new planning proforma which 	<p>The curriculum will include a progression of skills that is clear, considered and easy to plan from.</p>

<p>to be more coherent in order for the children to develop deeper understanding and greater enjoyment.</p>	<p>challenging. Planning will reflect the role of each unit of work in the 'bigger picture'.</p>	<p>will promote the development of subject specific vocabulary.</p> <ul style="list-style-type: none"> • The curriculum lead, alongside SLT, will lead staff CPD to further teacher's understanding of the principles of effective curriculum design and planning. • Planning in wider curriculum subjects will utilise regular retrieval practice to ensure retention of knowledge and draw links between concepts. 	<p>Children will learn in a vocabulary rich environment with visible, working vocabulary displays relevant to the topic displayed in classrooms. The knowledge, skills and vocabulary taught in each year group will be progressive and this progression will be evidenced in children's books. Subject specific vocabulary will be identifiable in the children's work.</p>
<p>Subject leadership in non-core subjects is not as knowledgeable and robust as in core subjects.</p>	<p>Non-core subject leaders will have a clear overview of the coverage of their curriculum area; a robust action plan focused on improvement; a monitoring and evaluation schedule and be able to discuss the strengths and areas for development for their subject, along with the impact of their role.</p>	<ul style="list-style-type: none"> • Curriculum lead to work alongside non-core subject leaders to develop their roles as leaders of learning. The curriculum lead will support non-core subject leaders with mapping out the specific skills and knowledge that are to be taught in their subject across the whole school. • Non-core subject leaders will also be supported by established leads from other schools within the partnership. Opportunities for the sharing of good subject leadership to be set up by the curriculum lead. • Curriculum lead will provide advice and support to the rest of the staff through staff meetings, regular informal and formal support, discussions and advice. • SLT to provide a rolling timetable of class release for subject leads to develop their curriculum and assess its implementation across the school. • Effective CPD, led by the curriculum lead, will ensure that all staff have a clear understanding of the core curriculum vision and ethos. 	<p>Non-core subject leaders will have a clear understanding of the coverage and progression of skills and knowledge taught in their subject across each year group. Delivery of the wider curriculum will be monitored by non-core subject leaders through book looks, pupil feedback and observation. Non-core subject leaders will provide feedback to colleagues to act positively upon the quality of teaching and learning. Non-core subject leaders will be able to discuss the strengths and areas for development of their subject, along with the impact of their role.</p>
<p>Assessment procedures and resources need to be created to ensure that the extent to which children have learned the content of the curriculum can be assessed.</p>	<p>Assessment procedures and resources relating to the wider curriculum have been developed and the curriculum lead ensures that new procedures are followed.</p>	<ul style="list-style-type: none"> • Assessment opportunities in the wider curriculum subjects to be discussed at successful and effective meetings between the curriculum lead and SLT on a regular two-week basis. • At least one wider curriculum subject to be chosen to trial materials that will inform an assessment process. 	<p>Teachers are aware of the progress children are making in wider curriculum subjects year-on-year. Formative assessment is used in lessons to identify gaps in</p>

		<ul style="list-style-type: none"> Curriculum lead to set up some internal moderation of the wider curriculum subjects. The curriculum lead will evaluate the effectiveness of assessment resources through surveying staff and 	<p>children's understanding and adjust planning accordingly. Manageable and effective assessment procedures are put in place to ensure that pupil's attainment in curriculum subjects can be tracked and reported.</p> <p>There are opportunities for children to demonstrate their mastery in a subject.</p>
SMSC links and character development opportunities within our curriculum are not tracked and recorded and therefore opportunities for spiritual development are not always maximised.	SMSC learning, including democracy and British values, will feature in subjects across the curriculum. Our curriculum will enable children to express their opinions, ask questions and contribute positively in a democratic society.	<ul style="list-style-type: none"> Curriculum lead, alongside SMSC/PSHCE lead, to develop and suggest activities which promote spiritual development. Curriculum lead, alongside SMSC/PSHCE lead, will monitor planning once every term to identify specific examples of SMSC links. The curriculum lead, in conjunction with SLT and the PSHCE lead, will identify the values which need to be highlighted to a greater extent in future years. Curriculum lead, alongside SMSC/PSHCE lead, will undertake a learning walk to identify examples of SMSC in the learning environments of the school. 	<p>Books will demonstrate the diversity of activities occurring throughout the school year. Our wider curriculum subjects will develop thinking styles e.g. caring (thinking about what is said/listening to others/imagining how others feel), critical (asking questions/giving reasons/looking for evidence) and creative (making connections/exploring possibilities and comparing things).</p>
The school's curriculum is only clear to the teachers delivering it. Other stakeholders do not have a clear picture of what is being taught.	Our school website will include information about the school's curriculum (what is taught, when it is taught and how it is taught).	<ul style="list-style-type: none"> SLT and the curriculum lead to write an intent statement that will be shared with all stakeholders, staff and children. This intent statement will also be made readily available on the school website. 	The school's curriculum is only clear to the teachers delivering it. Other stakeholders do not have a clear picture of what is being taught.

Subject: English/Writing	Lead (and support): Robert Laight	Associated trustee: Neil Poole / Pat Harrison
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Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)	Expected Impact (What I expect to see)
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* Include deadline and associated BRAG highlighting as well as reference to any additional support

Moderation & monitoring has highlighted that our teachers' feedback and marking is not having a significant impact on children's progress.

Staff will apply a new feedback policy, which moves practice away from written marking and towards a system of in-lesson feedback and whole-class verbal feedback where 'the next step is the next lesson'.

- The English subject leader and Head teacher will visit Billsley School to discuss with teachers and leaders how their current 'markingless' feedback policy was implemented, as well as some of the issues and adaptations made.
- The English leader will deliver training to all teachers to explain the rationale, research, intent, practice and potential pitfalls of the new feedback policy.
- The English leader will create (with SLT approval) feedback records for the school to use, including the key headings that need to be used when analysing children's work.
- The English leader will re-map the English curriculum from Reception to Year 6, including slimming down the number of units of work per term, leaving more time for teachers to address gaps, incorporate retrieval practice and deliver the 'invention' stage of Talk for Writing.
- The English leader will host lesson observations for colleagues to observe feedback lessons in practice.
- The English leader will film examples of feedback sessions for staff to watch. (Resource implication (e.g. GoPro or capable tablet))
- The English leader will liaise with SLT and year group leaders to put in place a system of monitoring to ensure that the new feedback policy is implemented effectively.
- The English leader will conduct pupil book studies: interviewing pupils about their learning while looking through examples of their work.
- In conjunction with SLT, the English leader will conduct regular book looks to determine if children are making progress against their areas of weakness.
- The English leader will regularly observe lessons and feed back to staff on the effectiveness of their feedback lessons.
- The English leader, in conjunction with year group leaders, will initiate a program of coaching and team-teaching for any staff who struggle to deliver the new feedback process effectively.
- The English leader will write a new feedback policy and share it with SLT and trustees.
- The English leader will prepare materials to educate

Lesson observations show that staff are using the feedback policy effectively, applying the 'next step is the next lesson' philosophy.

Evidence in books shows that children are taking responsibility for improving their own work, making edits and improvements in polish pen without teacher-directed marking.

The school's internal data shows that children make progress as a result of more meaningful feedback.

		<p>parents about the new feedback policy ahead of parents' evenings.</p> <ul style="list-style-type: none"> • The English leader will stay up-to-date with the latest research from cognitive science and share relevant blogs, books and reports with the wider staff. • The SLT will investigate comparative judgement and will learn how it is used. • The SLT will invest in comparative judgment and trial its effectiveness with year groups (size of trial to be determined). 	
<p>Feedback from our peer review indicated that 'Talk4Writing could be too structured for some pupils, seems very teacher directed and possibly puts ceilings on creativity.'</p>	<p>Teaching of writing at Coppice will be less 'prescriptive': teachers will have the confidence and understanding to develop their own practice of teaching writing effectively.</p>	<ul style="list-style-type: none"> • The English leader will slim down the number of Talk for Writing units in each year group (especially in KS1) in order to create time and opportunities to for English lessons that are independent from the Talk for Writing pedagogy (i.e. straight to the invention stage). • The English leader will use questionnaires to audit staff confidence/familiarity with aspects of Talk for Writing. • The English leader will record example lessons for aspects of Talk for Writing that staff are less confident with. • The English leader will host regular lessons for NQTs to observe aspects of Talk for Writing that they are less confident about. • The English leader will participate in joint observations of teachers and 'debrief' with year leaders. • The English leader will deliver training on the principles and activities from 'The Writing Revolution: a Guide to Advancing Thinking Through Writing in all Subjects and Grades' in order to build stronger foundations for sentence composition. • The English leader will stay up-to-date with the latest research into improving teaching and learning of writing and share relevant literature with teachers through emailing blog posts and updating the staff CPD library (e.g. The Writing Revolution, Modelling Exciting Writing, . 	<p>Evidence in books shows that children are writing effectively on a broader range of topics, including quality writing from the 'invention' phase.</p> <p>Observations of teaching - from the English leader, from SLT and from peer reviews - show that teaching is consistent, effective and creative.</p>
<p>Monitoring of books across the school showed that writing is rarely used as a vehicle to advance thinking in wider curriculum areas.</p>	<p>Writing will be used more regularly and more effectively in lessons across the curriculum.</p>	<ul style="list-style-type: none"> • The English leader will slim down the number of Talk for Writing units in each year group (especially in KS1) in order to create time and opportunities to use English lessons to write about learning across the curriculum. • The English leader will deliver training on the principles 	<p>Observation of lessons and children's books will show that a higher proportion of</p>

		<p>and activities from 'The Writing Revolution: a Guide to Advancing Thinking Through Writing in all Subjects and Grades' in order to build stronger foundations for sentence composition based on relevant topic areas.</p> <ul style="list-style-type: none"> • The English leader will, in conjunction with subject leaders, will review the long-term plan for curriculum and plan for quality writing opportunities • The English leader will organise a small pilot of 'end-of-topic essays' as a tool for capturing and assessing children's understanding across the curriculum. • The English leader will demonstrate lessons in which the school's new feedback policy is used to give quality feedback across the curriculum. The reduced workload demands of the new feedback policy means that staff will be more willing to plan for writing tasks across the curriculum. 	<p>curriculum lessons feature a quality written outcome.</p>
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Subject: Mathematics		Lead (and support): Lindsey Ashwell / Steph Gatfield	Trustee: Clare Webster	
Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)		Expected Impact (What I expect to see)
<i>* Include deadline and associated BRAG highlighting as well as reference to any additional support</i>				
<p>TIMES TABLE CHECK Year 4 children need to be fully prepared for the National Times Table check in June 2019</p>	<p>The majority of children in Year 4 will achieve well in the Times Table check (90% of children will have quick recall of tables to 12x12)</p>	<p><u>Maths Leaders will:</u> In Year 2-4:</p> <ul style="list-style-type: none"> • Monitor maths lessons to ensure Times Tables are being taught effectively (relevant to their year group) • Ensure 'Times-Table Rockstars' is used weekly to check and assess children's times table knowledge • Check Yr2-Yr4 Times Table record books are being checked and filled in. Children who complete the books collect a badge from Mrs A. • Help to set up interventions for children who are not secure in their expected age related tables. • Assist with the practising and implementation of using the Chromebooks and number pads to practice inputting their answers prior to the testing in June. 		<p>Lesson will include the teaching of the relevant Times Tables. Ongoing tracking and assessment takes places of Times Table knowledge – using individual trackers and use of Times Table Rockstars. Record books are being completed and badges awarded when knowledge is secure Teachers / TAs to carry out interventions as necessary to support children who are not confident with the Times Table</p>

			recall. Homework is being set to reinforce Times Tables (Mr Heptinstall's Challenge) Yr4 children to practice using the Chromebooks and number pads to input answers to Times Table questions.
NQT – Mastery Maths Knowledge NQTs do not have the necessary knowledge of Mastery Maths that is needed to teach it effectively	NQTs will have a clearer understanding of the Mastery Maths approach and how we structure our lessons at The Coppice, to best ensure progression and development of skills within each lesson.	<u>Maths leads will:</u> <ul style="list-style-type: none"> • Meet half termly with NQTs to discuss The Mastery Approach and deliver training on The 5 Big Ideas (Representations and Structure, Mathematical thinking, Variation, Fluency and Coherence). • Offer support in Maths planning and delivery of lessons. • Monitor the teaching of maths and give feedback on strengths and areas for development • Help to arrange for NQTs to observe other teachers teaching maths (includes out own lessons) • Ensure that the necessary support is being given from • Ensure that the necessary support is being given from Year leaders / mentors in supporting their Maths teaching 	NQTs are more confident in the delivery of Maths lessons They have a better understanding of the Mastery Approach to teaching maths and understand the structure of lessons NQTs actively seek support as needed and act upon advice given from year leaders, mentors and maths leads.
ASSESSMENT – to inform new tracking system Not all judgements were entirely accurate due to flaws in previous tracking system where automated judgements were made	Judgements made will be accurate with teachers confidently making decisions on attainment through formative and summative assessments	<u>Maths lead will:</u> <ul style="list-style-type: none"> • Work closely with Assessment lead (BH) to ensure the new tracking system (INSIGHT) is being used to accurately monitor and track children's progress and attainment in Maths (in line with other subjects) • Support teachers when making these judgements on attainment (especially NQTs) • Monitor and check the data collated on INSIGHT • Through book trawls and test results, check that judgements are accurate and there is enough evidence to support the judgements that have been made. • Purchase new NFER tests to be carried out 3 times a year (giving scaled scores to ensure consistency) 	Teachers are confident in making judgements linked to the children's attainment Maths judgements made on INSIGHT are accurate (supported by class work, NFER tests, SODAs, end of unit tests, teacher judgement) NFER tests are used across the school during set assessment weeks (see assessment calendar). Standardised scores used to ensure consistency

<p>FLUENCY IN MATHEMATICS</p> <p>Not enough children have the relevant mathematical age group facts and methods fully embedded (Fluency)</p>	<p>Children’s fluency of key mathematical facts and methods is fully embedded with children recalling these facts and methods through regular practice, drills and memorisation.</p>	<p><u>Maths leads will:</u></p> <ul style="list-style-type: none"> • Reinforce the importance of ‘fluency’ in staff meetings and how this should fit in to maths lessons / planned additional learning opportunities • Check that fluency is being taught and checked in all year groups • Monitor SODA / Early bird activities are being used as fluency checks • Ensure that fluency activities are relevant and purposeful and not just holding activities • Check that children who have a secure knowledge are moved on and given appropriate challenges in lessons, allowing them to apply the mathematical facts and methods that they have secured 	<p>Children are ‘fluent’ in their age related mathematical knowledge, knowing key mathematical facts and methods and recalling these effectively.</p> <p>A greater number of children can applying their knowledge – seen through tests and progress made.</p> <p>SODA / Early bird books provide evidence of ‘fluency’ work – consolidating relevant facts and methods</p>
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Subject: Assessment		Lead (and support): Billy Hutt	Governor: Pete Emery	
Issue (What’s not working?)	Outcome (What will be Different?)	Actions* (What will I do?)		Expected Impact (What I expect to see)
<i>* Include deadline and associated BRAG highlighting as well as reference to any additional support</i>				
<p>SPTO tracking system will end at Christmas.</p> <p>This was the decision of the company and not a school decision. However, this has allowed an opportunity to take a fresh look at assessment methodology in school which employs some of the latest thinking.</p>	<p>Introduce new Insight Assessment Tracker for Years 1-6 and Early Excellence Tracker to replace previous SPTO tracker.</p> <p>Staff will be using newly purchased tracking systems and will be familiar with them.</p>	<ul style="list-style-type: none"> • The Assessment Leader will adapt and import SPTO comment banks so that they mirror those of SPTO in order to give consistency and continuity. • The Assessment Leader will Import children into the new trackers and assign them to new classes/cohorts. • The Assessment Leader will create and assign new logins for all staff. • The Assessment Leader will create and assign parent logins for the EYFS Early Excellence tracker • The Assessment Leader and EYFS Leaders in Nursery and Reception will watch the Early Excellence training webinar in order to train EYFS leaders. In turn, leaders will train other EYFS staff. • The Assessment Leader will train staff in Years 1-6 on how to use Insight tracker. • The Assessment Leader and Leaders for English and maths will clearly explain to staff the range of assessment information that will be required 		<p>New trackers are in operation in both EYFS and Years 1-6 and staff fully understand how to use them.</p> <p>(By end of October 2020).</p>

<p>SPTO judgements were sometimes misleading due to the algorithms built into the SPTO system used to create them.</p> <p>New assessment methodology will be employed with the new Insight tracking system which places teacher professional judgement at the heart of it.</p>	<p>Staff will feel confident that the new tracking system allows them to use their professional judgement and a range of assessment evidence e.g. standardised tests, work in books, on-going quizzes, SODA activities and observations etc. to make their judgements.</p> <p>Staff will have greater faith in the accuracy and validity of their judgements.</p>	<ul style="list-style-type: none"> • The Assessment Leader will work with Assistant Headteachers RL (English) and LA (maths) to agree what assessment information (and how much) will be required in order to make summative judgements and judgements against individual objectives. • The Assessment Leader will introduce NFER standardised tests three times yearly in Years 2-6 and two times yearly in Year 1 in order to provide a uniform, consistent test that will provide further summative assessment information. Results in the form of scaled and age-standardised scores will be uploaded to Insight tracker. • The Assessment Leader will introduce assessment weeks where standardised tests are completed. SLT will monitor these tests in order that they are carried out in a consistent manner. • The Assessment Leader will purchase and introduce 'Comparative' writing assessment to bring about quick, accurate assessment of writing, thereby removing the need for time-consuming and onerous marking. • The Assessment Leader will introduce 'quality assurance' checks of summative judgements that are made (via Pupil Progress Meetings) in order to ensure that information collected is rigorous and accurate. 	<p>More accurate assessment information being collected which requires less marking time implications on staff, thereby allowing more time for the planning of quality teaching and intervention sessions that respond to the needs of the children.</p> <p>Staff will feel that they have a better work/life balance and that they have more time to concentrate on the quality of their curriculum planning and teaching.</p>
<p>PPM (Pupil Progress meetings) have become too focused on quantitative data rather than the quality of the assessment information that informs them.</p>	<p>Pupil Progress meetings will focus on looking at and moderating the range of agreed assessment material and agreeing that the judgements made are accurate and consistent. Five children of differing abilities will be chosen at random on the morning of the meeting,</p>	<ul style="list-style-type: none"> • SLT and the Assessment Leader will ensure that staff understand the focus will be more on qualitative more than quantitative data thereby avoiding a 'tick box' culture. The new system will be all about 'knowing your children' and what staff are doing to meet their needs and make a difference (with a strong emphasis on vulnerable groups like Pupil Premium children and SEND children as well as target children that might be identified). • SLT and the Assessment Leader will also ensure that targets and monitoring of lessons and books will focus on the high priority areas of the School Development Plan i.e. curriculum, extending vocabulary, spelling, developing higher-order questioning, developing reading fluency and feedback/assessment. 	<p>Pupil Progress meetings will ensure that Assessment information is rigorous and accurate. Staff will be held to account for the progress of their children and how well they know them through presenting their assessment information at PPM meetings. Monitoring will demonstrate a high level of classroom provision due to this.</p>

<p>Moderation & monitoring has highlighted that our teachers' feedback and marking is not having a significant impact on children's progress.</p>	<p>Staff will apply a new feedback policy, which moves practice away from written marking and towards a system of in-lesson feedback and whole-class verbal feedback where 'the next step is the next lesson'.</p>	<ul style="list-style-type: none"> The English subject leader, Head teacher and Deputy Head will visit Billesley School to discuss with teachers and leaders how their current 'markingless' Feedback Policy was implemented, as well as some of the issues and adaptations made. The English leader will deliver training to all teachers to explain the rationale, research, intent, practice and potential pitfalls of the new feedback policy. 	<p>Lesson observations show that staff are using the feedback policy effectively, applying the 'next step is the next lesson' philosophy.</p> <p>Evidence in books shows that children are taking responsibility for improving their own work, making edits and improvements in polish pen without teacher-directed marking.</p> <p>The school's internal data shows that children make enhanced progress as a result of more meaningful feedback.</p>
<p>The current assessment calendar needs updating in light of assessment changes outlined in earlier targets.</p>	<p>Create a new assessment calendar to fit the new methodology.</p>	<ul style="list-style-type: none"> The Assessment Leader will work with other members of SLT in order to create a new assessment calendar that is fit for purpose and allows the gathering of assessment information which has informing teaching and learning at its heart but which isn't too onerous for staff. The Assessment Leader and SLT will ensure that the assessment calendar means that the assessment information gathered is both rigorous and effective in furthering children's progress. This will be done through regular monitoring of lessons and books and through PPM (Pupil Progress Meetings). 	<p>The school's internal data will show that children are making enhanced progress as a result of the new assessment system.</p> <p>Staff will only collect assessment data that informs children's teaching and learning, thereby impacting positively on their work/life balance.</p>

Subject: Phonics and KS1 Reading		Lead (and support): Rob Laight, Callum McGarry, Lucy Walker	Governor: Neil Poole / Pat Harrison	
Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)		Expected Impact (What I expect to see)
* Include deadline and associated BRAG highlighting as well as reference to any additional support				

Phonics needs to be adapted to fit the new curriculum structure.	Phonics will be delivered by class teachers in the whole class environment.	<ul style="list-style-type: none"> • LW restructured the teaching of phonics; planning formats have been adapted to suit whole class teaching. • LW share with SLT the new structure of the teaching of phonics, whole class based. • Meet with class teachers (Rec/YR1) to train staff in new delivery of phonics teaching. • Create a new assessment cycle to monitor progress and inform planning. • Observe and monitor classroom practice to ensure consistency and offer CPD if required. • Purchase school subscription to Phonics Play to support teachers in lesson planning and providing interactive resources. 	A better approach to teaching phonics that ensures that all of the class are catered for. More children being able to access and pass the phonics screening test?
Guided reading books, system and bands are not clear and consistent across EYFS/KS1.	There will be a clear and consistent system followed from Reception upwards, where children access quality reading books that match their phonics ability. Each new academic year, teachers can continue the child's reading journey, knowing what band they have previously read.	<ul style="list-style-type: none"> • Complete a full book audit across Reception and Year 1. • Decide on the main reading book schemes that will be followed. • Level and match reading books. • Order new copies of reading books that are missing/needed to create a 'full' guided reading set. • Organise book boxes and label books. • Create a store/area for all boxes to be kept together. • Create and share information with teachers on matching phonics sounds with appropriate reading books. 	All children reading books that are suitable to their individual phonic ability. Children having access to appropriate reading books. Children continuing to make progress in their reading/books as they move up to the next year.
What will be done for the children that fail the Year 2 Phonics retake?	To see an improvement through an alternative method of teaching phonics.	<ul style="list-style-type: none"> • Adult roles and responsibilities for the teaching of reading and phonics need to be defined. • Research the value of continuing RWI as a way to teach early reading. Get rid of phonics? 	More children to read fluently using a different intervention method rather than a RWI based programme.
A considerable amount of children can't read independently and fluently by the time they get to Year 6.	More children will be able to read independently and fluently.	<ul style="list-style-type: none"> • Research echo reading. • Pre-teach difficult vocabulary. • Deliver fluency training based on the research in a staff meeting. • Observe and monitor the teaching of fluency. 	More children accessing comprehension tasks more confidently. Higher attainment on standardised tests.

<p>The teaching of vocabulary is not embedded.</p>	<p>SLT will observe more teaching of vocabulary during R\$L lessons.</p>	<ul style="list-style-type: none"> • To maintain the teaching of vocabulary, check classroom practice. • Deliver top-up training to NQT's, TA's and SSA's. • Research and equip staff with more resources and tips to help with teaching new vocabulary. • Arrange for teachers to observe others and see the teaching of vocabulary in action. • Create a sheet and inform SLT of what they should be looking for regarding the teaching of new vocabulary. 	<p>More children using a wider and richer vocabulary when speaking and writing independently. Comprehending more during R4L lessons.</p>
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