



**Exceed Learning Partnership**  
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Updated:	September 2022
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Approved by:	LGB
Next Review:	Reviewed JULY 2023

# Our Vision

To equip young people with  
the knowledge, skills and  
mind-set to thrive and then  
take on the world!



# Key Priorities

## Priority ONE

Ensure a **high-quality, sequential and consistent** approach to the teaching of **writing and phonics for all** learners.

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## Priority TWO

Implementation of our revised wider curriculum to ensure learning is **progressive and sequential** across all subjects and year groups.

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## Priority THREE

To further develop the role of **subject leadership** in order to enable leaders to secure skills in evaluating pupil learning and supporting high quality teaching.

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## Priority FOUR

**Embedding** a creative, diverse and progressive curriculum linked to the whole school curriculum throughout the Early Years

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## Priority FIVE

To **develop** a progressive and detailed **Personal Development Offer**, which underpins, all aspects of the Curriculum at Carr Lodge

**PRIORITY ONE: Ensure a high-quality, sequential and consistent approach to the teaching of writing and phonics for all learners.**

Focus (Why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)			Final Outcomes (And so?)
			Short Term What difference will this make to teacher/leader expertise (knowledge, skills and understanding)	Medium Term What difference will this make to changing whole school/classroom practice	Long Term What difference will this make to pupil outcomes	
<p><b>ELP Writing Progression Document</b></p> <p>The writing progression is being used inconsistently across the academy. Not all teachers have a secure understanding of the progression of writing across terms within year groups and from year to year.</p>	<p>Implementation of the ELP writing progression.</p> <p>Improved moderation systems and procedures.</p>	<p><u>Deliver</u></p> <ul style="list-style-type: none"> <li>All teachers use the ELP writing progression document to support their planning so that the pitch and expectations is appropriate for each stage.(Sept 22)</li> <li>Teachers complete medium term planning to show an overview of the skills and genres to be covered in each unit.(Sept 22)</li> <li>Short term planning will be completed for each scheme of learning and text ensuring that the skills taught are in line with the expectations in the ELP writing document.(Sept 22 )</li> <li>Monitoring of planning to ensure that the writing skills required to be taught in that year group are included within each English teaching sequence. (AS Oct 22)</li> <li>Teachers build in opportunities for sustained independent writing as part of the writing sequence at least once per week with one of these sessions used for a conference mark.</li> <li><b>Key vocabulary</b> will be highlighted on the new short-term planning document – these words will be taught and modelled in shared writing. The meaning of words will be described and investigated by children in vocabulary lessons. In KS1 they will be emphasized using the ‘I say, you say’ strategy.</li> <li>Working walls will include a WAGOLL and key vocabulary that will support the writing process and language acquisition. (Monitoring lessons 2 weekly cycle)</li> <li>Each classroom will display the Purposes of writing’ documents and the key features of each type of writing. (Book Look Nov22)</li> </ul> <p><u>Moderation</u></p> <ul style="list-style-type: none"> <li>A <b>moderation</b> whole school timetable will be put in place with built in year group moderation, cross phase moderation and whole school moderation.</li> <li>Staff will also attend Trust year group meeting and moderate across a wider sample to ensure that standards are consistent.</li> <li>English lead will deliver a staff meeting focused on moderation of the Autumn 1 piece of extended writing. This will be moderating using the ELP Writing Progression Document. Staff will work with their year group partner to assess and moderate three examples at BA , ARE, GD. A moderation record will be filled in and a photocopy of the agreed sample will be then added to our whole school moderation folder.(NOV 22)</li> <li>The next planned moderation will be a staff meeting but with cross phase moderation, using the ELP writing progression document to support the process.(Feb23)</li> <li>Moderation will then continue as part of a cycle and the school moderation folder will be developed across the year.(April 23)</li> </ul>	<p>All teachers, including new to school, have a good understanding of the ELP Writing Progression Document.</p> <p>Planning and lessons demonstrate that teachers have used the ELP document to teach the appropriate writing skills for each year group and at each stage.</p> <p>Key vocabulary has been identified to support writing and develop vocabulary.</p> <p>Working walls support writing by displaying key features and vocabulary.</p> <p>Overview of moderation timetable is in place.</p>	<p>Teachers have an improved understanding of how to teach vocabulary within lessons and across sequences.</p> <p>The ELP writing document is used by all teachers and is improving planning and assessment in each year group.</p> <p>There are more opportunities for sustained independent writing as part of the teaching sequence.</p> <p>Teachers will have a focus on teaching the required writing skills pitched appropriately to the year group.</p> <p>Year group moderation will have taken place.</p>	<p>The ELP writing progression is being used to assess writing.</p> <p>There is consistency between classes in each year group for how moderation is completed.</p> <p>Judgements are consistent following the moderation of writing.</p> <p>Cross phase moderation has taken place.</p> <p>Trust moderation has taken place for all year groups.</p> <p>Evidence/samples of moderated work are included in a whole school standards folder.</p>	<p>The ELP writing progression document will be an integral part of the toolkit of teachers in planning and teaching and assessing writing this will mean that teachers will have consistent approaches across the academy- that children can build upon year on year. Less time will therefore be needed for gap filling of basic skills and faster progress will be made.</p> <p>The quality of teaching in writing lessons will be strong across all phases ensuring all children make accelerated progress in writing.</p>

<p><b>Spelling</b></p> <p><b>The approach to teaching spelling is not yet consistently embedded in all year groups to ensure that learners can build on previous knowledge.</b></p>	<p>Embedding of RWI in LKS2</p> <p>Implementation of CUSP Spelling in Y5/6</p> <p>Introduction of Spelling Journals to Y2</p>	<p><u>RWI</u></p> <p>Sustain</p> <ul style="list-style-type: none"> <li>Staff to continue to display relevant spelling patterns and screen shots.(Sept 22)</li> <li>RWI spellings to be sent home and tested on a 2 -week cycle. (Sept 22)</li> <li>Teachers use the taught spellings and year group common exception words where appropriate to the text type for display on the working wall/WAGOLLS.(Oct 22)</li> <li>Monitoring carried out on systems and procedures in teaching spelling.(Oct 22)</li> </ul> <p>Explore</p> <ul style="list-style-type: none"> <li>Teachers in Y5/6 need time to familiarise themselves with the CUSP materials and expectations of teaching sequences.</li> <li>SM will support Y5/6 teachers in developing a spelling display in line with whole school RWI displays.</li> <li>Y5/6 begin to use the CUSP materials to teach spelling.(Oct 22)</li> <li>Monitoring of the implementation of CUSP.</li> </ul> <p><u>Spelling Journals</u></p> <p>Implement</p> <ul style="list-style-type: none"> <li>Introduce Spelling Journals to Year 2. AS to explain the process of using them to track accuracy in spellings.(Oct 22)</li> <li>For the purposes of transition Y3 spellings journals will be passed up to Y4 and tracking documentation to be added to so that it is consistent from Y3 to Y4.</li> <li>Teachers iY2-Y6teach the different spelling strategies so that children are able to practice spellings i.e. rainbow, pyramid, spellings into sentences within their jotters. ( Sept 22)</li> <li>Teachers will assess children’s spellings on a 2 weekly cycle and children practice the errors they have made.</li> </ul>	<p>RWI spelling is being used in Y3/Y4</p> <p>RWI displays match the guidelines and expectations.</p> <p>CUSP materials have been purchased.</p> <p>All teachers are delivering spelling lessons on a regular basis as directed in the spelling guidelines.</p> <p>Children are able to use a range of strategies to learn spellings</p>	<p>RWI spellings is being used in Y2</p> <p>Y5/6 have started to use the CUSP materials to deliver spelling lessons.</p> <p>Teachers track how well children are learning spellings.</p> <p>Teachers assess spelling using the materials to support the process.</p>	<p>The teaching of spelling will be embedded across the academy.</p> <p>Children are able to select their own preferred method for learning spellings.</p>	<p>Sustained improvement in outcomes in spelling assessments, tests, SPAG papers and spelling errors are eliminated in compositional writing.</p> <p>Spelling across the academy will be improved and children will apply their understanding of spelling patterns in other areas of the curriculum.</p> <p>Tracking of spelling will be in place and demonstrate increased improvements in spelling across all writing.</p>
<p><b>Embed the systematic teaching of phonics within KS1.</b></p>	<p>Further develop consistent approaches to early reading and the teaching of phonics in R.Y1 and Y2.</p> <p>Consolidate the use of ‘rapid recap sessions’ To support transition from Y1 – Y2.</p>	<ul style="list-style-type: none"> <li>Carry out diagnostic assessments in Sept 22 to identify gaps in phonological ability in FS and Year 1 in Sept 22. Teachers to analyse the phonics data and use this to identify gaps in understanding.</li> <li>Training provided for new staff to KS1 including new teachers and teaching assistants on the Litte Wandle strategy and use of the materials.</li> <li>Continue to embed and refine the daily teaching of phonics using the Little Wandles across KS1.</li> <li>Use review weeks and recap during the Little Wandles session to revise and practice GPC’s that are required.</li> <li>Provide opportunities for staff to coach and observe each other teaching their Little Wandles phonics session and support each other in developing consistency in approaches and sharing expertise.</li> <li>Monitoring of reading sessions and the quality of questioning, strategies and support used in these sessions.</li> <li>Teachers provide reinforcement of blending and segmenting by using opportunities to practice these skills during throughout the school day e.g lining up time., milk and snack time.</li> <li>Monitoring of Little Wandle phonics sessions across FS and KS1.</li> <li>Reading Lead to listen to a sample of children read across FS and KS1 , including the bottom 20% and other vulnerable groups. Check on pupil confidence, book challenge, use of Little Wandle techniques.</li> </ul> <p><u>Year 2 Transition</u></p> <ul style="list-style-type: none"> <li>Transition phase recapping of Phase 5 for all pupils in Y2 for daily phonics sessions of 25-30 mins.(Sept-Dec 22)</li> <li>Carry out diagnostic assessments of phonological knowledge of Y2 pupils in Sept and use this information to group the pupils into intervention phase groups 2,3,4</li> <li>Additional Rapid Recap intervention sessions to be delivered for those vulnerable pupils in phase 2, 3 ne 4 in the Autumn term and to be completed by Dec 22.</li> <li>Monitoring of bottom 20% and those pupils who did not meet the phonics check standard or who are not judged as secure at phase 5 even though they may have passed the check.</li> </ul>	<p>New teacher and TA’s have been trained how to use Little Wandles and are implementing it.</p> <p>Baseline diagnostic assessment have been completed.</p> <p>Intervention groups have been delivered in addition to whole class phonics.</p> <p>75% of teachers are delivering high quality lessons in phonics.</p>	<p>Monitoring of teaching of phonics and reading sessions.</p> <p>Early reading is being taught consistently well.</p> <p>Outcomes in reading and phonics demonstrate progress towards meeting the standard.</p> <p>Phonics check and diagnostic assessment have identified those needing a more personalised approach.</p> <p>85% of teachers are delivering high quality lessons in phonics.</p>	<p>Little Wandle programme will be fully embedded and used by the teachers consistently.</p> <p>A greater number of pupils will meet the standard in Y1.</p> <p>A greater number of pupils meet the phonics standard by the end of KS1.</p> <p>The % of pupils meeting the standard in the phonics check will be national average or above.</p> <p>100% of teachers are delivering high quality lessons in phonics.</p>	<p>Pupils confidently use phonics strategies to read a greater range of reading material and are fluent reader by the time they leave KS1.</p> <p>Outcomes in phonics are improved so that a greater percentage of learner meet the phonics standard at the end of KS1- 85%+ The bottom 20% of learners in phonics have improved in their knowledge of GPC’s</p>

		<ul style="list-style-type: none"> <li>Use previous year phonics check materials to assess the pupils in March 23, and identify those needing further small group support on their personalised gaps in phonics ability.</li> <li>Provide short personalised sessions for vulnerable pupils that have specific gaps in phonic ability (April –May 23)</li> </ul>				
<p><b>Phonics Intervention KS1</b></p> <p><b>Phonics teaching is not enough to address the gap for the bottom 20% of pupils in order to give them the knowledge and skills to improve their phonetical knowledge.</b></p>	To provide additional support for the bottom 20% of pupils in KS1 in Phonics	<ul style="list-style-type: none"> <li>Teachers in Y1 &amp; Y2 carry out Diagnostic assessments every six weeks and use this information to identify children that need further support in phonics, over and above the small group support in Little Wandles. (Sept 22)</li> <li>Teachers to use the assessment information to plan and deliver sessions in order to fill gaps and consolidate learning – This should be done more frequently in short 10-minute session as frequently as possible in one day.(Oct 22)</li> <li>All key stage 1 teachers to devote 10 minutes per day practising recappingGPC’s phase 2-5. (SEPT 22)</li> <li>Parents workshops for developing understanding of supporting their child with phonics. SA (OCT22)</li> <li>Parents to be invited to attend a ‘preparing for the phonics check’ session SA (April 23)</li> </ul>	<p>Diagnostic assessments have been carried out.</p> <p>Teachers have analysed the assessment information.</p>	Parent workshop has been delivered on how to support children with phonics	Parent workshop on how to prepare for the phonics check.	Outcomes in phonics are improved so that a greater percentage of learner meet the phonics standard at the end of KS1- 85%+ The bottom 20% of learners in phonics have improved in their knowledge of GPC’s
<p><b>Conference Marking/feedback</b></p> <p><b>High quality feedback is not consistently used in all year groups meaning standards do not improve quick enough to accelerate progress.</b></p>	Develop the use of conference marking across the academy.	<p><u>Prepare &amp; Deliver</u></p> <ul style="list-style-type: none"> <li>All new to school teachers receive training on the conference marking process and have the opportunity work alongside their year group partner.(TL Oct 22)</li> <li>Provide support in carrying out a conference marking session for new teachers. (TL)</li> </ul> <p><u>Sustain</u></p> <ul style="list-style-type: none"> <li>Teachers to plan a conference marking opportunity at least once per teaching sequence.</li> <li>During conference marking session teachers work in discussion with the child to identify areas for improvement and agree these with the child. These will be recorded on the Carr Lodge Academy conference marking pro forma and stuck into books for the piece of writing discussed.</li> <li>Following a conference mark, target marks will be updated.</li> <li>Teachers will analyse the cohort feedback and address any whole class areas for improvement that a number of children have. These will focus on basic skills in writing using the ELP writing document for support.</li> <li>Teacher's planning will reflect the misconceptions and as a result of practice, so that writing will demonstrate the required improvement following a conference marking session.</li> <li>Monitoring of conference marking book look and outcomes in writing(Dec 22)</li> </ul>	<p>New teachers have been trained and have observed a session of conference marking.</p> <p>Conference marking has been carried out by all teachers.</p> <p>High quality and personalised feedback in writing in given by all teachers through the use of conference marking.</p>	As a result of conference marking target marks are regularly update	Conference marking will be focussed on common errors and basic writing skills.	The quality of writing is strong and children are able to talk about the strengths and areas for development in their writing. Progress in writing is accelerated by at least 10% in all classes as a result.

<p><b>Handwriting</b></p> <p>Not all children are able to write fluently using joined handwriting.</p> <p>Not all children have pride in their own handwriting and do not always present their writing using a consistent style.</p>	<p>To embed the use to implement the academy's handwriting policy.</p>	<p><u>Sustain</u></p> <ul style="list-style-type: none"> <li>English Lead to re-visit the use of the Martin Harvey scheme and provide training for new to school teachers.(Part of a staff meeting Oct 22)</li> <li>Teachers to timetable handwriting session for at least 3-4 sessions per week for 10-15 minutes.</li> <li>Ensure that children are following TNT BBC to be seated correctly.</li> <li>Monitoring of handwriting lessons and books (Nov 22)</li> <li>Highlight excellence and improvement in children's handwriting through the use of 'Handwriter of the week' and showcase the achievement on a corridor display.</li> <li>Teachers to Identify pupils that have specific areas for develop in letter formation or with pencil control and provide support and intervention for those pupils.</li> <li>Teachers in KS1 to teach all the joins by then end of the key stage.</li> </ul>	<p>All staff have a good understanding of how to teach handwriting using the Martin Harvey scheme.</p> <p>Handwriting lessons are being delivered consistently every week.</p>	<p>Handwriting is of high priority across the whole academy.</p> <p>Children are celebrated for their effort and improvement in handwriting.</p>	<p>Children are able to write with accuracy and fluently.</p> <p>Handwriting across other subjects is improving across writing across the curriculum.</p>	<p>Handwriting across the academy is of a high standard and ensures that this is not holding any pupil back from achieving the expected standard in writing.</p>
<p><b>Portfolios</b></p> <p>Teachers need support and examples to moderate their judgements accurately.</p>	<p>To have a secure representation of moderated standards of writing across the academy that can be referred to for the purpose of moderation and assessment.</p> <p>Developing class writing folders and a whole school writing portfolio.</p> <p>Evidence of the outcomes of writing across the academy.</p> <p>Progress of cohorts throughout the academy.</p>	<p><u>Sustain</u></p> <ul style="list-style-type: none"> <li>Teachers to pass up their Class Portfolio to the next teacher., ensuring that at least 3 pieces of writing are included during the handover and transition.</li> </ul> <p><u>Baseline writing</u></p> <ul style="list-style-type: none"> <li>Carry out a baseline independent piece of fictional writing inspired by a visual image. Teachers to give a general reminder of basic expectations with a short discussion of the image and what they might write about without direct modelling. (Sept 22)</li> <li>Rank the writing and then identify the specific targets for improvement, as individuals and for general cohort areas for development. Use this information to support planning.</li> </ul> <p><u>Class Portfolio&amp; Target Marks</u></p> <ul style="list-style-type: none"> <li>Teacher to plan in at least 6 pieces of independent writing, opportunities for the children to apply their writing skills once per half term.</li> <li>Monitoring/moderation of outcomes in class portfolios (Feb 23)</li> <li>Ensure that this writing is not part of the taught sequence so it is a true reflection of their ability.</li> <li>Rank the writing and identify the main areas for develop for each pupil. Each Year Group works together during this activity to ensure that standards and expectations are consistent across classes.</li> <li>Create and then update 'target marks', explain how to use target marks in lessons as a prompt and what their individual target is.</li> <li>Children use target marks when writing and teachers check for success when marking their work during lessons.</li> <li>When sufficient evidence of achieving their specific writing skill/target this is marked off and celebrated.</li> <li>Following the next piece of independent writing a new target/skill is added to the children's target mark.</li> <li>Drop- ins and book looks of extended writing. (1 per half term)</li> </ul>	<p>Meeting between out-going and in-coming year group teachers has been carried out and previous Class Portfolios have been passed on.</p> <p>Pupils not meeting ARE have been discussed and their previous areas for development have been shared between previous and current teacher.</p> <p>Teachers carry out a writing baseline(fictional) within the first 3 weeks.</p> <p>Baseline writing analysed and areas for development identified.</p> <p>Planning in the first few weeks reflects the areas of development – revision of basic skills in writing (linked to ELP writing progression)</p>	<p>Target cards with individual targets are in place and bring actively used by children to support them when they are writing.</p> <p>Verbal feedback in lessons focus on targets for improvement on target marks.</p> <p>Teachers and pupils are able to explain their targets for improving basic writing skills appropriate for each year group.</p> <p>Regular half termly professional discussions in year groups around the outcomes of independent writing.</p> <p>Children use target marks to improve their writing by focussing on basic writing skills.</p> <p>Personalised developmental feedback and support is given to pupils.</p>	<p>Target marks are being used by children in English lessons as a prompt and reminder.</p> <p>Evidence of writing is routinely being collected.</p> <p>Teacher use the evidence from Class portfolios to support pupils progress discussions.</p> <p>Children that need to improve basic writing skills will be discussed and identified for specific support (Botton 20%) and will be closely monitored.</p> <p>Standards will be consistent from previous year and across a year group.</p>	<p>Planning includes discreet teaching of specific skills and children are given opportunities to practice so that they improve more rapidly in all year groups- 10% increase by the end of the academic year on Summer 2022 data.</p> <p>Independent writing is assessed every half term- spotlight children identified and accelerated progress is clearly demonstrated.</p>

<p><b>1<sup>st</sup> Class@Writing initiative</b></p> <p><b>The bottom 20% of writers in Year 3 and 4 need additional support to make accelerated progress to gain the knowledge and skills to catch up.</b></p>	<p>Implementation of 1<sup>st</sup>Class@Writing initiative in Year 3 and Year 4.</p> <p>To gain a greater understanding of how to improve basic writing skills through a research based approach.</p> <p>Developing of basic writing skills.</p>	<p><u>Explore</u></p> <ul style="list-style-type: none"> <li>• Training delivered to teaching assistants on how to implement 1<sup>st</sup> Class @writing delivered locally by an accredited ECC Trainer</li> <li>• 3 days for teaching assistants- focusing on subject knowledge and pedagogy- adapting session plans to meet children’s needs- giving effective feedback</li> <li>• 2 half days for the school’s Link Teacher- supporting, managing and evaluating 1stClass@Writing</li> <li>• TA’s given time to familiarise themselves with the planning and the resources.</li> <li>• Teachers and TA’s in Y3 &amp; Y4 watch the tutorial/information video prior to training.</li> </ul> <p><u>Implement</u></p> <ul style="list-style-type: none"> <li>• Teachers in Y3 &amp; Y4 identify children who need to develop the basic skills of writing where gaps are limiting their outcomes towards ARE (with a particular focus on those that are disadvantaged).</li> <li>• Time for TAs to prepare the resources that will be needed for each session.</li> <li>• Timetable when trained TA’s will deliver the sessions for the identified pupils.</li> <li>• Deliver the programme to the identified pupils using the ‘ready-made’ with detailed lesson plans and resources. The trained teaching assistant delivers up to 60 half-hour lessons to a group of up to 4 children, 4 times a week, in addition to their daily class lessons.</li> </ul>	<p>Identified TA’s who will be delivering the programme will have received the training for 1stClass@writing.</p> <p>Link teacher will have been identified and received training.</p> <p>Resources for initial sessions will have been created in a folder for 1stClass@writing.</p> <p>Focus children have been identified through analysis of writing, benchmarking and previous outcomes</p> <p>Timetable of when the intervention will be delivered for Y3 &amp; 4 has been created.</p>	<p>TA’s have begun delivering the lessons from the programme to the identified pupils.</p> <p>Individual targets and specific areas for develop for each child have been identified.</p> <p>TA and teacher are focussing on improving specific basis skills of handwriting, spelling, grammar and punctuation.</p> <p>Continue training alongside delivering the programme.</p>	<p>Pupil will demonstrate, through day to day reflection and outcomes of independent writing that they are improving the basic skills that have been taught on the programme.</p> <p>Children are able to apply the discreet basic writing skills that have been taught in 1stClass@wirting sessions in English lessons.</p> <p>The quality of teaching basic writing skills has improved – especially in specific interventions.</p> <p>The barriers in writing have been addressed so that a greater of pupils meet ARE and make accelerated progress.</p>	<p>The programme has been successfully delivered and the children that have been part of the programme have improved their writing so that 90% or above now meet age related expectations for their year group.</p>
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Term 1 Milestones (Dec 22)	Term 2 Milestones (Apr 23)	End of Year Target (Jul 23)
<ul style="list-style-type: none"> <li>○ All staff trained in Little Wandle- regular monitoring in place by Phonics Lead</li> <li>○ ELP Writing Progression Document used as planning document in all year groups.</li> <li>○ Vocabulary teaching evident in book looks across school</li> <li>○ Working walls aligned across the academy</li> <li>○ Trust Wide Moderation Session carried out for all year groups</li> <li>○ Y3 and Y4 TAS identified for 1<sup>st</sup> Class at Writing Training and training completed.</li> <li>○ 1<sup>st</sup> Class @ Writing Interventions in place through Autumn 1- monitored and pupil progress meetings carried out</li> <li>○ Phonics Interventions Mapped throughout school</li> <li>○ Spotlight Children identified across school</li> <li>○ Monitoring of Spotlight children as well as identifying children at risk of falling behind.</li> <li>○ Mock PSC carried out, analysed data, revised targets, and targeted interventions for individuals/groups of learners.</li> <li>○ Reading Intent completed and shared with staff.</li> <li>○ Bespoke Reading Spine devised and orders placed.</li> <li>○ CUSP spelling materials for Y6 trailed and RWI will continue to be used due to the CUSP materials working more effectively when it is implemented throughout school.</li> <li>○ VP working with ECT with planning, classroom support and assessments.</li> </ul>	<p>New Phonics Lead in place- baseline monitoring carried out- visible consistencies crib sheet implemented New Phonics Lead in place- baseline monitoring carried out- visible consistencies crib sheet implemented</p> <p>Weekly TA training (new appointments) on Early Writing, Phonics and supporting individual targets/support plans. ELP writing criteria is being used to support assessing writing. Trust Year Group moderation has been undertaken by all stall, with some staff delivering that training. Conference marking is beginning to be used for carrying our a learning discussion following longer pieces of work but this still needs embedding across the whole academy. Key vocabulary is identified on planning and is reinroced on English working walls. This is being referrrd to in lessons. RWI is embedded in Y3/4 for the teaching of spelling. Handwriting is taught every day in short burst following the Martin Harvey Scheme. Displays around school demonstrate that handwriting is improving and is of a high standard. Published pieces of writing are being added to by each class teacher in preparation for handover. Training for TA's has been implemented with this being led for phonics by A.S - some new to school staff need this delivering. All teachers hve identified focus children who need support in order to meet ARE in reading, writing and maths.</p>	<p>Phonics monitoring and Pupil Progress meetings carried out 3 wkly with Y1 staff. Phonics drop ins with BN as part of T&amp;L review. Continued biweekly TA training (new appointments) on Early Writing, Phonics and supporting individual targets/support plans. ELP writing criteria is being used to support assessing writing. Writing network updated and re wrote the writing assessment criteria. Trust Year Group moderation has been undertaken by all stall, with some staff delivering that training. Conference marking supporting children's individual targets. Key vocabulary is identified on planning and is reinforced on English working walls. This is being referred to in lessons. RWI is embedded from Y2-Y6 Spelling. Handwriting is taught every day in short burst following the Martin Harvey Scheme. Displays around school demonstrate that handwriting is improving and is of a high standard. Phonics training held for all new starters/SNAs. Training for TA's has been implemented with this being led for phonics by A.S - some new to school staff need this delivering. All teachers have identified focus children who need support in order to meet ARE in reading, writing and maths.</p>

Phonics Data

Phonics Attainment		
	Y1 (61)	Y2 (60)
Autumn	79%	78%
Spring		
Summer		
Target	87%	87%

Reading Data & Writing Data- Autumn

		Year 1		Year 2	
		% AT	%GD	% AT	%GD
Reading	Prev. Sum.			66.67	16.67
	Autumn	78.69	27.87	68.33	26.67
	Spring				
	Summer				
	Target	79	31	80	28
Writing	Prev. Sum.			56.67	8.33
	Autumn	65.57	18.03	70	18.33
	Spring				
	Summer				

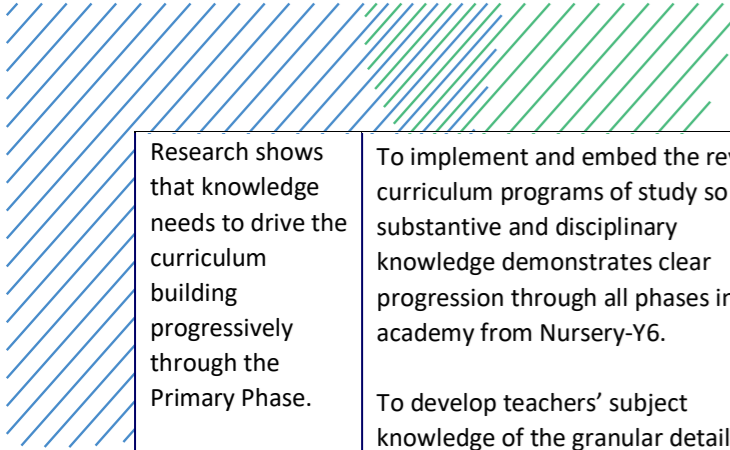


		Year 3		Year 4		Year 5		Year 6	
		% AT	%GD	% AT	%GD	% AT	%GD	% AT	%GD
Reading	Prev. Sum.	78.33	31.67	76.27	37.29	76.27	40.68	76.67	36.67
	Autumn	75.41	31.15	70	35	81.67	46.67	81.67	28.33
	Spring								
	Summer								
	Target	79	31	78	37	82	48	82	38
Writing	Prev. Sum.	66.67	18.33	69.49	22.03	71.19	15.25	60	8.33
	Autumn	68.85	16.39	65	23.33	75	18.33	53.33	1.67
	Spring								
	Summer								
	Target	70	16	76	26	75	22	78	15

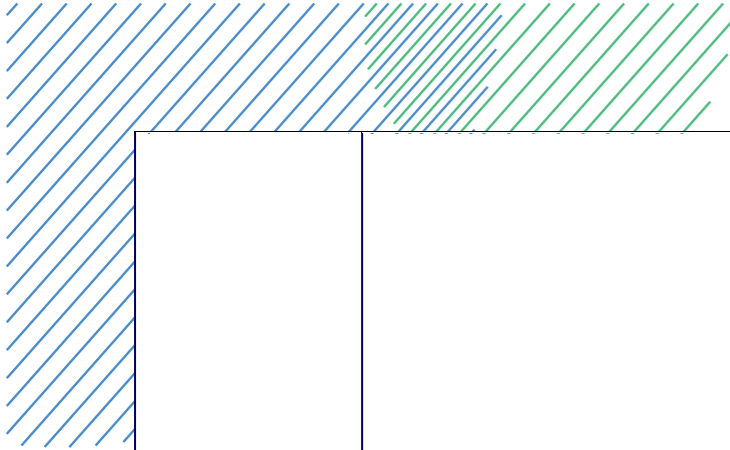
Planned SLT Monitoring			Evaluation		
When	Activity / Focus	Who	When	What	Who
Term 1a	Moderation of Planning CPD 2 weekly drop-ins to monitor writing lessons.	SC and MS	13 <sup>th</sup> Sept	TDP	Subject Leads
	Monitoring of English planning and drop –ins.	TL/AS	September –Dec 22	TDP Coaching logs	Teachers
	Monitoring carried out on systems and procedures in teaching spelling.	SM	October 22	Milestone 1 of AIP Principal’s Report	Subject Leads Vice Principal
	Teaching and Learning Review – Wider Curriculum	SC, MS, TL			Principal
Term 1b	Monitoring of the implementation of CUSP.				
	Moderation of writing staff meeting (within year groups) Monitoring of handwriting Writing book looks Phil Riozzi Visit – subject deep dives- Hist, Geog, Science Challenge Partners Review	SM TL – All staff	Nov 22 Every 2 weeks (TL AS)	PR Note of Visit Report	
		SLT and AD, AJB and CS	9 <sup>th</sup> November 22 2 <sup>nd</sup> December 22 5 <sup>th</sup> -7 <sup>th</sup> December	Challenge Partners Report	
	Monitoring of conference marking book look and outcomes in writing.	MS, SC, AD, AJB, CS	Dec 22		
Term 2a	Half Termly Pupil book study wider curriculum combined with lesson drop ins and feedback in writing Monitoring/ moderation of class portfolio’s	MS, AD, AJB and CS AS	Feb 23 Feb 23	TDP/Growth Plans Coaching logs	Principal and VPs
	Teaching and Learning Review- Subject Leaders to be mentored during lesson study for their subject.- Computing, Art, Music	SC, MS, MH, JW, AD		Lesson observation forms	
	Moderation of writing cross phase	Teachers	Feb 23		
Term 2b	Half Termly Pupil book study wider curriculum combined with lesson drop ins and feedback from coaching groups- Art, Music, Computing Monitoring of conference marking book look and outcomes in writing	MS, AD, JW and MH AS/TL	May-Jun 23 April 23	Book Scrutiny Form	
	Subject Leaders to QA knowledge organisers for Term 3 against curriculum	MS, SC, AD, AJB, CS	May 23	Milestone 2 of AIP	
Term 3a	Writing moderation – Whole school.	Led by AS TL	April 22	TDP/Growth Plans	Principal and VPs
	Teaching and Learning Review- Art, Music, Computing	SLT and Teachers			
Term 3b	Half Termly Pupil book study wider curriculum combined with lesson drop ins for writing	Subject leaders	Jun 22	Book Look Forms	
	Subject Leaders to QA knowledge organisers for Term 1 against curriculum	Subject leaders	Jun 22	Impact Report- Subject Leaders Milestone 3 AIP Principal’s Report	

Governing Body Monitoring Visits				
When	Agreed Focus	Who	Staff Link	Report to LGB
1B November 2021	SENCO –to share Catch Up Plans with Governors Meet with SENCO to look at Quality of Intervention planned for 'Catch Up' for all based on diagnostics.	SEND Governor Data Governor	JW	9 <sup>th</sup> November 20 <sup>th</sup> January
1B 23 <sup>rd</sup> and 24 <sup>th</sup> November	Teaching and Learning Review – High Quality Teaching	T&L Governor	SC	20 <sup>th</sup> January
2A 31 <sup>st</sup> Jan-2 <sup>nd</sup> Feb	Challenge Partners Review- High Quality Teaching- understanding of Memory and Metacognition in practice	T&L Governor	SC	10 <sup>th</sup> March
3B July 2022	Data Analysis in detail – SLT to work with Data Governor to demonstrate how data is analysed and key lines of inquiry to take forward.	Data Governor	SC	Sept 22

PRIORITY TWO: Implementation of our revised wider curriculum to ensure learning is <b>progressive and sequential</b> across all subjects and year groups						
Focus (Why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)			Final Outcomes (And so?)
			Short Term What difference will this make to teacher/leader expertise (knowledge, skills and understanding)	Medium Term What difference will this make to changing whole school/classroom practice	Long Term What difference will this make to pupil outcomes	



<p>Research shows that knowledge needs to drive the curriculum building progressively through the Primary Phase.</p> <p>Linked with our work on Memory and Metacognition it is essential that the curriculum connects learning through key lenses that shape the school curriculum.</p> <p>This will therefore develop pupils' schemas to secure knowledge in long term memory</p> <p>The curriculum has been revised over 2021-22 academic year working with a range of leaders to build a progressive, language and knowledge rich curriculum for children to learn.</p> <p>The focus for 2022-23 is that the implementation is carefully monitored, refined and evaluated throughout the academic year to ensure we achieve the quality learning we have planned for.</p> <p>Leaders at all levels can support with the development of the curriculum.</p>	<p>To implement and embed the revised curriculum programs of study so that substantive and disciplinary knowledge demonstrates clear progression through all phases in the academy from Nursery-Y6.</p> <p>To develop teachers' subject knowledge of the granular detail needed to deliver high quality teaching in History, Geography and Science initially then cascade this approach through to all foundation subjects.</p>	<p><b>IMPLEMENT</b>          Training with staff to share new programs of study and schemes of learning. Developing staff understanding of how the knowledge is progressive in lessons and overtime. Supporting teachers to understand their year group part in the wider picture. Time then for year group partners to plan using the schemes to form the 6 part lesson model from each 'key concept' (July22)</p> <p>Planning moderation session- teachers to bring their completed plans to the first CPD back in Sept to present to colleagues their unit of Hist/Geog and how these progress. This will give teachers the opportunity to then evolve/edit plans based on group feedback; trouble shoot; and give leaders the opportunity to evaluate understanding of the substantive and disciplinary knowledge being taught as well as make connections with how prior knowledge and future knowledge link with their current unit. (Sept 22)</p> <p><b>MONITOR</b>  <b>EEF Recommendation 5</b></p> <ul style="list-style-type: none"> <li>• Adopt a flexible and motivating leadership approach during the initial attempts at implementation.</li> <li>• Reinforce initial training with follow-on coaching within the school.</li> <li>• Use highly skilled coaches.</li> <li>• Complement expert coaching and mentoring with structured peer-to-peer collaboration.</li> <li>• Use implementation data to actively tailor and improve the approach.</li> <li>• Make thoughtful adaptations only when the active ingredients are securely understood and implemented.</li> </ul> <p>Regular pupil book study will be used as a means of evaluating the quality of the curriculum. This will then shape future CPD and coaching.(Half termly)</p> <p>Coaching CPD and Coaching pairs to be established (Nov 22)</p> <p>Lesson Obs between coaching pairs to be developed on a fortnightly basis to support pedagogy and practice in wider curriculum (Nov 22 onwards)</p> <p>Termly T&amp;LR with subject leaders will give MLT opportunities to reflect on the development of the curriculum thus far with SLT and governors and adjust action plans accordingly</p> <p>Half termly moderation of curriculum as a whole teaching staff (Oct, Dec, Feb, Apr, Jun) so that the curriculum can continue to be adjusted and evolved as appropriate with subject leaders and SLT.</p>	<p>Teachers will be clear on the substantive and disciplinary knowledge that they need to deliver.</p> <p>Teachers will develop understanding of how what they teach progresses in other terms and year groups and what knowledge has come prior.</p> <p>Teachers' subject knowledge will be enhanced to ensure they understand the non-negotiable granular knowledge components that they need to deliver to ensure pupils have the pre requisites for their future learning.</p>	<p>The curriculum will be connected through a series of lenses. This will further enhance the experiences and knowledge children build within our curriculum</p> <p>Term 1- Identity and Social Justice- here we will heavily develop children's understand of themselves, their culture, religion, beliefs and that of others. They will learn about significant individuals and how they influenced the world building to how can they change the world.</p> <p>Term 2 – Leadership, Power and invasion- within this unit all year groups will be building knowledge through this lens. Children will therefore be exposed to make whole school links in their learning as assemblies and events can be themed through this lens. Timelines in the hall and classroom will be utilised as discussion points for children from different year groups.</p> <p>Term 3- Sustainability and our Impact on the World. All classes will be working on a predominantly Geography based unit. This will allow the academy to link our themed weeks and assemblies to the concept of sustainability and 'saving the planet'</p> <p>Knowledge will be progressively planned across the primary phases.</p> <p>As all year groups will study the same lens at the same time this will mean a collective theme will through the school which can be then built</p>	<p>Pupils will develop secure subject knowledge which can then be built upon through primary school.</p> <p>Pupils will make connections between their learning through the many opportunities to revisit and practice applying the knowledge they have acquired.</p> <p>Pupils will be able to demonstrate their understanding through carefully planned showcases of their learning.</p> <p>Pupils will know more and remember more.</p> <p>Pupils will have deeper learning experiences which engage them with knowledge and connect their learning with real life experiences.</p>	<p>High quality learning will be achieved and will demonstrate pupils' knowledge. Book Study will demonstrate that quality of learning in the wider curriculum has improved for all learners.</p> <p>Children will demonstrate the quality of their knowledge and be able to build upon this more effectively in future learning.</p> <p>Teaching across the academy will be of a high quality, children and adults will have a strong culture of learning which is permeated through the academy. At least 50% of teaching will be outstanding.</p> <p>The experiences children develop will support them in their current and future learning beyond primary school.</p>
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				<p>upon I our environments and wider learning such as whole school assemblies and visitors. Further building knowledge acquisition.</p>		
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	<p>To enhance the use and purpose of knowledge organisers in order to precisely pinpoint and secure key knowledge components for pupils</p>	<p><b>EXPLORE</b> SLT explore a range of KO and approaches to decide a template for CLA. (May 22) KO template created (July 22)</p> <p><b>PREPARE</b> Leaders to deliver CPD on the KO template- purpose- essential components and how to create using the Programs of Study (Sept 22) Collective approach to knowledge organisers agreed and teachers create for Term 1 lens Geog/Hist and Science(Sept 22) This format is the replicated in all wider subjects (by October half term 22)</p> <p><b>IMPLEMENT</b> Teachers to use KO with pupils as a tool for retrieval practice- lesson starters, quiz, plenary, home learning/self-study (based on 21-22 training from Rosenshine Principles) (Sept-July)</p> <p><b>MONITOR</b> Subject leaders ensure that knowledge organisers match the progression documents. (Term 2 review Dec 21, Term 3 review Feb 22, Term 1 review June 22)</p>	<p>Leaders at all levels will have a clear understanding of the knowledge that will be taught in each unit of learning and the key concepts and vocabulary for each unit across the academy.</p> <p>Teachers will have a clear understanding of the knowledge that will be taught in the unit of learning and the key concepts and vocabulary for each unit across the academy.</p>	<p>It will be clear what knowledge will be delivered during the unit of learning.</p> <p>Children will know more and remember more through using the KO as a tool for retrieval practice and assessment for learning.</p>	<p>Pupils will understand what knowledge they will gain.</p> <p>Pupils will understand key vocabulary that will be required during the unit of learning.</p> <p>Pupils will be able to demonstrate their knowledge as an outcome to the unit of learning.</p> <p>Pupils will know more and remember more.</p>	<p>Pupils will have secure subject knowledge that can be built on in future units of learning. Evident through pupil voice and book study.</p> <p>Children will build the language and confidence to discuss their learning with adults and pupils as matter of course.</p>
	<p>To develop the use of knowledge organisers as an assessment tool for Foundation Subjects</p>	<p><b>EXPLORE</b> Teachers to work in coaching groups to trial the use of assessment against the knowledge organisers (Dec 22)</p> <p><b>PREPARE</b> CPD- Teachers to feedback on approaches (Dec 22) Collective approach to assessment against knowledge organisers (Jan 23)</p> <p><b>IMPLEMENT</b> Teachers to use knowledge organisers as an assessment tool. (Jan-July 23) Coaching Year Group Work</p> <p><b>MONITOR</b> Subject leaders ensure that knowledge organisers match the progression documents. (Term 3 review July 22) Pupil Progress Meetings- CPD- Moderation</p>	<p>Leaders will have an assessment tool in place for assessing the wider curriculum.</p> <p>Teacher will have an assessment tool to assess the wider curriculum.</p>	<p>Assessments will demonstrate the security of subject knowledge developed during each unit of learning.</p>	<p>Pupils will be able to demonstrate their knowledge as an outcome to the unit of learning.</p>	<p>Pupils will have secure subject knowledge that allows them to be prepared for the next year group and life in modern Britain.</p>

Term 1 Milestones (Dec 22)	Term 2 Milestones (Apr 23)	End of Year Target (Jul 23)
<ul style="list-style-type: none"> <li>Wider Curriculum plans written and CPD delivered for all teachers in History, Geography, Science.</li> <li>History Deep Dive Carried out demonstrating proportion of history teaching to be 'effective' in 10/12 classes</li> <li>Challenge Partners Review of History and Science demonstrated the Curriculum Intent to be very strong and the implementation to be effective- (Impact will be seen overtime)</li> <li>All Year Groups have Knowledge Organisers in place for Hist, Geog and Science</li> <li>History Review CPD carried out to give feedback and refine procedures based on monitoring</li> <li>Geography CPD delivered using online mapping programs</li> <li>Pupil Voice- through book study demonstrated strength in pupil knowledge in history and understanding.- confidence levels in groups monitored was good+</li> </ul>	<ul style="list-style-type: none"> <li>Art, Music and Computing INSET January 2023</li> <li>History and Geography Leads worked with Debra Kidd to further refine and develop curriculum plans</li> <li>History Deep Dive with Phil Riozzi demonstrated strength in History Intent, Implementation and Impact across the academy as strong.</li> <li>Geography INSET delivered April 2023- progression documents revised and schemes of learning for Term 3 created and shared with teachers.</li> <li>Monitoring of Music, Computing, Art, PE also taken place during Term 2 and informed next steps in subject leader action plans- strength of teaching across the wider curriculum is at least good in all classrooms 15/15 and moving towards outstanding in 7/15 classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Geography Deep Dive with Phil Riozzi demonstrated strengths in the sequence and granular detail in the Geography intent which then supports the planning of strong sequences of learning. Lesson visits, book looks, and pupil discussions show that the implementation of the intent is strong across the academy.</li> <li>Staff CPD delivered on the revised PSHE curriculum.</li> </ul>

Planned SLT Monitoring			Evaluation		
When	Activity / Focus	Who	When	What	Who
Term 1a	Moderation of Planning CPD	SC and MS	13 <sup>th</sup> Sept	TDP	Subject Leads
	Fortnightly coaching pairs/trios to identify next steps for development of plans and pedagogy in delivery.	teachers	September –Dec 22	TDP	Teachers
	Half Termly Pupil book study	SC, MS, TL Subject Leaders	October 22	Coaching logs	
Term 1b	Teaching and Learning Review – Wider Curriculum	SC, MS, TL		Milestone 1 of AIP	Subject Leads
	Phil Riozzi Visit – subject deep dives- Hist, Geog, Science	SLT and AD, AJB and CS	9 <sup>th</sup> November 22 2 <sup>nd</sup> December 22	Principal's Report	Vice Principal
	Challenge Partners Review			PR Note of Visit Report	Principal
	Subject Leaders to QA knowledge organisers and curriculum plans for Term 2 against Programs of Study		MS, SC, AD, AJB, CS	5 <sup>th</sup> -7 <sup>th</sup> December	Challenge Partners Report
Term 2a	Half Termly Pupil book study wider curriculum combined with lesson drop ins and feedback from coaching groups- Hist, Geog, Science	MS, AD, AJB and CS	Feb 23	TDP/Growth Plans	Principal and VPs
	Teaching and Learning Review- Subject Leaders to be mentored during lesson study for their subject.- Computing, Art, Music	SC, MS, MH, JW, AD		Coaching logs	
	Coaching Logs and Feedback	Teachers	Jan-Apr 23	Lesson observation forms	
Term 2b	Half Termly Pupil book study wider curriculum combined with lesson drop ins and feedback from coaching groups- Art, Music, Computing	MS, AD, JW and MH	May-Jun 23		

	Subject Leaders to QA knowledge organisers for Term 3 against curriculum	MS, SC, AD, AJB, CS	May 23	Book Scrutiny Form Milestone 2 of AIP	
Term 3a	Half Termly Pupil book study wider curriculum combined with lesson drop ins and feedback from coaching groups.	MS, AD, AJB and CS	May-Jun 22	TDP/Growth Plans	Principal and VPs
	Teaching and Learning Review- Art, Music, Computing	SLT and Teachers		Book Look Forms	
Term 3b	Half Termly Pupil book study wider curriculum combined with lesson drop ins and feedback from coaching groups.	Subject leaders	Jun 22	Impact Report- Subject Leaders	Principal's Report
	Subject Leaders to QA knowledge organisers for Term 1 against curriculum	Subject leaders	Jun 22	Milestone 3 AIP	

Governing Body Monitoring Visits				
When	Agreed Focus	Who	Staff Link	Report to LGB
1B November 2022	Teaching and Learning Review-Hist, Geog, Science		SC/MS	30 <sup>th</sup> Nov 22
Dec 2022	Wider Curriculum Challenge Partners Review		SC/ MS	1 <sup>st</sup> Feb 23
2A March 23	Feedback from Subject Leaders- in LGB meeting of progress of their subject Hist, Geog, Science		SC	March 15 <sup>th</sup> 2023
3A TBC	Teaching and Learning Review- Art, Music, Computing		SC	May 10 <sup>th</sup> 2023
3B June 2022	Feedback from Subject Leaders- in LGB meeting of progress of their subject		SC	21 <sup>st</sup> June 2023



**PRIORITY THREE:** To develop the role of **subject leadership** in order to enable them to secure skills in evaluating pupil learning and supporting high quality teaching.

Focus (Why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)			Final Outcomes (And so?)
			Short Term What difference will this make to teacher/leader expertise (knowledge, skills and understanding)	Medium Term What difference will this make to changing whole school/classroom practice	Long Term What difference will this make to pupil outcomes	
<p>Research shows that in order for subject leaders to be effective they need to know their subject, be able to support staff in delivering their subject, build a picture to understand what their subject looks like in school and be able to bring about effect changes resulting in improvements in pupil outcomes (Turner, 2022)</p> <p>Leaders at all levels need to be able to articulate the school's vision and values, and how their subject area contributes to the fulfilment of these objectives.</p> <p>Leaders at all levels can support with the development of the curriculum.</p>	<p>To ensure subject leaders have a clear understanding of their role and responsibilities.</p> <p>To develop the role of subject leadership in order to enable them to secure skills in evaluating pupil learning and supporting high quality teaching.</p>	<p><b>EXPLORE</b> Training by Phil R 'The Knowledge'. (Sept 21) Exploration of Debra Kidd's book - 'Curriculum of Hope' and Trust training by Debra Kidd (Sept 21-Oct 21) CUSP Training on Pupil Book study as an approach for reviewing the impact of the curriculum. (April 2022) Read Simplicitus – The interconnected Primary Curriculum and Effective Subject Leadership, Turner, 2022. (Sept 2022)</p> <p><b>PREPARE</b> Exceed Learning Partnership, Curriculum Leader Network 'Wider Curriculum review' documentation and training created by FP, MS and other curriculum leaders using CUSP Pupil Book Study Material. (June 2022) Exceed Learning Partnership, Curriculum Leader Network training on the overall curriculum intent for each academy and ensure substantive and disciplinary knowledge is explicitly understood. (Sept 22) Leaders to agree and finalise Curriculum Policy 22 for CLA (Sept 22) Review progression documents finalised in 2021-22 with subject leaders (History, Geography and Science, Sept/Oct 22) Subject leaders to work with curriculum leaders to plot the progressive knowledge across the year groups and create units of learning. (Art Sept/Oct 22, Music, PE and DT Nov 22, PSHE, MFL and RE Spring 23) Leaders to work with subject leaders to review the composites achieved across the academy. (October 22 – History, Geography and Science), (November 22 – English, Maths and Phonics), (December 22 – Art, Music, PE), (January 23 – DT, RE, MFL and PSHE)</p> <p><b>IMPLEMENT</b> Leaders to confirm placement of subject leader roles (Sept 22) Staff CPD on the Exceed/Carr Lodge Vision and Values (Sept 22) Staff CPD on roles and responsibilities as a subject leader and subject leader CPD on preparing and rehearsing their subject intent (Oct 22) Subject leaders will create action plans aligned to the AIP and previous subject findings (Oct 22) Subject leader CPD on pupil book study (Oct 22) Subject leaders with support from leaders to carry out pupil book study on pupils from each year group (October 22 – History, Geography and Science), (November 22 – English, Maths and Phonics), (December 22 – Art, Music, PE), (January 23 – DT, RE, MFL and PSHE) Subject leader CPD on subject leader monitoring reports (Nov 22)</p> <p><b>MONITOR</b></p>	<p>Leaders at all levels will have a shared approach to the design of the curriculum.</p> <p>Leaders at all levels will have a shared intent and implementation that is aligned to the Exceed vision and values and Carr Lodge Curriculum Policy 2022.</p> <p>Leaders at all levels will have a secure understanding of the progression of knowledge within each subject.</p> <p>Leaders will have an accurate understanding of the impact of the curriculum.</p>	<p>Teachers will be supported by leaders to deliver a high-quality curriculum.</p>	<p>Pupils will have access to a high-quality curriculum where their subject knowledge is developed securely.</p>	<p>Leaders at all levels will have an accurate understanding of the impact of the curriculum and be able to demonstrate this in deep dives/review process as well as reporting to LGB.</p> <p>Leaders at all levels will be able to have clear next steps for their subject's development and be able to share this with a variety of external reviewers.</p>

		<p>Leaders to work with subject leaders to review the composites achieved across the academy. (October 22 – History, Geography and Science), (November 22 – English, Maths and Phonics), (December 22 – Art, Music, PE), (January 23 – DT, RE, MFL and PSHE)</p> <p>Tailor support with planning/delivery based on monitoring. (October-July 2023)</p> <p>Subject leaders to provide tailored support identified from book looks and pupil book study discussions. (Ongoing)</p> <p>Subject leaders to complete subject leader monitoring reports to present to SLT/Governors (July 2023)</p>				
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Term 1 Milestones (Dec 21)	Term 2 Milestones (Apr 22)	End of Year Target (Jul 22)
<p>Leaders at all levels will have a shared approach to the design of the curriculum. Challenge Partners Review- Graded Leadership at all levels- LEADING</p> <p>Leaders have created INTENT and IMPLEMENTATION documents for their subject and these are being phased into practice and uploaded to the website- History, Geography, Science, Computing, Art, PSHE,</p> <p>Leaders -Hist, Geog, Science, Art, Computing, RE, French, PE have a secure understanding of the progression of knowledge within each subject.</p>	<ul style="list-style-type: none"> <li>• Art, Music, Science INSET delivered to all teaching staff on Pedagogy behind the subject.</li> <li>• History Deep Dive with Phil Riozzi- demonstrated strength in Subject Leadership and Quality of education in History as strong.</li> <li>• Computing Intent Meeting with Phil Riozzi shows Intent to be strong.</li> <li>• LGB monitoring of Art, Music, PE</li> </ul>	<ul style="list-style-type: none"> <li>• Geography Deep Dive with Phil Riozzi- acknowledged the development and enthusiasm of the Geography leader and the quality of education in Geography as strong.</li> <li>•</li> </ul>

Planned SLT Monitoring			Evaluation		
When	Activity / Focus	Who	When	What	Who
Term 1a	Review of subject leader's intents.	SC and MS	October-Dec 22	Milestone 1 of AIP	Principal
	Review of subject leader's actions plans.	SC, MS	November 22	Principal's Report	
Term 1b	Challenge Partners Teaching and Learning Review – Wider Curriculum	SC, MS, TL	23 <sup>rd</sup> and 24 <sup>th</sup> November	Termly monitoring document for each teacher	
	Book look and pupil voice discussions – History, Geography and Science – Subject leaders to be supported by leaders.	AD, AJB and CS MS and SC	October 22		
	Book look and pupil voice discussions – English, Maths and Phonics – Subject leaders to be supported by leaders or independently.	SW, AS, SA MS and SC	November 22	Challenge Partners Report	
	Book look and pupil voice discussions –Art, Music and PE– Subject leaders to be supported by leaders.	MS, SC, JW, AG and MH	December 22		

Term 2a	Book look and pupil voice discussions – DT, RE, MFL and PSHE – Subject leaders to be supported by leaders.	MS, SC, ?, ? ? And JM	January 2023	Termly monitoring document for each teacher Subject leader reports	Principal and VPs
Term 2b	Lesson visits, book look and pupil voice discussions – Subject leaders to carry out pupil book studies independently.	AD, AJB and CS SW, AS, SA	March 2023		
	Lesson visits, book look and pupil voice discussions – Subject leaders to carry out pupil book studies independently.	JW, AG, MH, JM and others	April 2023	Milestone 2 of AIP	
Term 3a	Lesson visits, book Look and Pupil book study for all subjects	All subject leaders	May 2023	Termly monitoring document for each teacher Subject leader reports	Principal and VPs
Term 3b	Subject Leaders to feedback to SLT on the impact of their work.	SLT and subject leaders	June 2023		
	Subject Leaders to QA knowledge organisers for Term 1 against curriculum	MS, SC, AD, AJB, CS	Jun 22	Milestone 2 of AIP	

Governing Body Monitoring Visits						
When	Agreed Focus			Who	Staff Link	Report to LGB
1B	Teaching and Learning Review-Hist, Geog, Science				SC/MS AJB/CS/AD	30 <sup>th</sup> Nov 22
October 2022	Teaching and Learning Review- Book Look of Wider Curriculum 23 <sup>rd</sup> and 24 <sup>th</sup> November				SC/MS	1 <sup>st</sup> Feb 2023
2A Feb 2022	Feedback from Subject Leaders- in LGB meeting of progress of their subject Hist, Geog, Science				SC	15 <sup>th</sup> March 23
Fortnightly across 2a/b	Teaching and Learning Review- Art, Music, Computing				SC	10 <sup>th</sup> May 23
3B June 2022	Feedback from Subject Leaders- in LGB meeting of progress of their subject				SC	21 <sup>st</sup> June 23

**PRIORITY FOUR:**

**Embedding a creative, diverse and progressive curriculum throughout the Early Years**

Problem (Why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes (How Well?)			Final Outcomes (And so?)
			Short Term What difference will this make to teacher/leader expertise (knowledge, skills and understanding),	Medium Term What difference will this make to changing whole school/classroom practice	Long Term What difference will this make to pupil outcomes	
<p><b>- Provision and Environment</b></p> <p>The EYFS highlights the need for child-centred, child-led learning and emphasises the importance of <b>enabling environments</b> which will enhance and support the learning process for every child.</p> <p>Much of the research from EEF supports the concept that a more natural colouring helps support a calming environment.</p> <p>Play based -learning within the early years has been found to have a 5 month + impact upon pupil progression; with very little cost (EEF).</p> <p>Literacy, Maths and Speaking last year were some of our lowest areas of learning within FS2. C&amp;L is lowest within FS1.</p> <p>To ensure there is clear consistency of environments and provision.</p>	<p>To ensure that the <b>provision is</b> matched to the needs of all pupils and is an extension of the <b>directed learning</b> that has been taught within lessons.</p> <p>To ensure the calming, neutral environment is mirrored in each area within Foundation Stage.</p> <p>To ensure children are correctly challenged and the use of provision time is highly valuable.</p> <p>To ensure phonics, reading, writing and early language is woven into all areas of the provision and this is really clear to see.</p> <p>To ensure pupils are playing purposely with positive learning behaviours. The FS will have a clear focus on the opportunities for pupils to learn through play.</p> <p>To ensure adults are interacting with pupils during provision effectively, maximising learning time through carefully planned interactions and learning.</p>	<p><b>EXPLORE</b> SS to explore a range of evidence-based research looking at effective and enabling environments. Continue visits into other settings to explore the provision and how this ties further into directed teaching - Jerry Clay, Hill Top, Victoria. (Ongoing throughout the year).</p> <p>Explore the EEF – Play-Based Learning and how to ensure this is effective (October 22).</p> <p>Use the SHrec approach to speaking and communicating with pupils within provision.</p> <p><b>PREPARE</b> SS to deliver CPD on Enabling Environments and expectation, using research to support (31<sup>st</sup> October). Agree a collective approach (31<sup>st</sup> Oct). SS to update the EYFS Environment Policy in response to feedback from staff (Nov 22) Share provision planning template with MH SB SS to provide CPD – supporting play Nov/(Jan 22)</p> <p><b>IMPLEMENT</b> Teachers to implement actions from the CPD and ensure this is consistent across the shared, classrooms and shared areas. (Nov 22) Teachers to plan out areas of provision using the provision template. (Nov 22) Teachers to ensure that provision is planned with a skill or linked to direct teaching (application of learning) - Nov onwards. Teachers to ensure key language is up in all areas of provision – with the tier 2 focused words displayed. Teachers to ensure timetables maximise the time for pupil teacher interactions (continually reviewed each half term)</p> <p><b>MONITOR</b> SS ensure that lesson plans and knowledge organisers match the progression documents and long-term curriculum planner. (Nov 22 January 23 May 23) SS to monitor the effectiveness of the provision in F1 F2 (through bi-weekly drop ins) SS to monitor the provision planning (through bi-weekly drop ins) T&amp;L reviews – monitoring the environment and provision planned out SS to look at F2 timetable and ensure it is meeting needs of pupils and has a balance of adult / child led learning. SS to monitor the reading and writing opportunities within all areas of FS provision.</p>	<p>Teachers will be equipped with the knowledge to set up a calming classroom and engaging provision that is linked to directed learning.</p> <p>Environment expectations will be clear and shared with the team.</p> <p>Teachers will be confident in supporting pupils within their play.</p> <p>Teachers will know pupils gaps and have planned for this within the provision.</p>	<p>Classrooms will be calm, uniformed and purposeful.</p> <p>Directed learning will be visible in some areas of the provision and pupils will be seen to be applying the taught skills independently.</p> <p>Pupils' behaviour for learning will also improve, due to the calming environment and the shared expectations.</p>	<p>End of year diagnostic assessments will show that pupils have made good progress from their starting points (in prime and specific areas).</p> <p>Pupils are increasingly independent in their learning due to the high quality provision, scaffolding and modelling.</p> <p>Pupils will talk about their classroom and environment positively and feel proud of what they achieve.</p>	<p><b>Teachers will have the knowledge and skill to be able to create high quality learning environments that are consistent with the environment policy. This will be demonstrated through learning walks and reviews.</b></p> <p><b>This will ensure that GLD is over 80% at the end of Reception.</b></p>
<p><b>- Curriculum Development</b></p> <p>Last year was the introduction of the new Development Matters</p>	<p>The implementation of the new <b>curriculum</b> and the delivery of lessons. Focusing specifically on <b>sequence, knowledge and development of skills.</b> Looking at floor books and using these to showcase the wider curriculum and</p>	<p><b>PREPARE</b> SS to complete EYFS long term curriculum planner and share with staff (Sept 22) SS to complete a knowledge organiser template to share with staff as a WAGOLL (Sept 22) SS to begin floor book for FS1 – use as WAGOLL for staff (Nov 22) Jerry Clay – Magic of story CPD (Oct)</p>	<p>Teachers will have been given the whole school scheme of learning and FS Long term plan.</p>	<p>Pupils are immersed within their learning and the topics spark imagination and wonder.</p>	<p>Pupils will have access to a high-quality curriculum within FS.</p>	<p><b>Pupils will have secure knowledge and be well</b></p>

<p>guidance. During that time, we have implementing changes and designed a <b>new curriculum</b>. In order to further develop and align the curriculum with the whole school, a new scheme of learning has been designed.</p> <p>Staff now need to embedded the curriculum and plan lessons sequentially.</p> <p>UTW was only 85% last year. Pupils need to be taught content from UTW directly and in clear sequence.</p> <p>Literacy was the lowest area of learning at the end of 21-22. Curriculum needs to be carefully planned and embedded to ensure these increases and more pupils achieve the expected level in Literacy.</p>	<p>all that we offer pupils as a school. Phonics, early reading and language are the key drivers behind our curriculum.</p> <p>The magic of story will be implemented into FS1 and FS2 where carefully planned for stories are repeated throughout the week. This is to ensure pupils develop their Literacy and C&amp;L skills daily.</p>	<p><b>IMPLEMENT</b></p> <p>Phase meeting CPD – T&amp;L expectations (Nov 22)</p> <p>Teachers to plan learning from knowledge organisers (Sept onwards)</p> <p>Teachers to carefully input learning into knowledge organisers each term (A1 S1 S2)</p> <p>Teachers to ensure what is taught directly is also woven into provision and children have opportunity to practise and revisit (Sept onwards).</p> <p>CPD – magic of story / teaching of language focus (Dec 22)</p> <p>Reading groups – Ensure that the lowest attainers are with teacher (Oct onwards)</p> <p><b>MONITOR</b></p> <p>SS to monitor planning and cross reference curriculum planners and knowledge organiser (Nov 22, Feb 23, June 23)</p> <p>SS - Pupil progress meetings with teachers</p> <p>SLT – T&amp;L Reviews – book looks</p> <p>Floor books to be cross referenced with planning – to ensure sequence / coverage of learning.</p> <p>SS to monitor magic of story – planning and teaching</p>	<p>Teachers will be confident in pulling out the knowledge and planning clear sequential lessons from documents created.</p> <p>Staff have good subject knowledge of what needs to be taught and how it is to be delivered.</p>	<p>Teachers are confident in using the planning documents to plan sequences of learning to ensure children meet the newly created ELGs at the end of FS2.</p> <p>Books are carefully planned each half term for with key language taught.</p>	<p>Floor books show the wide, exciting and inspiring curriculum CLA has to offer.</p>	<p><b>equipped for the next year group.</b></p> <p><b>GLD will be above 80%</b></p> <p><b>UTW will be above 85% due to the clear focus and direct teaching of this area of learning.</b></p> <p><b>EYFS Knowledge organisers ensuring learning is sequential and substantive knowledge is carefully planned for.</b></p>
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Term 1 Milestones (Dec 21)	Term 2 Milestones (Apr 22)	End of Year Target (Jul 22)																								
<p><b>Provision &amp; Environment / Communication &amp; Language</b>            SS delivered training bi-weekly during the Autumn term. We looked specifically at environment, provision and how this lends into the interactions had. The Shrec approach was introduced and implemented – this has helped staff by give them a scaffold for communication. We spent a session looking at the level of C&amp;L needs within our class. From this we created a one-page profile – that staff can refer to when interacting these key pupils.</p> <p>SS modelled to TAs across FS2 and FS1 the expectation when communicating and interacting during carpet times – this had had a positive impact and been taken on board. Drop ins have shown significant improvement.</p> <p>During CP review – the language rich provision was highlighted as a real strength and no further areas for development were given for FS1. Behaviour is also very calm and positive throughout the phase.</p> <p>The provision in FS2 has come a very long way in terms of the consistent approach. Staff now ensure both classrooms are mirrored and share more resources and activities. This has had a positive impact – leading to both set of pupils receiving the same level/quality of provision.</p> <p>DATA –            C&amp;L overall improvements – Nursery            FS1 baseline</p> <table border="1" data-bbox="142 1759 608 1854"> <tr> <td></td> <td></td> <td>Communication and Language</td> </tr> <tr> <td>Nursery 2</td> <td>(+)</td> <td>40.0% (14/35)</td> </tr> </table> <p>FS1 end autumn</p> <table border="1" data-bbox="142 1915 608 2001"> <tr> <td></td> <td></td> <td>Communication and Language</td> </tr> <tr> <td>Nursery 2</td> <td>(+)</td> <td>55.9% (19/34)</td> </tr> </table>			Communication and Language	Nursery 2	(+)	40.0% (14/35)			Communication and Language	Nursery 2	(+)	55.9% (19/34)	<p><b>Provision &amp; Environment / Communication &amp; Language</b>  <b>Monitoring across this term has been very strong. The CPD and tailored coaching (with TAs) has had a strong impact and this is now fully embedded across the phase. All TAs now fully know their role when communicating / carpet times.</b></p> <p>CPD across the term has continued to focus on provision and communication. We have unpicked the types of communication delay and spend time during planning meetings highlighting key pupils. All highlighted pupils have now been referred to SALT.</p> <p>Feedback from T&amp;L / CP reviews has been very positive – commenting on the strong provision and outcomes in both FS1 and FS2.</p> <p>DATA - (C&amp;L difficulties predominantly in FS1)            FS1 C&amp;L Baseline</p> <table border="1" data-bbox="1053 1486 1519 1581"> <tr> <td></td> <td></td> <td>Communication and Language</td> </tr> <tr> <td>Nursery 2</td> <td>(+)</td> <td>40.0% (14/35)</td> </tr> </table> <p><b>FS1 C&amp;L Spring</b></p> <table border="1" data-bbox="1053 1669 1578 1764"> <tr> <td></td> <td></td> <td>Communication and Language</td> </tr> <tr> <td>Nursery 2</td> <td>(+)</td> <td>64.7% (22/34)</td> </tr> </table> <p><b>Wider Curriculum Design</b></p> <p><b>Floor books are fully embedded which now highlight the wider curriculum</b>  <b>Staff are planning from the LTP and Curriculum overview documents.</b>  <b>The wider curriculum is well taught and this is clear to see by the knowledge pupils are now retaining.</b></p>			Communication and Language	Nursery 2	(+)	40.0% (14/35)			Communication and Language	Nursery 2	(+)	64.7% (22/34)	<p><b>Provision &amp; Environment / Communication and Language</b>            Monitoring from the year has shown increasing progress in both provision, TA deployment and communication development. TAs are used much more effectively during carpet times, and this is clear to see from monitoring and interactions. Internal and external monitoring has shown our environments are of a very high standard.</p> <p><b>GLD outcomes – Data</b>            Pupils within FS2 left with 83% GLD. This is much higher than national average and the highest in the trust. This is down to exceptional teaching and learning, provision and subject knowledge. Staff plan to continue to build on this next year.</p> <p><b>Wider Curriculum Design</b>            FS floor books are now fully embedded across the whole phase. These have been shared with subject leaders and have received positive feedback. Subject leaders are able to clearly see how their subject have been taught both directly and through provision.            UTW data (wider curriculum was 85% end of year – showing the impact directed teaching of science, geography history etc has had on pupil attainment.</p>
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Overall increase FS2 (each prime area)

Table 1: Baseline Attainment

	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	On Track for GLD
Reception	86.7% (54/62)	81.7% (49/60)	85.3% (53/62)	51.7% (31/60)	78.2% (47/60)	45.0%
Boys	92.0% (25/27)	77.8% (21/27)	92.0% (25/27)	55.6% (15/27)	85.2% (23/27)	44.4%
Girls	81.6% (27/33)	84.8% (28/33)	84.8% (28/33)	46.9% (15/32)	72.7% (24/33)	45.5%

Table 2: Autumn Attainment

	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	On Track for GLD
Reception	90.0% (54/60)	91.7% (55/60)	83.3% (50/60)	95.3% (49/51)	88.3% (35/40)	68.3%
Boys	96.3% (26/27)	92.6% (25/27)	92.6% (25/27)	95.3% (19/20)	85.2% (23/27)	69.3%
Girls	84.8% (28/33)	90.9% (30/33)	84.8% (28/33)	75.8% (29/38)	90.9% (30/33)	75.8%

Curriculum Design

The newly designed curriculum is now running right from FS1-FS2 and having a significant impact upon knowledge taught and pupils engagement/progression. Units of learning are woven through all areas of learning and pupils have been given plenty of opportunity to learn from home – with the use of Tapestry.

With C&L, phonics and early reading being the key drivers behind our curriculum we have ensured these areas are really rigorously planned for. See data above to see the positive impact it has had on FS2 Literacy already. Floor books have now been implemented in both FS1 and FS2 and these showcase the wider curriculum and experiences pupils have had wonderfully.

I have ensured that the schemes of learning / knowledge organisers are carefully constructed and provided support to FS2. I have also referred back to these when looking at the learning within learning journeys (tapestry) / folders. Some parts of the planned learning for Term 1 was not delivered in FS2 (wider curriculum subjects) – this is a key priority moving forward through the next term. We will work with curriculum leader to look at potentially streamlining some of the planned learning – to ensure it is of a high quality and pupils are given enough time to process and apply the learning taught.

Planned SLT Monitoring			Evaluation		
When	Activity / Focus	Who	When	What	Who
Term 1a	Initial learning walk - Environment	SS	Sept22	Leadership diary record	SS/SLT
	learning walk – Learning Behaviours & interactions	SS	Oct22	Feedback forms – Individual Staff	
Term 1b	Evidence check / book look	SS	Oct22	Feedback from T&L review	SS/SLT
	T&L Review	SLT		Data capture / data evaluation	
	Pupil progress meetings	SS	Nov22	AIP Milestone 1 Review	
	Moderate end A2 judgements	SS	Nov22	PP meetings	
Term 2	Learning walk – Environment (teaching into provision link)	SS	Jan22	Leadership diary record	SS/SLT
	T&L Review	SLT			

				Feedback forms – Individual Staff
	Intervention observations – basic skills teaching / language	SS	Feb	Feedback from T&L review
			March	Data capture / data evaluation
	Language review – SS to monitor and observe interventions	SS		AIP Milestone 2 Review
	Book look – Looking at how this evidences teaching/knowledge from curriculum planner	SS	April	Leadership diary record
Term 3	Learning walk – provision & practise x 2	SS	June22	Feedback forms – Individual Staff
	Pupil progression meetings – looking at GLD.	SS	June23	Feedback from T&L review Data capture / data evaluation AIP Milestone 3 Review

Governing Body Monitoring Visits				
When	Agreed Focus	Who	Staff Link	Report to LGB
Oct 22	Governors to work with the Foundation Leader to take feedback on provision, work sampling and progress against Milestone 1 to date.		SS	Nov 9th
Nov 22	Teaching and Learning Review- EYFS Focus Group		SS	Jan 20th
Jan 23	Challenge Partners Review- Early Years Focus Group- Acquisition of Basic Skills through focused teaching		SS	March 10th
March 23	Language Review- EYFS Lead and Oracy Lead to share developments in Communication and Language		SS	May 20th
May 23	Implementation of Development Matters- review		SS	July 22
June/July 23	Review of Data – showcase of how judgements are formed		SS	July 22



**PRIORITY FIVE:** To **develop** a progressive and detailed **Personal Development Offer**, which underpins, all aspects of the Curriculum at Carr Lodge

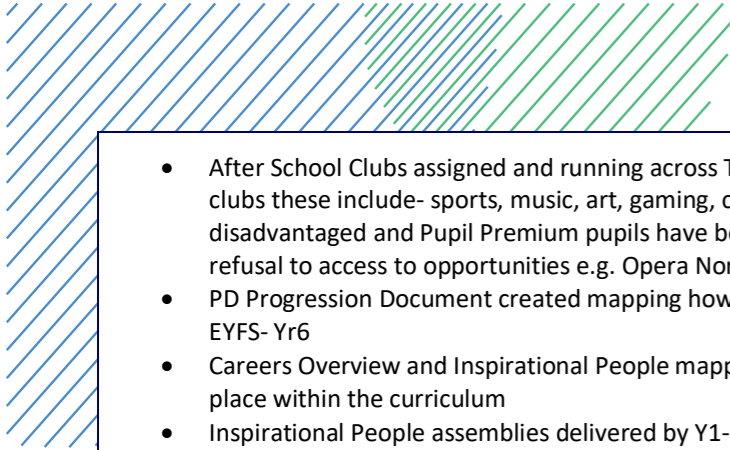
Focus (Why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)			Final Outcomes (And so?)
			Short Term What difference will this make to teacher/leader expertise (knowledge, skills and understanding)	Medium Term What difference will this make to changing whole school/classroom practice	Long Term What difference will this make to pupil outcomes	
Personal Development is a positive aspect of the academy but needs strategic oversight and a clear action plan to strengthen the work already in place and identify areas for further development and implements these into the academy curriculum.	<b>Have a clear map of the provision we offer linked with Personal Development</b>	<p>January 2023 EXPLORE- Carry out an audit of the Personal Development Offer already in place at Carr Lodge working with Teachers and Support Staff to map what we do in each year group under the headings linked with the Ofsted Framework for PD.</p> <p>February 2023 DELIVER- staff CPD -INSET February 2023- around the Ofsted Framework for PD- map what this looks like at CLA and how to develop it further based on the audit information where gaps are seen.</p> <p>MONITOR- June 2023- continue to build and develop the PD Map across Term 3 as the whole curriculum has been taught to see where further aspects can be explored.</p> <p>Publish the document onto the website.</p>	Knowledge and Understanding of what the PD offer looks like at CLA empowering staff to be able to articulate this.	Each leader PSHCE, RE, Music, Computing, PE, History, Geog. English etc will know how their subject is underpinned by the PD offer and be able to articulate this and identify areas for development.	Teachers and support staff will understand the offer and expectation for each year group. This will then be monitored carefully for impact by leaders. Pupils will develop as well rounded citizens by the offers available to them.	The Personal Development Offer will underpin the Whole Curriculum- which will mean children will leave CLA as well rounded citizens ready for the next stage of their education, careers. Embodying our school ethos, vision and values.
	<b>Have a progressive and detailed PSHCE Program that is up to date with current issues and concepts children need to understand including Relationships and Sex Education.</b>	<p>March 2023 EXPLORE- NEW Jigsaw Curriculum and how this has been developed recently. What areas does this cover that is not in the existing program and make decisions around purchase and implementation.</p> <p>Organise meeting with link from Jigsaw to speak at Principal's Meeting about the updated programs.</p> <p>PREPARE- Research and create with teaching staff a progressive Life Skills document to support progressive home learning for each year group from EYFS- Y6</p> <p>DELIVER- if program</p> <p>APRIL 2023 DELIVER- Launch Life Skills Program in Term 3 with parents and families to support home/school links. Create a video to go alongside this explaining why this is so important and how it will be evidenced, strategies to help the child learn the skill etc.</p>	<p>Teachers will have the confidence that the PSHCE curriculum is up to date and covers current issues with pupils using accurate terminology e.g. Online Safety Issues</p> <p>Use inspirational people and their stories as a driver to underpin learning in PSHCE and wider subjects.</p> <p>Pupil Parliament speak on behalf of their class mates and build understanding of how they can make a difference at CLA.</p>	<p>The PSHCE will be taught accurately and ensure children have age appropriate knowledge in a breadth of field.</p> <p>As a result of children leading assemblies on their inspirational people, they become more confident in public speaking. Children also learn about a wider field of people and build tolerance and respect for their stories.</p> <p>Pupil Parliament lead their meetings</p>	<p>Knowledge in PSHCE will be progressive from EYFS-Y6. Children will talk about a range of concepts in detail and make links between their prior knowledge and current learning.</p> <p>Pupil Voice demonstrates children have a wide range of knowledge about significant people and explain why they are remembered and celebrated. Children can explain how these qualities link with our learning behaviours and why these are important as well rounded citizens.</p>	
	<b>Inspirational People and Diversity</b>	<p>September 2022 PREPARE-Map key people (ensuring a diverse field) alongside all Curriculum areas to make clear links for teachers delivering the subjects.</p> <p>February 2023- Map people from all the subject documents into a one page document so teachers can all see who is covered when.</p>				

		<p>Inspirational People books ordered and disseminated for all key people identified.</p> <p>March 2023-PREPARE-Reading Spine (see English Action Plan) created to include Diverse texts across the Year Groups. Diverse texts chosen to be read with children and the themes within the texts mapped e.g. same sex relationships, self-esteem, identity etc.</p> <p>DELIVER- SEPT 22-March 23 Pupils to deliver Inspirational People Assemblies to the rest of the academy about the original person they were studying in September- or a key person from their current units of learning.</p> <p>MONITOR-Term 2 and 3- As a common line of enquiry through all teaching and learning reviews. Pupil Voice during monitoring to ask children about the key people identified within the planning and explore their understanding of why they are significant.</p>		<p>with confidence and see the impact of their initiatives.</p>	<p>Parents/Carers will feel they have a clearer understanding of the learning, culture and values of Carr Lodge.</p> <p>Children build an understanding of the importance of fundraising and charity work that supports those in need. Children can make informed choices about why we raise money.</p> <p>Pupil Parliament develop their own action plans for 23/24 based on feedback across the school which informs the AIP.</p>	
	<p><b>Community Links, World Links, Current Affairs and Parental Engagement</b></p>	<p>JAN 2023- PREPARE and DELIVER- Purchase Picture News Assemblies-deliver weekly assemblies linked with Current Affairs to pupils- share lessons plans with teachers to link with class and key stage assemblies. Picture News makes explicit links with British Values, Protected Characteristics and UN Rights of the Child,</p> <p>MONITOR- British Values and Protected Characteristics with pupils based on discussions from class, assembly, PSHCE and develop understanding of how children explain these concepts to inform next steps.</p> <p>JAN 2023- PREPARE and DELIVER- Key Events Calendar created to include Charity and Fundraising/Awareness Days, Stay and Learn Parent Sessions to learn with children; Class Assembly for parents to attend and watch children showcase their learning.</p> <p>MONITOR-Feb- May 2023 -Take attendance registers of parent/carers who attend and feedback surveys after the assembly /stay and learn sessions. Pupil Voice- Pupil Parliament to gain feedback on the charity and awareness days we do with pupils and what learning they most enjoy.</p>				
	<p><b>After Schools Clubs- widen the offer of extra-curricular activities offered to pupils including those with SEND or Disadvantaged.</b></p>	<p>January 2023 PREPARE- Design and deliver a program of After School Clubs for children from EYFS-Y6 for Term 2. Ensure within the delivery of these programs that all children have the ability, should they choose to access a club. Ensure breadth of clubs on offer covering, sports, arts, music, computing, academic, outdoor etc.</p> <p>February 2023 DELIVER- Sign children up to clubs and deliver these across Term 2 and 3 Ensure disadvantaged pupils identified are given access to clubs to offer them opportunities they may not otherwise get e.g. Violin Lessons, Opera North, Athletics.</p> <p>APRIL 2023- MONITOR- attendance at the clubs and gain feedback from pupils on the clubs they enjoyed most to inform Term 3 clubs. Continue cycle.</p>	<p>Broadening of children's experience across each term. The clubs will give children experience across Sports, arts, DT that some may not otherwise experience. This will enable adults to also to see talent and sign post to other external clubs and competitions that might further widen opportunities for children. SEND and Disadvantaged pupils will be sign posted to clubs and experiences to build and widen their opportunities.</p>			<p>Children will enjoy a broad range of extra-curricular clubs during their time at CLA. This will give them experiences to find hobbies and interests and explore wider opportunities in the community or beyond.</p>

	<p><b>Visits and Visitors</b></p>	<p>April 2023 Map afterschool club offer on the academy website.</p> <p>SEPTEMBER 2022- PREPARE- Key Visits and Visitors are mapped linked to the History and Geography units of learning. Teachers to book these in advance for the year to ensure they are in place.</p> <p>March CPD- Wider Mapping to look at additional experiences for pupils beyond History and Geography e.g. Science, Music, R.E. PSHE to be mapped within the whole school PD Progression Document.</p> <p>DELIVER- Term 3 into Term 1a (23/24) Book in visits and visitors in advance linked with Progression Document and diarise.</p> <p>Feb- June 2023 MONITOR- Pupil Voice on interest, engagement of visits and visitors.</p>	<p>Hinterland knowledge is developed within the curriculum as a result of trips and visitors. These provide children with learning beyond the core curriculum and give opportunity to broaden knowledge based on interest. As a result learning multiplies.</p> <p>Children begin to discover careers linked with their current learning and find out about careers they may not previously have heard of. This supports children's understanding of the importance of education as well as what it means to uphold British Values.</p>	<p>Teachers have developed links to a wider range of experiences for subject beyond History and Geography. This builds engagement for pupils in wider subjects and support understanding of how future careers link with their learning.</p>	<p>Teachers provide ample opportunities for children to meet people from different careers and build inspiration for pupils around their future. Pupils will be enthused to apply their knowledge in learning into future careers paths and make sense of why right from Primary age this is important.</p>	<p>Building aspirations in pupils to further their education to lead to the best jobs available.</p>
	<p><b>Careers</b></p>	<p>September 2022 PREPARE-Map careers opportunities alongside all Curriculum areas to make clear links for teachers delivering the subjects.</p> <p>Sept 22- Build evidence of Careers Work into the curriculum within the Careers Charters Mark evidence portfolio. – ongoing through Term 2.</p> <p>March 2022 DELIVER- Staff CPD- Discussing ways to make explicit the career links within our curriculum using a variety of services e.g.. Primary Futures</p> <p>Teachers to highlight and make note of how they will make these links, when and how within the Programs of Study for each subject</p> <p>Year 6 Pupils to attend the Opportunities Live Doncaster Careers Event 2023.</p> <p>TERM 3 Book assessment of Careers Charter Mark Evidence</p>				
	<p><b>Learning Passports</b></p>	<p>PREPARE- MAY-JULY 2023 Working party to create a Learning Passport for EYFS-Y6 of experiences for children to have had before leaving Primary School. Research other passports of this type to explore ideas but ensure bespoke to needs of CLA.</p>	<p>Support children and families in understanding what age appropriate life skills are to set appropriate expectations and learn at home beyond the academic.</p>			<p>Children will be equipped with life skills to prepare them for the next stage of education /life.</p>
	<p><b>R.E.</b></p>	<p>PREPARE- May 2023- Audit of Discovery R.E. Ensure own progression document is created, mapped and followed</p> <p>June 2023- MONITORING of lessons, books and pupil voice linked to R.E. learning Visits and Visitors mapped linked with R.E.</p>	<p>R.E. Subject knowledge is mapped and teachers teach learning in age appropriate manner which builds year on year through school.</p> <p>Children build a broader knowledge, understanding and tolerance of other faiths and cultures. Mutual respect is embodied throughout the academy.</p>			<p>Religious Education should enable and encourage pupils to:-</p> <p>appreciate the distinctive nature of religion within human experience; develop and articulate their personal beliefs, ideas, values and experiences, whilst respecting the right of others to differ.</p>

Planned SLT Monitoring			Evaluation		
When	Activity / Focus	Who	When	What	Who
January 2023	Audit of Personal Development offer currently in place using Ofsted Framework	SC	Jan 23	Use to plan CPD and develop AIP priority 5	SC
Feb-May 2023	Take attendance registers of parent/carers who attend and feedback surveys after the assembly /stay and learn sessions. Pupil Voice- Pupil Parliament to gain feedback on the charity and awareness days we do with pupils and what learning they most enjoy.  MONITOR-Term 2 and 3- As a common line of enquiry through all teaching and learning reviews. Pupil Voice during monitoring to ask children about the key people identified within the planning and explore their understanding of why they are significant.	SC, TL, AD, JM, AS	Through Monitoring in Term 2 and 3	Fed back into TDP's and in SLT	SC/JM
Feb-June 2023  (after each visit)	MONITOR- Pupil Voice on interest, engagement of visits and visitors.	JM and AD	After each visit	Pupil voice from visits and visitors to inform future planning of trips	SC
APRIL 2023-	MONITOR- attendance at the clubs and gain feedback from pupils on the clubs they enjoyed most to inform Term 3 clubs. Continue cycle.	JM and AD	Termly	To decide take up of clubs and engagement to inform next clubs offered.	SC
June 2023	Continue to build and develop the PD Map across Term 3 as the whole curriculum has been taught to see where further aspects can be explored.  MONITORING of lessons, books and pupil voice linked to R.E. learning Visits and Visitors mapped linked with R.E.	SC SB	June 2023	To explore Q of E in R.E. identify training needs	SC

Governing Body Monitoring Visits				
When	Agreed Focus	Who	Staff Link	Report to LGB
Term 2b, 3a, 3b	Take attendance registers of parent/carers who attend and feedback surveys after the assembly /stay and learn sessions.  Pupil Voice- Pupil Parliament to gain feedback on the charity and awareness days we do with pupils and what learning they most enjoy.	SC	SC Feedback to LGB in Summer 1 Recording of Pupil Parliament feedback	Summer 1
Term 2b, 3a, 3b	MONITOR- attendance at the clubs and gain feedback from pupils on the clubs they enjoyed most to inform Term 3 clubs. Continue cycle.			
June 2023	MONITORING of lessons, books and pupil voice linked to R.E. learning Visits and Visitors mapped linked with R.E.	SC, SB, LGB member	SB	Summer 1
Term 2 Milestones (April 23)		End of Year Target (Jul 23)		



- After School Clubs assigned and running across Term 2 and 3- 120 pupils attending clubs these include- sports, music, art, gaming, computing, maths- Vulnerable, disadvantaged and Pupil Premium pupils have been targeted and given first refusal to access to opportunities e.g. Opera North, Violin and Flute lessons
- PD Progression Document created mapping how each strand of PD develops from EYFS- Yr6
- Careers Overview and Inspirational People mapped across the academy and in place within the curriculum
- Inspirational People assemblies delivered by Y1-6 to widen children's understanding of a range of diverse people
- Picture News Assemblies purchased and weekly British Values, Protected Characteristics assemblies take place linked to Current Affairs- this then feeds into phase and class assembly time.

Jigsaw PSHE renewed package to be accessing the up to date materials and cloud based resources  
Training on Jigsaw booked in  
Personal Development Deep Dive scheduled 30<sup>th</sup> June 2023 with Phil Rizzo