



Carr Lodge
Academy



Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Academy Improvement Plan

2021/2022

Updated:	September 2021
Prepared by:	S.Cope Principal and SLT Members
Approved by:	
Next Review:	December 2021

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 **high-quality teaching** for all through a consistent approach to teaching & learning

Priority TWO

Further develop **consistent approaches** to the teaching of reading fluency and comprehension in order to support catch up.

Priority THREE

Further develop **progressive and sequential learning** across the wider curriculum

Priority FOUR

Implementation of Development Matters into the Early Years Curriculum



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PRIORITY ONE: Ensure high-quality teaching for all through a consistent approach to teaching & learning

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	
To ensure all teachers have a shared understanding and language around teaching and learning. That strategies for sequencing, concepts and modelling; questioning and reviewing materials are consistently used throughout all phases. That the above strands are precisely planned for and carefully selected for specific learning taking place.	A) Teacher Pedagogy Strengthening teacher pedagogy using Rosenshine's Principles to ensure learning is personalised to the individual needs of pupils and secures challenge within lessons Sequencing Concepts and Modelling Questioning	CPD schedule for Autumn 1 Sequencing, concepts and Modelling- Staff INSET Day sharing practice from Rosenshine's Principles for staff to apply to classroom practice. (Sept 21) Staff CPD- Continued Sequencing, Concepts and Modelling Focus and introduce coaching. (Oct 2021) EXPLORE- Coaching pairs to be explored in Year 3 and KS1 to practise and embed the S<C<M principles collaboratively. (OCT 2021) Monitoring- Learning Walks/Alongside Book Look in KS1 and 2 with specific focus on modelling concepts. (October 21) Maths and English Additional Staff Meetings in Autumn 2: -Sequencing, Concepts and Modelling- Feedback/Temperature Check against INSET and good practice sharing session. (Nov 2021) -Questioning introduction-CPD (NOV 2021) EXPLORE- Phase 2 -Questioning focus for Coaching Group Y4,5,6 (Nov 2021) -Questioning Feedback/Temperature check and practice to carry forward CPD (Dec 2021) Monitoring- Teaching and Learning Review- are these principles being applied in lessons? (23 rd /24 th Nov)	Teacher planning will outline which models and concepts are shared with children when within a sequence. Teacher confidence in the use of scaffolds, concepts and modelling will increase due to CPD and this will be evident in planning. Understanding of effective use of questioning will improve for teachers and this will be carefully planned for prior to lessons. This will then increase to confidence to probe further in lessons and ask questions to deepen understanding in the moment. Coaching partnerships will be in place to refine use of Modelling and Questioning. Teacher's will feel supported to explore these concepts within their classroom.	Models and concepts will be evident in classrooms and consistently progress across the academy. Scaffolds are used to support learners accessing Age Related work and released based on AfL. Children will use the models to scaffold their own learning and develop stronger schemas in order to move towards learning without said scaffold. Teaching across all phases in school will see stronger use of questioning to check for understanding, probe deeper and evolve children's understanding.	Children will have consistent approaches to modelling concepts to them in the academy meaning learning is progressive ad builds year on year. Fewer misconceptions are developed due to clear modelling and well sequenced learning. Children are able to assimilate new learning into their schema well because of strong questioning which probes and checks for understanding. As a result, children learn more knowledge in greater detail and remember this knowledge and make links with new knowledge they are taught.	Modelling of concepts will be of very high quality. Sequencing of learning will be precisely planned and delivered. Questioning will be highly effective to support deeper understanding and ensure teachers fully understand pupils' understanding and adapt scaffolding or support accordingly. This will all result in children knowing more and remembering more knowledge and be able to apply this to progressively more complex tasks. Links between prior and new learning will be explicit helping children to embed more knowledge at a deeper level and recall said knowledge at a later date.
To ensure teacher's precisely pinpoint gaps in learning for all children to inform future planning and interventions and provision maps.	B)Diagnostics Developing the effective use of diagnostic assessments to inform teaching and intervention	Provide training for all staff on methods of diagnostic assessments and their use. (SEPT 21) Teachers to plan for use of: reader on a page, age related spelling checks; handwriting; phonics assessment in Y1-2; basic knowledge checks in Maths. (SEPT 2021) Teachers to formulate provision maps to support SENCO in creating a whole school overview of the interventions to be used and delegate TA to these areas of need. (OCT 2021) Information gathered to inform Start of Year Baseline and termly teacher assessments on O'Track.(OCT 2021) Carry out NFER tests and analysis the outcomes for areas for development Autumn (OCT), Spring (APR/MAY) and Summer (JUNE). Monitor the systems and processes of diagnostic assessments and outcomes-SENCO (OCT 2021) Monitoring- English Leader to check termly the frequency and outcomes of diagnostic reading assessments.	Teachers use the information gathered from diagnostic assessments and AFL in lessons to plan, adapt and refine their planning in reading, writing and maths. Teaching and lessons will be adapted to address any gaps in learning so that children are able to catch up. Interventions for reading, writing and maths will be delivered and monitored for their impact on specific pupil needs.	Interventions are in place and are consistently delivered across the academy. Diagnostic assessments are analysed and the information is used to tailor specific and targeted interventions. The SENCO has a thorough understanding of the quality and content of interventions across the whole	Pupils will receive teaching at the appropriate challenge as a result of high-quality diagnostic assessments. Pupils will know what they need to do to improve and teachers will ensure that there are opportunities to practise the required skills. Attainment and progress in reading, writing and maths will improve as a result of accurate assessment and targeted teaching that addresses misconceptions and gaps in understanding.	All teachers will confidently and accurately use diagnostic assessment tools as part of their teaching toolkit. Where personalised learning is appropriate, this will be planned for. Differentiation within lessons and across sequences of lessons will be strong and will meet the needs of the pupils.

		<p>Pupil Progress Meetings use diagnostic information to support discussion around groupings and SEN Needs that become apparent (NOV 21, APR 22, JUNE 22)</p>	<p>Teachers and TA's delivering interventions will have the appropriate subject knowledge.</p> <p>Leaders will have a secure knowledge of the quality of interventions.</p>	<p>academy and has monitored their impact.</p> <p>Robust termly assessments have been carried out in reading, writing and maths, moderated within year group teams.</p> <p>Reading assessment across the academy is carried out in a standardised format, assessing all the strands of reading.</p> <p>Teachers have a clear picture of attainment and progress for their cohort and individual pupils.</p>	<p>Gaps in pupil understanding will be diagnosed and teaching adjusted in a timely manner to maximise learning time and ensure maximum progress.</p>	<p>Teachers will become skilled in diagnosing strengths and gaps. They will adapt planning to address the areas of concern.</p> <p>Pupil progress meeting will be informed by a secure understanding of pupils at a detailed level. The professional discussion will be well informed by assessment information.</p>
Teachers ensure that concepts are revisited at regular –well planned- opportunities to support children building knowledge and retrieval of learnt concepts.	<p>C) Memory & Metacognition</p> <p>Develop teacher understanding of memory and metacognition how to present and deliver information so children know more and remember more</p> <p>Reviewing Materials</p>	<p>Spring CPD- January- April 2022</p> <p>Staff CPD, will develop teacher understanding of the concepts of how materials are reviewed using Rosenshine's Principles- to support children's assimilation of new material in their schema and retrieval of knowledge concepts from their schemata.</p> <p>Including:</p> <ul style="list-style-type: none"> • Daily Review approaches and principles • Weekly/Monthly Review <p>Building a toolkit of Retrieval Practices such as:</p> <ul style="list-style-type: none"> • Narrative Structures • Boxing it up • Timelines • Pairs- interrogative questioning • Self and peer evaluation • Quizzes <p>This will then build into a whole-school coaching cycle of developing practice in CPD session/ followed by 2 weeks of practical application in the classroom; reviewing in coaching groups- CPD feedback and learning of additional concepts.</p>	<p>Teachers build understanding of the importance of reviewing materials as part of good practice.</p> <p>Lessons planned include daily review of prior learning and feedback as part of everyday practice.</p> <p>Teacher build their understanding of the material reviewed needing to be the exact knowledge needed to be active in working memory to support the learning being taught that lesson.</p> <p>Teachers build a toolkit of strategies to use in their classrooms to retrieve knowledge in a variety of ways:</p> <p>Multiple choices quizzes, cloze procedure task, list me 5 things etc are evident in planning to support recall of concepts at carefully planned opportunities.</p>	<p>Children are given regular opportunities to retrieve and recall previous learning and make links between this and their current learning. This means children have a more well-rounded understanding of new concepts and they appear less abstract.</p> <p>Children build their own toolkit of remembering and retrieving new and previous learning.</p> <p>Children have stronger recall skills of previous learning due to regular retrieval practice.</p> <p>Teachers understand where gaps in knowledge are and plan opportunities to support children in repeating this learning.</p>	<p>Children develop a stronger schematic knowledge of their learning. They can draw upon past learning more efficiently due to regular retrieval and review. This results in children being able to build new learning on more stable foundations and learn new information more effectively.</p>	<p>Pupils will develop a broader and deeper understanding of their learning. Make links and connections between their previous learning and new concepts.</p> <p>As a result, children will be able to take knowledge components and apply these to deeper levels of knowledge composites.</p>



Term 1 Milestones (Dec 21)	Term 2 Milestones (Apr 22)	End of Year Target (Jul 22)
A) Teacher Pedagogy Training on sequencing, models and concepts delivered. Coaching pairs identified (Y3) and training on the use of coaching pairs to improve practice delivered. Y3 explore using coaching to share and develop strategies for the use of sequencing, modelling and concepts. Coaching pairs start in KS1, led by TL in KS1 for develop teaching using the strategies from the CPD. Pupil progress meetings highlight individual teachers' self-reflections and TDP identifies areas for improvement.	KS1 & Y3 coaching teams deliver feedback to staff on their work and the impact. (Staff Meeting) KS1 and Y3 continue to embed and develop the use of coaching teams to improve and reflect of teaching using the Rosenshine Principles. Other year groups begin to explore coaching within their teams using the agreed strategies from Rosenshine. Y3 and TL to support exploration phase. Training delivered on questioning. Coaching conversations demonstrate consistency in providing pinpoint, precise developmental feedback. Teachers carefully plan how and when to use the strategies of sequencing, modelling, concepts and questioning considering what will have the greatest impact on learning.	Children are able to articulate their learning confidently and know more and remember more because of highly effective teaching sequences that support retention of knowledge. Childrens' learning demonstrates effective and progressive teaching sequences which build knowledge. The quality of all teaching is good or outstanding as a result of the CPD and opportunities to explore and implement the Rosenshine's Principles. TDP shows improvement in practice through the use of effective pedagogy.
B) Diagnostics All staff have carried out diagnostic assessments for their class and planned provision maps based on needs identified. Interventions timetabled and reviewed 6 weekly to measure impact and next steps. Diagnostic information informs planning and flexible groupings. Planning demonstrates how learning is reviewed at well planned intervals to support memory. Autumn Assessment alongside Intervention data show where progress is being made to close the gap for key pupils.	Cycle 2 and 3 of interventions will have taken place based on Autumn Data and class on going diagnostic information. Spring Data will be demonstrating the gaps narrowing for pupils based on their SOYB. Pupil progress meetings will demonstrate precise mapping of interventions.	The number of pupils achieving Age Related expectations in the core subjects will increase by 10%. Effective and accurate assessment is undertaken in the Foundation Subject by using the Knowledge Organisers.
C) Memory & Metacognition Principal will have explored, prepared research and training around Rosenshine's Principles of Reviewing Materials for all teaching staff.	Teacher CPD will have taken place around the Principle of effective review. Planned opportunities for reviewing materials will be evident in planning, classroom visits and book looks. TDP/Growth Plans and Coaching Logs will demonstrate the dialogue between teaching staff on they incorporating elements of the CPD into their practice.	TDP/Growth Plans demonstrate improvements in consistency of reviewing materials in everyday practice. Pupil attainment across the academy shows an increase of 10% from 20-21 outcomes.

Planned SLT Monitoring				Evaluation		
When	Activity / Focus	Who	When	What	Who	
Term 1a	Fortnightly T&L learning walks to identify next steps for teachers, to be actioned and reviewed every 2 weeks through TDP/growth plans- FOCUS – pedagogy.	SC,TL	September –Dec 21	TDP/growth plans	SLT/LGB	
	Book Look English and Maths books focus- Modelling concepts.	SC,TL	Oct	T&LR Report		
	Monitoring of the systems and processes of assessment and intervention plans.	JW	Oct	Data Analysis Report –feedback to LGB		
Term 1b	Teaching and Learning Review	SC, AS, TL	23rd and 24th Nov	Pupil Progress Meeting Records		
	Analysis of phonics data and support with next steps planning following diagnostic assessments. (Y1)	SA	13 th Nov	Review of AIP- Milestone 1		
	Pupil Progress Meetings informed by diagnostic assessments.	SC	Nov(TBC)			
Term 2	Fortnightly T&L learning walks to identify next steps for teachers, to be actioned and reviewed every 2 weeks through TDP/growth plans- FOCUS – Memory and Metacognition	SC, TL	Jan-Apr 22	TDP/Growth Plans	MLT/SLT	
Term 2a	Challenge Partners Review	SC, TL, AS	31 st Jan-2 nd Feb	Challenge Partners Report	SLT/P	
	CPD, Coaching and feedback teams carried out in a 3-week cycle.	Teaching teams, SC, TL	Jan onwards	Coaching Logs		
	Pupil Progress Meetings informed by assessments.	SC	Apr (TBC)	Pupil Progress Meeting Records		
	Monitoring of the effectiveness of coaching teams and support given where needed.	SC, TL	25 th Apr	Principal's Report-Spring		
Term 3	Fortnightly T&L learning walks to identify next steps for teachers, to be actioned and reviewed every 2 weeks through TDP/growth plans- FOCUS – Feedback	SC, TL	May-Jun 22	Review of AIP Milestone 2	SLT/P/LGB	
	Pupil Progress Meetings informed by assessment data.	SC	June (TBC)	TDP/Growth Plans		
				Data Analysis Summer End		
				Principal's Report-Summer		
				Review of AIP Milestone 2		

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 th November 20 th January
1B 23 rd and 24 th November	Teaching and Learning Review – High Quality Teaching		T&L Governor	SC	20 th January
2A 31 st Jan-2 nd Feb	Challenge Partners Review- High Quality Teaching- understanding of Memory and Metacognition in practice		T&L Governor	SC	10 th 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: : Further develop **consistent approaches** to the teaching of reading fluency and comprehension in order to support catch up.

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	
Reading is required to be taught in precisely the same way in every classroom in KS1 and then this process ensures they Our approach to the teaching of Early reading provides children with greater opportunities for children to practise reading using specific strategies that improve comprehension and fluency. Further enhance the quality of teaching of reading fluency and the use of whole class reading approaches.	D) Reading fluency & comprehension	<p>EXPLORE- Vice Principal to research effective strategies for the teaching of fluency and comprehension and align these to our current reading policy. (SEPT 21) VP to audit current understanding of teacher strategies for teaching fluency and comprehension. (SEPT 21)</p> <p>PREPARE- VP to amend the reading intent document so that granular detail is provided within the reading policy on the strategies to be used in focus group activities in KS1 leading into KS2. (SEPT 21)</p> <p>IMPLEMENT- Provide CPD to KS1 staff on what an effective focus group reading session will look like and the strategies to be taught during these sessions- modelled by VP. (OCT 21)</p> <p>Timetable when focus reading sessions will be taught and use diagnostic assessments to group children that have similar needs. (OCT 21)</p> <p>Teachers in KS1 and 2 to assess children's reading and to adapt plans so that the skills that they need to develop are taught in whole class DERIC sessions, individual reading or focus groups. complete running records section of the Carr Lodge reader on a page document and use this to carefully select the appropriate text to be used so that there is instructional challenge. (SEPT/OCT 21)</p> <p>MONITOR- VP and English Lead to monitor and support where needed staff in their key stages. (SEPT/OCT 21)</p> <p>KS1- Implement the agreed additional small focus group sessions within DERIC lessons using the school agreed strategies following the guidelines with a focus on developing decoding, fluency and comprehension. (Prediction, questioning, clarifying, summarising, inference.) (Nov 21)</p> <p>MONITOR- the quality of the focus group sessions across KS1 and give pinpointed feedback to individual teachers.</p> <p>EVALUATE the effectiveness of the teaching of reading in small, focus group sessions and provide additional CPD or one to one coaching for teachers linked to the specific strategies in the revised policy. (Coaching to be applied here to ensure accuracy from the start).</p> <p>Teachers use reader on a page, as a working document, to support small group reading sessions to assess reader competencies and identify specific areas for improvement to plan next session focus.</p> <p>Analyse end of term reading data does phonics assessment align with reading outcomes. Have fluency and comprehension improved as a result of the greater focus? (DEC, MAR , JUL)</p>	<p>Leaders will have a clear understanding of effective strategies for teaching reading.</p> <p>Leaders will have a clear understanding of the skills and competences of teachers across the academy.</p> <p>Leaders will be able to identify areas for development and devise appropriate support and training.</p> <p>Leaders will be able to provide teachers will updated guidelines that detail what and how to teach reading.</p> <p>Teachers' subject knowledge will be enhanced to ensure they understand the granular knowledge components that they need to deliver.</p> <p>Teachers will develop confidence in complete running records section of the Carr Lodge reader on a page document and use this to carefully select the appropriate text to be used so that there is instructional challenge.</p> <p>Teachers will know what reading skills to teach in guided sessions.</p> <p>Teachers know how to assess reading using the Reader on a Page assessment document.</p>	<p>Carr Lodge intent for reading will contain the granular detail for teaching all the required aspects of reading.</p> <p>The progression in reading skills will be provided across the academy.</p> <p>Teachers will adapt and improve their teaching of reading so that it includes the teaching of fluency in line with the reading policy and CPD.</p> <p>In addition to whole class and individual reading – session for targeted small group reading is planned and delivered.</p> <p>Reading Plus will be used consistently across the academy to develop comprehension, vocabulary and fluency.</p> <p>Agreed assessment systems and procedures used consistently by teachers across the academy.</p> <p>Improved analysis of reading using the Carr Lodge Reader on a Page, Reading Plus , Running records and Fluency Rubric.</p> <p>Improved assessment information to identify areas for whole school development in reading.</p>	<p>Pupils will have more opportunities to read to an adult and practise reading aloud.</p> <p>Pupils will be taught the skills that they need to acquire following robust assessment.</p> <p>Gaps in phonological understanding will be addressed and outcomes will improve.</p> <p>Reading fluency will improve across the academy.</p> <p>Children's rate of reading will improve as a result of consistent use of Reading Plus in KS2.</p> <p>Pupils with improve their vocabulary as a result of the focus in reading lessons.</p> <p>Pupils will develop a greater love of reading as a result of the opportunities provided.</p> <p>Pupils will know how to talk about what a good reader looks like and the skills that they require to develop in their year group.</p> <p>Pupils will know their targets in reading and what to do to improve further.</p>	<p>Carr Lodge reading intent will be clear and consistently implemented.</p> <p>Effective systems and procedures for the teaching of reading are embedded across the academy.</p> <p>The increase in reading opportunities across the academy will improve outcomes and confidence in reading.</p> <p>A whole school policy for the teaching of reading is used by all teachers.</p> <p>Assessment of reading will be robust.</p> <p>Fluency will improve as a result of the focus teaching the pupils receive.</p> <p>Attitudes to reading will be positive across the academy.</p> <p>Pupils will receive more targeted reading teaching as a result of secure evidence- based assessment.</p> <p>Outcomes in all aspects of reading will improve.</p> <p>Leaders will know the impact of reading teaching through the use of robust monitoring.</p>

		<p>PREPARE - Introduce and use the Carr Lodge Fluency Rubric document to support in assessing and planning next steps in the teaching of fluency. (JAN 22)</p> <p>IMPLEMENT- Teachers use pupil friendly reading fluency assessment rubric for reading so that children will be able to identify the area of reading that they need to develop – e.g pausing at full stops. (Picture cues). Teachers to refer to these in reading focus lessons. (JAN 22)</p> <p>Arrange and deliver further staff training on developing reading fluency and the use of diagnostic assessments delivered by Tara Chappell.</p> <p>Plan and deliver small focus group sessions within DERIC reading sessions and whole class English lessons with a focus on developing fluency using the agreed strategies e.g. Teachers model to children how to text mark a piece of text to support them in reading more fluently.</p> <p>English Leader to Monitor the teaching of reading in the DERIC session, including the quality of the teaching of fluency within reading lessons and give feedback to teachers. (DEC 21, FEB 22, JUNE 22)</p> <p>Reading Plus (IMPLEMENT)</p> <p>Teachers to carry out start of year baseline assessments on Reading Plus and analyse the outcomes so that intervention groups are created with the focus on their needs.(SEPT 21)</p> <p>Teachers to use the analysis on Reading Plus every half term in order to track progress and plan for the teaching of any gaps in understanding. (DEC 21, MAR 22, JUL 22)</p> <p>Teacher to timetable three Reading Plus sessions per week in KS2 so that children can access the platform and practice and apply their reading skills. (SEPT 21)</p> <p>Teachers to monitor outcomes on Reading Plus, then use this information to plan and deliver specific reading focus group sessions as part of DERIC and reading interventions. Use this information in pupil progress meetings. (NOV 21, APR 22, JUNE 22)</p> <p>Monitor -English Leader to monitor for compliance in use of the Reading Plus platform consistently in KS2.(OCT 21, FEB 22,APR 22)</p>	<p>Teachers will be able to use assessment information to plan pinpoint interventions or next steps in teaching reading.</p> <p>Teachers understand the aspects of fluency that will be assessed against.</p> <p>Leaders will know how effective and consistent teaching of Fluency is across the academy.</p> <p>Teachers will have a greater understanding of how to use the Reading Plus platform more effectively.</p> <p>Leaders will have a clear understanding of reading outcomes across the academy.</p>	<p>Teachers will be supported by leaders to deliver a high-quality reading curriculum.</p> <p>The teaching of reading across the academy will be secure and consistent specially including fluency.</p> <p>Pupils will have greater opportunities to read aloud and practise their reading skills.</p>	<p>Reading outcomes will improve and progress in reading will be stronger.</p>	
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Term 1 Milestones (Dec 21)	Term 2 Milestones (Apr 22)	End of Year Target (Jul 22)
<p>D) Reading Intent & Pedagogy</p> <p>VP will have researched effective teaching of reading strategies and amended the Reading policy.</p> <p>Audits of teacher understanding of the teaching of reading completed and analysed.</p> <p>CPD introducing the revised intent for the teaching of reading is clear to all staff.</p> <p>CPD delivered around the specific strategies and systems to be used by teachers to teach reading.</p> <p>Year Group timetables for teaching reading sessions, including Reading Plus and small group focus sessions are devised and are being to be implemented.</p> <p>VP has modelled focus group activity sessions to staff.</p> <p>Staff being to plan and deliver small focus group reading sessions with a focus on developing, decoding, prediction, questioning, summarising and inference.</p> <p>Assessment for term 1 is completed using running records and beginning to use 'reader on a Page document to assess against within focus reading sessions.</p> <p>Analysis of end of term data</p>	<p>Additional sessions for small focus group lessons are being delivered.</p> <p>Reading lessons include the teaching of key reading skills – prediction, questioning, clarifying, summarising and inference.</p> <p>Teachers have had the opportunity to see a high-quality reading lesson.</p> <p>Teachers have received training on the teaching of reading fluency and are beginning to incorporate into reading lessons.</p> <p>The quality of focus group sessions is improving as teachers experiment with specified reading strategies.</p> <p>Phonics assessments have been carried out and analysed.</p> <p>Reading intervention groups have been identified as a result</p> <p>Reader on a Page is being used as a tool for ongoing assessment and feeds into end of term data.</p> <p>Teachers have observed their partner teaching a reading session and they have shared reflections.</p> <p>Assessment tools such as the Fluency Rubric are consistently being used by all teacher to support their judgements.</p> <p>Opportunities for reading aloud are improved through the use of focus group sessions in addition to whole class reading.</p> <p>There is a clear progression in reading skills from R-Y1</p>	<p>The teaching of reading in all year groups is at least good or better.</p> <p>Reading Data at ARE will increase by 10% for all year groups.</p> <p>Pupil gaps in attainment, particularly for the bottom 20% in each cohort has improved by at least 10%.</p> <p>Evidence of reading sequences in books are consistently strong across school resulting in 'good' or better T&L of reading.</p>

Planned SLT Monitoring				Evaluation		
When	Activity / Focus	Who	When	What	Who	
Term 1a	Auditing staff competences and confidence when teaching reading.	TL	27 th & 28 th Sept	TDP/Growth plans	Principal TL P- for LGB TL/SA	
	Monitoring of Reading Plus sessions and timetables	TL	5 th Oct	Evaluation of Reading Plus timetables against data		
Term 1b	Teaching and Learning Review – English /Reading Curriculum	SC, AS, TL	23rd and 24th Nov	T&LR Profile Report to LGB	T&LR Profile Report to LGB Baseline data Vs Autumn End for phonics TDP AIP Milestone 1 Review	
	Analysis of phonics data .(Y1)	SA	13 th Nov	Baseline data Vs Autumn End for phonics		
	Monitoring of reading sessions and the use of the assessment tools- frequency and outcomes (reader on a page)	TL & AS	8 th & 9 th Nov	TDP AIP Milestone 1 Review		
Term 2a	Learning walk with a focus on teaching of reading/fluency in small group sessions. Feedback given to teachers for next steps.	TL, AS	15 th & 16 th Nov		VP/ Principal/LGB	
	Challenge Partners Review- Reading and English lead to share their work.	SC, TL, AS	31 st Jan-2 nd Feb	TDP's		
	Teaching and Learning Review- Reading Lead and English Lead to share their developments within reading.	SC, TL, AS				

	Monitoring of the teaching of phonics in FS and Y1.	TL	10 th Jan	CP Report to LGB Data Analysis of Term 2 Reading Profile for the Academy Coaching records AIP Milestone 2 Review Term 2 Principal's Report	
Term 2b	Monitor DERIC reading lessons and give pinpointed feedback to teachers.	TL	21 st Feb		
	Analysis of phonics data.	TL	7 th Mar		
	Analysis of reading data across the academy	TL, AS	22 nd Mar		
	Monitoring of the effectiveness of coaching teams and support given where needed.	SC, TL	25 th Apr		
Term 3a	Reading Learning Walk – reading lessons	AS	26 th Apr	TDP Evaluation of AIP Term 3 Milestones Term 3 Principal's Report LGB Report on impact of English Leader's Work	Principal/LGB
	Pupil voice questionnaire – love of reading focus	TL, AS	9 th May		
Term 3b	Reading Lead & English Lead to feedback to SLT on the impact of their work.	TL, AS	TBC		
	Learning walk with a focus on teaching of fluency in reading lessons.	TL	20 th & 21 st June		
	Quality assurance of reading outcomes across the academy.	TL, AS	11 th & 12 Jul		

Governing Body Monitoring Visits					
When	Agreed Focus	Who	Staff Link	Report to LGB	
Term 1B 23rd and 24th Nov	Teaching and Learning Review- Reading Provision and teaching sequence		TL	20 th January 2022	
Term 2a 31 st Jan-2 nd Feb 2022	English Governor to lead monitoring of reading curriculum during Challenge Partners Review		TL	10 th March 2022	
Term 2b 21 st February 2022	English governor to meet with lead to walk the academy and observe reading lessons		TL	10 th March 2022	
Term 3a 9 th May 2022	Analysis of Pupil Voice survey on Love of Reading/ Pupil Interview		TL	12 th May (verbal)	
Term 3b	Reading lead/ English Lead to give feedback on reading developments and the impact of their work.		TL,AS	Summer 2 LGB	

PRIORITY THREE: Further develop progressive and sequential learning across the wider curriculum

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	
Research shows that knowledge needs to drive the curriculum building progressively through the Primary Phase. Linked with our work on Memory and Metacognition it is essential that the curriculum connects learning through key lenses that shape the school curriculum. This will therefore develop pupils' schemas to secure knowledge in long term memory Leaders at all levels can support with the development of the curriculum.	To evolve the curriculum programs of study so that knowledge components and composites demonstrate clear progression through all phases in the academy. To develop teachers' subject knowledge of the granular detail needed to deliver high quality teaching in History, Geography and Science	<p>EXPLORE 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)</p> <p>PREPARE Identify the lenses that are relevant to the pupils of Carr Lodge. (Sept 21) Leaders to review the progression of knowledge in each subject. (Sept 21) Leaders to work with subject leaders to plot the progressive knowledge across the year groups. (Humanities Sept/Oct 21, Science Nov/Dec 21, Art and DT Spring 22) Leaders to work with subject leaders to link knowledge with units of learning. (Humanities Sept/Oct 21, Science Nov/Dec 21, Art and DT Spring 22) Leaders to work with subject leaders to review the composites achieved across the academy. (Oct 21) Leaders to review the curriculum to ensure that creativity, coherence, community, compassion and credibility are being achieved. (Nov 21) Leaders to share curriculum designs with Phil R (Nov 21)</p> <p>IMPLEMENT Training with staff to share subject maps and the development of knowledge within each subject area- defining the part each teacher has to play in this whole-school sequence. (Dec 2021) Revise units of learning to ensure that the granular knowledge is delivered. (Dec 21 ahead of term 2, Feb 22 ahead of term 3, May 22 ahead of term 1) Finalise Curriculum mapping document with whole-school subject maps- once programs of study have been refined across the academy. (July 2022) Publish documents and share with parents through the school website. (July 2022)</p> <p>MONITOR Use of curriculum document against planning and book work to ensure consistency across the academy. (March 2022-July 2022) Tailor support with planning/delivery based on monitoring. (March-July 2022) Subject leaders to provide tailored support identified from teacher survey outcomes (Ongoing)</p>	Leaders at all levels will have a secure understanding of the progression of knowledge within each subject. Teachers will be clear on the components of knowledge that they need to deliver. Teachers' subject knowledge will be enhanced to ensure they understand the granular knowledge components that they need to deliver.	The curriculum will be connected through a series of lenses. Knowledge will be progressively planned across the primary phases. Revised units of learning will be in place across the academy to ensure that knowledge is developed progressively and connected.	Pupils will develop secure subject knowledge. Pupils will be able to demonstrate their understanding through carefully planned composites.	A whole school curriculum map focused on the progression of knowledge will be in place. Programs of study will ensure children are taught progressively. High quality composites will be achieved and will demonstrate pupils' knowledge.
	To enhance the use and purpose of knowledge organisers in order to precisely pinpoint and secure key knowledge components for pupils	<p>EXPLORE Looking at and trialling knowledge organisers (2021) Teachers to create and trial bespoke knowledge organisers. (Sept 21)</p> <p>PREPARE Leaders to review approaches. (Nov 21) Collective approach to knowledge organisers agreed (Nov 21)</p> <p>IMPLEMENT Teachers to create bespoke knowledge organisers. (Dec 21)</p>	Leaders will have a clear understanding of the knowledge that will be taught in each unit of learning. Teachers will have a clear understanding of the knowledge that will be taught in the unit of learning.	It will be clear what knowledge will be delivered during the unit of learning.	Pupils will understand what knowledge they will gain. Pupils will understand key vocabulary that will be required during the unit of learning. Pupils will be able to demonstrate their	Pupils will have secure subject knowledge that can be built on in future units of learning.

		<p>MONITOR 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>			knowledge as an outcome to the unit of learning.	
	To develop the use of knowledge organisers as an assessment tool for Foundation Subjects	<p>EXPLORE Teachers to work in coaching groups to trial the use of assessment against the knowledge organisers (March 22)</p> <p>PREPARE Teachers to feedback on approaches (March 22) Collective approach to assessment against knowledge organisers (March 22)</p> <p>IMPLEMENT Teachers to use knowledge organisers as an assessment tool. (July 22)</p> <p>MONITOR Subject leaders ensure that knowledge organisers match the progression documents. (Term 3 review July 22)</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>	Pupils will be able to demonstrate their knowledge as an outcome to the unit of learning.	Pupils will have secure subject knowledge that allows them to be prepared for the next year group.
	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>EXPLORE Training by Phil Riozzi on the importance of the progression of knowledge through granular components and implementation into well planned composites. (Sept 21) Training by Debra Kidd - 'Curriculum of Hope' to ensure subject leaders understand approaches to the curriculum. (Oct 21)</p> <p>PREPARE Subject leaders to work with curriculum leaders to plot the progressive knowledge across the year groups. (Humanities Sept/Oct 21, Science Nov/Dec 21, Art and DT Spring 22) Subject leaders to work with curriculum leaders to link knowledge with units of learning. (Humanities Sept/Oct 21, Science Nov/Dec 21, Art and DT Spring 22) Subject leaders to work with curriculum leaders to review the composites achieved across the academy. (March 22, July 22)</p> <p>IMPLEMENT</p> <ul style="list-style-type: none"> SLT to distribute mentoring of each subject leader to implement their action plans and ensure delivery of the revised curriculum: SC and MS- CS, AJB AD, PL- MH, KR JW-AG ($\frac{1}{2}$ termly check in meetings against action plans) <p>MONITOR Curriculum leader to support with measuring the impact of the curriculum intent through book looks, learning walks, pupil voice. (March 22/June 22)</p> <p>Supported by Curriculum Leader- subject leaders to moderate whole-school teaching of their subject- how to undertake lesson study, identify the strengths of their subject and areas for development-create impact report (March -June 2022)</p> <p>Subject Leaders to report to SLT on the impact of their leadership. (June 2022)</p>	<p>Leaders will have a shared approach to the design of the curriculum.</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.</p> <p>Leaders at all levels will be able to have clear next steps for the subject's development.</p>

Term 1 Milestones (Dec 21)	Term 2 Milestones (Apr 22)	End of Year Target (Jul 22)
<ul style="list-style-type: none"> • Staff will have a shared vision on the design of the curriculum and their part within this. • Lenses will have been identified and stranded through all year groups in humanities and science. • Leaders and subject leaders (humanities and science) will have worked together to incorporate granular knowledge and composites into the units of learning. • Progression of knowledge will be mapped out across the curriculum and will demonstrate the 5 Cs. • Term 2 units of learning will be revised to ensure that granular knowledge is incorporated. • Knowledge organiser format will be agreed and used by teachers moving forward. • All subject leaders have action plans agreed for the year ahead. 	<ul style="list-style-type: none"> • Leaders and subject leaders (art and DT) will have worked together to incorporate granular knowledge into the units of learning. • Term 3 units of learning will be revised to ensure that granular knowledge is incorporated. • Approaches to assessment using the knowledge organisers will be agreed and used by teachers. • Monitoring demonstrates that staff deliver the granular knowledge pupils need in each subject. • Subject leaders have identified where support is needed. • Subject leaders are implementing their action plans and monitoring the impact of their work supported by the curriculum leader. • Subject leaders have assessed teachers subject knowledge and provided support for effective implementation of the Programs of Study. 	<ul style="list-style-type: none"> • Revised curriculum map finalised and published. • Pupil voice demonstrates that children can articulate their learning- they know more and can remember based on highly effective teaching sequences. • All Subject leaders can evidence the knowledge taught and how this has been monitored for their subject. • Effective and accurate assessment is undertaking in the foundation subjects through use of Knowledge Organisers. • Pupils are able to recall learning from the Knowledge organisers in End of Year assessments. • Subject leaders can articulate how their curriculum has been implemented and impact it has had on pupils learning.

Planned SLT Monitoring				Evaluation		
When	Activity / Focus	Who	When	What	Who	
Term 1a	Fortnightly curriculum learning walks to identify next steps for teachers, to be actioned and reviewed every 2 weeks through growth plans- FOCUS- Audit of Curriculum thus far.	SC and MS	September –Dec 21	Teacher Development/Growth Plans Mentors to QA Review of quality of judgement between SLT and Trust Central Team Milestone 1 of AIP Principal's Report		
	Quality Assurance Subject Leader Action Plans,	SC, MS, TL	October 21			
Term 1b	Teaching and Learning Review – Wider Curriculum	SC, MS, TL	23 rd and 24 th November		Principal/DepCEO/CEO	
	Subject Leaders- Audit/Survey teacher knowledge and pedagogy for their subject area to support Term 2 planning.	AD, AJB and CS	Nov 21			
Term 2a	Subject Leaders to QA knowledge organisers for Term 2 against curriculum	MS, SC, AD, AJB, CS	Dec 21	TDP/Growth Plans	Principal and VPs	
	Fortnightly curriculum learning walks to identify next steps for teachers, to be actioned and reviewed every 2 weeks through growth plans- FOCUS -Knowledge Organisers and Programs of Study for Term 2.	MS, AD, AJB and CS	Jan-Apr 22			

	Challenge Partners Review- SLT and Subject Leaders to share their work	SC, MS, AD, AJB and CS	31 st Jan-2 nd Feb 2022	Challenge Partners Report Lesson observation forms	Principal and VPs	
	Teaching and Learning Review- Subject Leaders to be mentored during lesson study for their subject.	MS & SC- AD, AJB and CS TL- MH, KR JW- AG, Music	Feb 2022			
Term 2b	Book Look against curriculum plans to monitor progression and consistency	MS, AD, AJB and CS	March 2022	Book Scrutiny Form Milestone 2 of AIP		
	Subject Leaders to QA knowledge organisers for Term 3 against curriculum	MS, SC, AD, AJB, CS	March 2022 §			
Term 3a	Fortnightly curriculum learning walks to identify next steps for teachers, to be actioned and reviewed every 2 weeks through growth plans- FOCUS- Knowledge organisers as an assessment tool.	MS, AD, AJB and CS	May-Jun 22	TDP/Growth Plans Book Look Forms	Principal and VPs	
	Book Look and Knowledge Organiser scrutiny of impact	MS, AD, AJB and CS	Jun 2022			
Term 3b	Subject Leaders to feedback to SLT on the impact of their work.	SC, MS, AD, AJB and CS	Jun 22	Impact Report- Subject Leaders Milestone 3 AIP		
	Subject Leaders to QA knowledge organisers for Term 1 against curriculum	MS, SC, AD, AJB, CS	Jun 22			
				Principal's Report		

Governing Body Monitoring Visits					
When	Agreed Focus		Who	Staff Link	Report to LGB
1B October 2021	Quality Assurance of Subject Leader Action Plans for 2021-22- Humanities, Science			MS	Nov 9th
	Teaching and Learning Review- Book Look of Wider Curriculum 23 rd and 24 th November			MS	Jan 20th
2A Feb 2022	Monitoring of milestone from subject leader action plans- Humanities and Science			MS	March 10th
Fortnightly across 2a/b	Learning Walks- knowledge organisers as an assessment tool			MS	May 12th
3B June 2022	Subject Leaders to feedback to Governors on the impact of their work.			MS	Summer 2 LGB

PRIORITY FOUR: Implementation of Development Matters into the Early Years Curriculum

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	
<ul style="list-style-type: none"> Basic Skills Teaching; GLD outcomes Pupils need to leave reception having gained the basic skills they need to enter year 1. 	<p>Teachers are to focus upon basic skills teaching.</p> <p>Pupils should have regular opportunities to consistently apply the basic skills they are taught.</p> <p>Emphasis on repetition and practise throughout the year. Ensure the majority of pupils leave FS2 having gained GLD and are well equipped with the knowledge they need to succeed throughout school.</p>	<p>Initial baselines (RBA) and in school assessments to be completed for FS1 during the first 4 weeks of term. FS1 baselines to be completed during the first 5 weeks of term. SS to meet with FS2 teachers to discuss whole cohort needs.</p> <p>SS to support staff in the development of carefully thought out timetables for both FS1 & FS2 that provide sufficient time for the teaching of basic skills.</p> <p>Timetables will continually be adapted throughout the year to ensure the % of adult led directed activities is increasing as the year progresses. Diagnostic assessments implemented at key data capture points to analyse progress made in each area of learning.</p> <p>SS & SLT will monitor the teaching of English, Phonics & Mathematics within FS1 and FS1 to check for consistency in approaches.</p>	<p>All RBA and internal baselines will have been completed and staff will use the findings to plan for sequential learning to support all pupils.</p> <p>Timetables will be in place to maximise opportunity for basic skills teaching.</p>	<p>Timetables are embedded and changing throughout the year to increase more adult directed teaching time.</p> <p>Staff are increasingly consistent and confident in their approaches to basic skills teaching. This will be seen through monitoring by the Early Years Leader.</p>	<p>End of year diagnostic assessments show the progress made from starting points in reading writing and maths.</p>	<p>2021-22 GLD will be above the national average (when this data is released).</p> <p>The summer T&L review reports that the teaching within Foundation Stage is consistently judged to be outstanding.</p> <p>All staff are consistent in their approach with the teaching of basic skills.</p>
<ul style="list-style-type: none"> Communication and Language Development A large proportion of pupils enter the Early Years with communication and language skills that are typically below the expectation for their age. 	<p>Explicit teaching of language through planned teaching, high quality provision and interactions.</p> <p>Targeted high quality intervention in place for key pupils.</p> <p>Staff to have secure knowledge of each child's ability and stage of development; in order to</p>	<p>Initial observations of the children to be conducted by all staff to ensure children who need additional support are identified early.</p> <p>SS to support in the implementation of the direct pre-teaching of specific vocab during directed adult led sessions.</p> <p>SS to liaise with HTA in their approach to interventions – looking specifically at the intervention 'Early Vocab Checklist'</p> <p>SS to release TAs to do shared observation of each other looking specifically at interactions and modelling language within the provision.</p> <p>TAs to be trained by SS & JW in implementing and running specific targeted interventions.</p>	<p>Initial observations and baselines of the pupils has highlighted pupils who need additional language support.</p> <p>An intervention timetable is in place.</p>	<p>Interventions (planned for / within provision) are having a positive impact upon pupils C&L skills.</p> <p>Teachers and support staff are confident in using tools to support these key pupils.</p>	<p>Diagnostic assessments and observational assessments show the positive impact that interventions and support have had on pupil's progression upon their language development over the year.</p>	<p>All staff within Foundation Stage are confident and consistent with their approach to supporting language development.</p> <p>Children's language development shows significant improvements from starting points.</p>

<p>• Curriculum Development Implementing the new curriculum based upon the new Development Matters and the needs of our pupils.</p>	<p>fully support pupil's communication and language needs.</p>	<p>SS to monitor the progression of identified pupils by looking specifically at – skills progression documents, checkpoint progress, speech sound assessments & a vocab checklist. Pupils who have speech/language/vocab difficulties should have additional assessments within their profiles to evidence interventions and progression.</p> <p>SS to monitor the quality of interactions within the phase (Teachers & TA).</p>	<p>Key children identified referred to S&L therapy</p>			
	<p>Development of staff knowledge in the new expectations from 'Development Matters' that was newly published for 2021-22.</p> <p>The implementation of Development Matters into a broad, challenging and engaging curriculum that is driven by high quality provision and real life experiences that underpin children's learning and development.</p>	<p>Training & Coaching: Support of TAs in understanding and using the new way of observation gathering and linking learning to the correct areas of learning.</p> <p>Initial training / EY Leads / EY Teachers & support staff. Supported by EEX & Julian G materials.</p> <p>Read, discuss and share the Julian Grenier blogs / videos and training materials. Use this to form the basis of all support staff training. Share with staff updates and new materials and allow time to read, research and digest new information.</p> <p>Share with staff the new DM document, highlighting the changes and how this will change the sequence of learning.</p> <p>Use the DM document to support in creating a CLA FS curriculum. Work with teachers to look at the development of the curriculum and intent statement.</p> <p>Teachers will use knowledge organisers for their medium term plans that all feed from the main long term curriculum planner. Coverage has been planned from the new DM and also what staff discussed is important for children at CLA to have experienced. SS to monitor planning.</p>	<p>Teachers will begin reading and researching the new Development Matters and look at how this will feed into med/long term plans.</p> <p>SS will have delivered staff training on the new developments for all staff working with FS.</p> <p>Observation systems will be in place and staff will know the expectations regarding recording observations.</p>	<p>Lessons/hooks/experience based learning is carefully planned for.</p> <p>Teachers are confident in using the DM to plan sequences of learning to ensure children meet the newly created ELGs at the end of FS2.</p>	<p>All staff within FS are confident in the new DM and how this flows into the newly developed curriculum and planning.</p>	<p>Staff have designed and implemented an engaging, challenging and experience driven curriculum that has been carefully planned to meet the needs of all learners.</p> <p>Children within FS2 have experienced a broad curriculum that has enabled them to smoothly transition into KS1.</p>

Term 1 Milestones (Dec 21)	Term 2 Milestones (Apr 22)	End of Year Target (Jul 22)
<ul style="list-style-type: none"> MH and SA have been given Foundation Stage subject specific roles to ensure planning is consistent and of a high standard (MH to plan M SA to plan R&W) MH will have completed her initial maths training (SW organising) and will take ownership over this project. SS has monitored all timetables within the phase and agreed they are fit for purpose. Pupils are beginning to have more adult directed teaching time (once baseline is complete). Teachers are confident in their initial baseline judgements and assessment is being used to plan for high quality lessons. Moderation of baseline judgements will be complete (internally across the trust). Specific children have been identified as needing C&L support. SALT referrals have been made for those pupils. Interventions are beginning to be planned for (structured and non-structured). The FS long term curriculum planning is beginning to be developed, along with half termly knowledge organisers. <p>Staff training day has been planned for and completed – focused around the new DM.</p>	<ul style="list-style-type: none"> Timetables are constantly being reviewed to ensure there is a good balance of directed teaching and child initiated learning. SS & SLT have monitored the effectiveness of the current timetable and agree it is providing the correct level of balance for pupils. Daily phonics, Maths and English sessions are taking place in FS2 and leaders are seeing evidence of children taking their learning and applying it into child initiated time to consolidate their learning. The teaching of phonics and Maths is consistent between both FS2 classrooms. FS1 and FS2 language interventions have been monitored by SS and are having a positive effect on pupil progression. Staff are using knowledge organisers to ensure children are accessing a wide curriculum with real life experiences to deepen children's understanding. <p>Training will have been undertaken on the use of the new DM and how this will impact upon our setting.</p>	<ul style="list-style-type: none"> Teaching throughout the foundation stage is good or better. The learning environment is outstanding Assessment of Communication and Language demonstrates accelerated progress for 30% of pupils (targeted). Children achieve above national average in phonics assessments in EYFS Pupils achieve about National Average by the end of EYFS

Planned SLT Monitoring				Evaluation		
When	Activity / Focus	Who	When	What	Who	
Term 1a	Initial learning walk – monitoring the FS provision and learning behaviours	SS	Sept / Oct	Leadership diary record	SS/SLT	
	Basis skills teaching – lesson drop in	SS		Feedback forms – Individual Staff		
Term 1b	Evidence check / book look / PP discussion	SS	Oct	Feedback from T&L review		
	T&L planned review	SLT	Nov (23 rd 24 th)	Leadership diary record		
	T&L review prep learning walk	SS & SLT	Nov (before T&L)	Moderation notes (A2)		
	Evidence check / book look / PP discussion	SS	Dec	Data capture / data evaluation		
Term 2	Pre CP review prep learning walk	SS	31 st Jan – 2 nd Feb	AIP Milestone 1 Review	SS/SLT	
	CP review	SLT / CP team		Feedback from CP review		
	Intervention observations – basic skills teaching / language	SS	Feb	Individual feedback		
	Language review – SS to monitor and observe interventions	SS	March	Leadership diary record		
Term 3	Learning walk – provision & practise x 2	SS	June/July	AIP Milestone 2 Review	Individual feedback	

	Pupil progression meetings – looking at GLD.		SS	June/July	Leadership diary record Pupils progress records Data evaluation 21-22 Milestone 3 AIP Review	
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Governing Body Monitoring Visits					
When	Agreed Focus	Who	Staff Link	Report to LGB	
Oct 21	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 21	Teaching and Learning Review- EYFS Focus Group		SS	Jan 20th	
Jan 22	Challenge Partners Review- Early Years Focus Group- Acquisition of Basic Skills through focused teaching		SS	March 10th	
March 22	Language Review- EYFS Lead and Oracy Lead to share developments in Communication and Language		SS	May 20th	
May 22	Implementation of Development Matters- review		SS	July 22	
June/July 22	Review of Data – showcase of how judgements are formed		SS	July 22	