



Oakridge Primary School Improvement priorities 2022 – 2023

A. Quality of Education	Evidence and Impact	Lead Governor
<p>Priority 1 All staff are purposefully and effectively using research-based principles of instruction to support the implementation of the intended curriculum with a focus upon embedding impactful retrieval practice.</p>	<ul style="list-style-type: none"> • All staff know and understand the importance of retrieval practice • All staff are using retrieval practice in lessons to enhance children's learning • All ML's know how retrieval practice is being used within their subject and the impact this is having on children's learning. All staff to incorporate the T and L strategies into all learning: <ul style="list-style-type: none"> • Daily, weekly, monthly review • Questions – some evident on planning • Introducing material in small steps • Provide models • Guide student practice • Check for understanding • Obtain a high success rate • Provide scaffolds 	NL
<p>Priority 2. For all leaders to ensure research-based principles of instruction are used to support the implementation of the intended curriculum within their subject</p>	<ul style="list-style-type: none"> • All leaders can reference at the ML meetings the depth of application of these principles in their subject • All leaders to monitor planning before / at the beginning of delivery of a new unit • All leaders to provide feedback for staff members • All leaders to ensure that policy updated reflect evidence-based T and L strategies 	
<p>Priority 3 To further develop a range of retrieval practice approaches that support children in retaining knowledge in their long term memory</p>	<ul style="list-style-type: none"> • All staff understand the 4 different types of practice and plan opportunities for all 4 types to take place in their class. • All staff understand how to use a range of retrieval practice approaches to ensure that learning is retained in children's long term memory. 	



<p>Priority 4 Maths</p> <p>4.1 For all teachers, children and parents to know what arithmetic skills and number recall knowledge has been retained and where there are gaps that need to be addressed.</p> <p>4.2 For all children in KS2 to become more self - regulated as a learner by developing further a reflective approach to their maths learning</p> <p>4.3. To continue to implement our mastery approach to teaching in order that the 5 big ideas to develop mastery are all consistently applied in our teaching across the school</p>	<ul style="list-style-type: none">• All children complete an arithmetic assessment in September• Staff have analysed the results and each child knows their next steps and what they can do to achieve their next steps.• Intervention groups are created with specific deliberate practice and teaching is adapted to the needs of the children• 100% of pupils can articulate their next steps in mathematics results and each child knows their next steps and what they can do to achieve their next steps.• Parents will know children's next steps and any gaps from previous year's learning.• All children can take responsibility for their progress by proactively acting on assessment data <ul style="list-style-type: none">• All children in KS2 have their own maths reflective journal• Children take ownership of their maths learning by reflecting on gaps in their knowledge from each chapter review.• Journals will show self-regulated practise• Parents will know about self-regulation and will be supporting their children <ul style="list-style-type: none">• All staff have a full understanding can talk confidently about the 5 big ideas and how MNP supports the implementation of these (Coherence, Fluency, Variation, Representation and structure CPA, Mathematical thinking)• Planning shows evidence of coherence, variation, R and S and mathematical thinking ensuring there is sufficient challenge for GD learners and appropriate support where necessary.• Everyday through morning maths and min maths strips opps are planned to develop fluency through recall and deliberate practice• Lesson obs show the CPA approach• For some lessons not all children start at the same independent learning point.• Books show appropriate levels of learning for different groups of children	<p>SM – Maths Gov</p>
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<p>4.4 To continue our rigorous approach to the teaching of recall of + and – facts in KS1 and x and ÷ in KS2 including the targeted intervention groups in order that 100% of children achieve year group expectations 100% of Y4 children achieve the expected standard in the Y4 times table test.</p> <p>4.5 To implement MNP into Reception Sept 2022</p>	<ul style="list-style-type: none"> • 100% of children reach NE • All children attain the expected standard in the Y4 times table test. <ul style="list-style-type: none"> • FS team are familiar confident in implementing MNP into the FS • Parents are familiar with our approach to teaching maths to FS children 	
<p>Priority 5. English Reading 5. 1 Reading – Increase the percentage of Girls in KS1 achieving GDS in Reading</p> <p>5. 2 Reading Reading – Ensure clear progression of reading skills which are explicitly referenced in planning and learning activities</p> <p>5. 3 Reading and Writing – Enhance children’s understanding of more complex vocabulary in order that they apply this in their own writing</p>	<ul style="list-style-type: none"> • 36% of girls achieve GDS in reading • 100% of girls make expected progress <ul style="list-style-type: none"> • All staff know understand and use the reading skills progression in their planning • Staff to reference explicit success criteria related to vocabulary, inference, prediction, explaining, retrieval and sequencing / summarising on planning • Staff to teach and model new reading skills before children apply • High quality texts are being used by staff to lay the foundations for written work <ul style="list-style-type: none"> • Children’s independent work has evidence of the key vocabulary which has been taught within that unit • More complex vocabulary is used naturally and effectively in written work 	CT



<p>Writing 5.4 Writing- Develop children’s ability to proof-read and edit</p> <p>5.5 Writing- Increase opportunities for incidental writing in English and across the curriculum</p>	<ul style="list-style-type: none"> • There is a clear policy for editing in school • Appropriate strategies, in line with the policy, are applied so that children have opportunity to proof read and edit • Children’s books show that they have the opportunity to edit work • There are at least 5 high quality written outcomes per half term across both English and foundation subjects 	
<p>Priority 6 Feedback New feedback on a page introduced which utilises a wide variety of feedback techniques which are most suited to the learning intention and success criteria</p>	<p>To ensure that the new feedback policy is fully implemented</p> <ul style="list-style-type: none"> • Check understanding systematically, identify misconceptions accurately and provide clear, direct feedback in oral or written form • Feedback relates directly to the learning intention and success criteria • Children can self and peer assess utilising success criteria for clear next steps • Respond and adapt teaching as necessary, without unnecessarily elaborate or differentiated approaches 	
<p>B. Behaviour and Attitudes</p>	<p>Evidence and Impact</p>	<p>Lead Governor</p>
<p>Priority 1 Through the Oakridge Way further develop metacognition with our children in order that they become better at self regulating their own learning.</p>	<ul style="list-style-type: none"> • There is a school rubric which is used to measure the depth of learning • MTT booklets and meetings inform parents of the metacognition strategies that have been introduced. • All staff understand metacognition and how this related to the canopy of The Oakridge Way • There is a school ‘learning rubric’ 	<p>KL/ RWL</p>



	<ul style="list-style-type: none"> • All children know the learning mindframes and have been reminded of the learning behaviours • Children can continue to articulate when asked what The Oakridge Way is their own understanding of the learning mindframes • Children can give examples of when they have used the 'mindframes' to develop their own learning. Children take responsibility for their performance, they are self motivated and display the learning characteristics (4 R's) • Children have 1:1 conferencing to discuss next steps linked to the arithmetic outcomes and the learning mindframes • All parents know their children's next steps in maths • Children take responsibility for their performance by practising the questions they were challenged by 	
C. Personal development	Evidence and Impact	Lead Governor
<p>Priority 1. To develop staffs understanding and knowledge of emotion coaching in order that school level appropriate intervention is established</p> <p>Introduce a school wide system to support the mental health of children using an emotion coaching approach</p>	<ul style="list-style-type: none"> • All staff are trained in emotional coaching from the Educational Psychologist (Summer term 2022) • LE, BH and all TAs receive training from Hope (June 16th) • There is a clear system for referral which is understood by all staff, children and parents. • Where children are identified as having an emotional / mental health needs they are effectively supported by staff in school. 	KL
D. Leadership and Management	Evidence and Impact	Lead Governor
<p>Priority 1 Middle Leaders ensure that the best possible learning experiences are provided for the children in their subject</p>	<ul style="list-style-type: none"> • ML will all have clear feedback against the questions and will plan for the SIP meeting with PF and BH • Each subject leader provides an outline plan for their subjects next steps. • The SIP is written with the new curriculum priorities as highlighted by each ML. 	DR



<p>Priority 2 For all leaders to ensure research-based principles of instruction are used to support the implementation of the intended curriculum within their subject</p>	<ul style="list-style-type: none">• All leaders to monitor planning before / at the beginning of delivery of a new unit• All leaders to provide feedback for staff members• All leaders to ensure that policy updated reflect evidence-based T and L strategies• All leaders can reference at the ML meetings the depth of application of these principles in their subject	
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