



## Quality of Education – Priority 1 Assessment for Learning

1.1 For all teachers to know what progress has been made during the period of home learning and for planning to reflect this and close gaps where any have occurred

Activity and proposed action	Who	When	Success Criteria
<p>1. All teachers assess children's skills in Maths and Reading</p> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>All year groups complete maths end of year assessments for the previous year from maths no problem. Yr 1 will use the number bond expectations</li> <li>All Yr groups will assess mental maths skills and additional TA support will be provided</li> <li>All staff analyse results and explain to each pupil their next steps.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>STAR reading and Pira assessments completed in time for MTT meetings beginning Sept 14<sup>th</sup></li> </ul>	All teachers	<p>September 2020</p> <p>Sept 9<sup>th</sup> 2020</p> <p>Sept 12<sup>th</sup> 2020</p> <p>Sept 19<sup>th</sup> 2020</p> <p>September 14<sup>th</sup></p>	<ul style="list-style-type: none"> <li>Teachers and children will know what Maths and Reading skills have been developed during the period of partial school opening</li> <li>Teachers' planning will reflect the strengths and gaps that children have displayed during the assessment</li> <li>Intervention will be planned to address specific gaps for those children who have been more affected by school closure</li> <li>Teachers will be able to provide an overview during pupil progress meetings</li> <li>Staff have analysed the results and each child knows their next steps and what they can do to achieve their next steps.</li> <li>100% of pupils can articulate their next steps in mathematics</li> <li>All children can take responsibility for their progress by proactively acting on assessment data</li> <li>All teachers can clearly explain progress made and know next steps for all groups of pupils</li> <li>All staff know the reading age and SS for each pupil and appropriate interventions have been put in place</li> </ul>
<p>2. All teachers to give children opportunity to apply the previous year group skills through the delivery of a talk for writing unit</p>	All teachers	September 2020	<ul style="list-style-type: none"> <li>Teachers will know which writing skills are embedded and which need further prioritisation through future planning from the previous year group objectives</li> <li>Teachers' future planning will reflect strengths / gaps</li> </ul>



3. MTTI parents meetings

All parents will be made aware of children's next steps

Y6 – Sept 14<sup>th</sup>

Y2 – Sept 15<sup>th</sup>

Y1 - Sept 16<sup>th</sup>

Y4 – Sept 21<sup>st</sup>

Y3 Sept 22<sup>nd</sup>

Y5 Sept 23<sup>rd</sup>

September  
2020

- Parents will know children's next steps and any gaps from previous year's learning. Parents will be made aware of the learning that their child will receive and how this will support them.



**Priority 2 - All children know the key sticky knowledge for their year group.**

Activity and proposed action	Who	When	Success Criteria
2.1. All leaders to ensure that planning includes learning activities which lead to retention of key knowledge in the long term memory <ul style="list-style-type: none"> <li>• Half termly planning scans</li> <li>• Half termly pupil conversations</li> </ul>	All subject leaders	Sept 20 Nov 20 Jan 21 Feb 21 April 21 May 21	<ul style="list-style-type: none"> <li>• All activities are well planned to ensure that the children learn the key knowledge that is mapped out.</li> <li>• Deliberate practice opportunities are regularly planned for to ensure that sticky knowledge is revisited.</li> </ul>
2.2 Knowledge organisers are used effectively in History, Geography and Science	All staff	Sept 20	<ul style="list-style-type: none"> <li>• Knowledge organisers are provided for all children in Ks1 and Ks2 for every KUW and Science unit of learning in school and home learning journals</li> </ul>
2.3. All leaders to assess (away from the point of learning) whether key knowledge is being transferred to children's long term memory	All subject leaders	June 2021	<ul style="list-style-type: none"> <li>• Assessment activities are provided by subject leaders and 90% of children retain the key knowledge that has been mapped out.</li> </ul>

**Quality of Education – Priority 3 Maintain the impact of middle leadership upon teaching and learning**

Activity and proposed action	Who	When	Success Criteria
Ongoing monitoring of planning, books, pupil conversations and sticky knowledge with timely feedback  Middle leaders will meet teachers once per term	MLs	15 <sup>th</sup> Sept -JC 21 <sup>st</sup> Sept – ET 22 <sup>nd</sup> Sept – SW 23 <sup>rd</sup> Sept –EP 24 <sup>th</sup> September – IL 25 <sup>th</sup> Sept - GP	All middle leaders will know standards of attainment and impact positively upon learning experiences All middle leaders will be able to speak confidently and provide evidence to answer the questions on :- Content and Progression Standards of Achievement Quality of learning and teaching
Middle leader conferences with PF and BH	PF BH MLs	<b>Autumn Term</b> 9/ 11 ET 10/11 IL	All middle leaders will be able to speak confidently and provide evidence to answer the questions on :- Content and Progression

	<p>11/11 EP 16/11 JC 17/11 SW 20/11 GP <b>Spring Term</b> 1/ 2JC 2/2 IL 3/2 EP 4/2 SW 5/2 GP 8/2 ET <b>Summer Term</b> 19/4 JC and ET 20/4 IL 21/4 EP 22/4 SW 23/4 GP</p>	<p>Standards of Achievement Quality of learning and teaching</p>
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## Quality of Education – Priority 4 MATHS

**4.1 To continue to embed a rigorous approach to the teaching of recall of + and – facts in KS1 and x and ÷ in KS2 including the introduction of targeted intervention groups in order that 100% of children reach NE with 40% above in each year group and 100% of Y4 children achieve the expected standard in the Y4 times table test.**

### 4.2 Increase the percentage of Girls in KS2 achieving GDS in Maths

Activity and proposed action	Who	When	Success Criteria
<b>4.1</b> 1. All children have been assessed on their Yr group arithmetic end of year test.	All staff	Sept 2020	<ul style="list-style-type: none"> <li>All children have been assessed.</li> </ul>
2. For each child the paper has been analysed and appropriate targets are set and using a VL strategy of their choice all children know the next steps and staff have ensured that the appropriate support is in place.	All staff	Sept 2020	<ul style="list-style-type: none"> <li>All children know their maths arithmetic targets and are taking responsibility to achieve these. All children can say what target they are working on and how they are going to achieve it. All children can talk about the progress that they have made.</li> <li>All parents know what target their child is working on and how they can support them at home.</li> </ul>
3. Mental recall is high profile within the classroom and in the children’s home learning and minute maths sessions take place 3x a week. Home learning focuses on recall of key number facts including times tables and division facts	All staff	Sept 2020	<ul style="list-style-type: none"> <li>All parents know what target their child is working on and how they can support them at home.</li> <li>All children know their next steps and are able to use this knowledge in other areas of their maths learning. This knowledge enables children to make quick and meaningful links in their learning.</li> </ul>
4. Morning Maths club for identified children for specific concepts for catch up or pre teach in all years from September	All staff	Sept 2020	<ul style="list-style-type: none"> <li>Maths clubs are taking place in all year groups for either pre teaching or for gap filling</li> <li>100% of children reach NE with 40% above in each year group</li> <li>All children attain the expected standard in the Y4 times table test.</li> </ul>
<b>4.2</b> 1. All children in Year 6 have been assessed against the 2019 Yr 6 arithmetic paper	IL	Sept 2020	<ul style="list-style-type: none"> <li>All children have been assessed.</li> </ul>
2. For each child the paper has been analysed and using a VL strategy of their choice all children know the next steps	IL	Sept 2020	<ul style="list-style-type: none"> <li>All children know their maths arithmetic targets and are taking responsibility to achieve these. All</li> </ul>



			children can say what target they are working on and how they are going to achieve it. All children can talk about the progress that they have made. <ul style="list-style-type: none"><li>• All parents know what target their child is working on and how they can support them at home</li></ul>
3. Potential HA girls identified using Yr 5 and Yr 6 data and MM intervention groups set up for children who have been identified	IL	Sept 2020	<ul style="list-style-type: none"><li>• 57% of the girls(9) will achieve a GDS in maths by the end of Year 6</li></ul>



**Quality of Education – Priority 5 English**

**5.1 Increase the percentage of Boys in KS1 achieving GDS in Writing**

**5.2 To continue to engage children in reading through AR so that 100% of children in every class are reading appropriately challenging texts for the right amount of time a week.**

Activity and proposed action	Who	When	Success Criteria
<b>5.1 Writing</b>			
1. Using Year 1 assessment and moderation information identify the boys who have the potential to achieve a GDS standard.	SW	Sept 2020	<ul style="list-style-type: none"> <li>7 boys (41%) identified with the potential to achieve GDS in writing</li> </ul>
2. Use appropriate choice when presenting SC for each piece of writing	SW		<ul style="list-style-type: none"> <li>Appropriate and challenging SC is used during each piece of writing</li> </ul>
3. Use VL strategies to ensure each child knows what they need to include to be successful	SW / LW		<ul style="list-style-type: none"> <li>All children know what they need to do to be successful</li> </ul>
<b>5.2 Reading –</b>			
1. To maintain the attainment in reading by continuing a rigorous approach to the analysis of pupils’ independent reading from Year 2 using the Accelerated Reader Programme in order to deepen all children’s comprehension skills so that at least 90% in each year group are reading at national expectations with at least 30% above and 100% make expected progress.	All staff	Sept 2020	<ul style="list-style-type: none"> <li>All staff know through analysis of AR each child’s next steps and all children are reading appropriately challenging texts for the right amount of time a week.</li> <li>90% in each year group are reading at national expectations with at least 30% above and 100% make expected progress with at least 30% making good progress.</li> </ul>
2. Ensure AR texts for HA children are sufficiently broad and challenging		Sept 2020	<ul style="list-style-type: none"> <li>Pupil review meetings show that texts are challenging and that children are reading:- Yr 2 20 mins a day Yr 3 30 mins Yr 4 30 mins Yr 5 30 mins Yr 6 30 mins</li> </ul>
3. Raise the weekly profile of 1:1 conferencing using pupil AR feedback sheets celebrating success across the school as well as ensuring children are reading appropriate texts		Sept 2020	<ul style="list-style-type: none"> <li>Weekly conferencing takes place and children know their next steps. Weekly celebrating of reading where children from all classes are rewarded by the HT</li> </ul>



and understand their development points.

### Quality of Education – 6. Priority Home learning

- 6.1 To provide more impactful and interactive home learning using our BGFL platform to further develop the capacity for blended learning

Activity and proposed action	Who	When	Success Criteria
1. Emma Perkin and Beth Homer to meet with LA TA to review and revise the present home learning policy to incorporate the potential of BGFL	EP BH	9 <sup>th</sup> July 2020	Home learning will be communicated via BGFL All children will have the skills to upload learning to BGFL
2. To analyse the current level of skill amongst staff in order that further training /collaborative learning can be planned – EP issues audit and analyses responses in conjunction with VB	EP	Sept 1st	<ul style="list-style-type: none"> <li>• All staff have completed the audit issued by EP on Sept 1<sup>st</sup> and returned this by Sept 4th</li> <li>• EP is aware of staff strengths and areas for development and subsequent training is planned throughout the year</li> </ul>
3. Staff meeting and training to share the functionality and potential of using the BGFL to expand Homelearning	Vicki Bardon	10 <sup>th</sup> Sept 2020	All staff will confidently use J2E Home Learning
4. Online learning policy to be updated to reflect changes in the way in which home learning is delivered	EP	Sept 10th	<ul style="list-style-type: none"> <li>• Online learning policy is updated</li> </ul>
5. Children to be trained in saving and sharing learning on BGFL	Teaching Staff		<ul style="list-style-type: none"> <li>• All children know how to save their learning on BGFL and where to save it</li> <li>• Children know how to share with teachers, their class and other members of staff</li> <li>• In the event of a local lockdown all children would have the skills to share their learning from home</li> </ul>
6. All staff to be trained on how to compile narrated powerpoints (particularly beneficial if local lockdowns occur)	EP		<ul style="list-style-type: none"> <li>• Staff can produce narrated powerpoints</li> </ul>
7. All staff to be trained in how to add tiles and folders on the launch page	EP		<ul style="list-style-type: none"> <li>• Staff can add tiles and folders to the launch page</li> </ul>
8. Parent information session at the MTT sessions in September	Teachers	14 <sup>th</sup> Sept – 23 <sup>rd</sup> Sept	Parents will know home learning expectations



