

DEVELOPING EXCELLENCE PLAN

2023-2024



THE
DIOCESE OF
SHEFFIELD
ACADEMIES
TRUST

Overarching Aim

Flanderwell's curriculum is ambitious and designed to give all pupils the knowledge and cultural capital they need to take advantage of opportunities, responsibilities and experiences in later life. Through the expert delivery of the curriculum, any barriers to success will be overcome enabling all children to succeed.

Key Focusses: If memory is the residue of thought, how can help our children think about what they are learning?

Content and knowledge: Intent

Curriculum design
Links to prior learning
Factual and procedural knowledge (substantive and disciplinary)
Knowledge is connected to vocabulary
Assessment/Checking for understanding (adapting learning/interventions)

Teaching sequence

Well-ordered and coherent
Lessons are connected
Teach Simply
Task design (generative learning)
Assessment/Checking for understanding (adapting learning/interventions)

Vocabulary

Communication and language development
Tier 2 and 3 words are taught and used to support understanding
Pupils can locate and talk about vocabulary in context
Vocabulary provides meaning to what has been taught

Linked to the Priority	Aims
Priority 1: The Quality of Education	<p style="text-align: center;">The quality of education will be outstanding</p> <ul style="list-style-type: none"> ✓ Outcomes at the end of key stage 2 will be above national outcomes ✓ Writing progress and attainment will be accelerated across school ✓ All children will make at least expected progress across the school year ✓ The school's curriculum intent and implementation are embedded securely and consistently across the school ✓ Across all parts of the school, lesson design contributes well to delivering the curriculum intent ✓ Identify the most important knowledge or concepts that pupils need to know and focus on these, and prioritise feedback, retrieval practice and assessment ✓ To use assessment to check pupils' understanding to inform teaching and ensure all pupils achieve highly, particularly the most disadvantaged. ✓ To develop children's knowledge of language and vocabulary to enhance their learning across the curriculum
Priority 2: Behaviour and Attitudes	<p style="text-align: center;">Behaviour and Attitudes will be outstanding</p> <ul style="list-style-type: none"> ✓ Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. ✓ Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils. ✓ Attendance and persistent absence rates are at least in line with local and national averages. ✓ There is demonstrable improvement in the behaviour and attendance of vulnerable pupils.
Priority 3: Personal Development	<p style="text-align: center;">Personal Development will be outstanding</p> <ul style="list-style-type: none"> ✓ Flanderwell goes beyond the expected, so that pupils have access to a wide, rich set of experiences enabling their talents to be developed. ✓ Flanderwell will provide rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities. The most disadvantaged pupils consistently benefit from this work. ✓ The equality objectives thread through the culture, ethos and curriculum across school and leads to embedding equality for all in our school. Children will demonstrate high levels of respect and tolerance as a result. ✓ To develop children's knowledge of language and vocabulary linked to equality and protected characteristics
Priority 4: Leadership and Management	<p style="text-align: center;">Leadership will be outstanding at all levels</p> <ul style="list-style-type: none"> ✓ Develop a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice ✓ Teachers' content, subject and pedagogical knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. ✓ The development of a staff culture which leads to high levels of support for well-being. ✓ Flanderwell has a strong, robust culture of safeguarding with all effective arrangements in place and implemented.
Priority 5: EYFS	<p style="text-align: center;">EYFS will be outstanding</p> <ul style="list-style-type: none"> ✓ The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs (particularly any children with SEND). ✓ The curriculum is coherently planned and sequenced. It builds on what children know and can do to ensure all children have the sufficient knowledge required to succeed in their future learning. ✓ Children display a high level of personal, social and emotional development ✓ Children routinely display the characteristics of effective learning in each area of the provision ✓ Children have highly developed vocabulary and understanding of language across the 7 areas of learning.

Priority 1: Quality of Education

DEP REF	Aims inked to specific aspects of improvement work	Key Lead/s
Priority 1: Quality of Education	<p>Overall Aims:</p> <p>1.1 Wider Curriculum</p> <ul style="list-style-type: none"> • To ensure each area of the curriculum has a clear intent which identifies the composites (end points) and component parts. Substantive knowledge (factual), disciplinary knowledge (procedural) and key vocabulary knowledge to be learnt and understood will be clear. • Key concepts will be identified for each subject area supporting children to increase the links they can make to prior knowledge. • Develop staff subject knowledge to ensure the implementation of all foundation subjects will be consistently good, with all children accessing quality first teaching and achieving well. All staff plan effectively to ensure all learning needs are provided for enabling all children to succeed. • Teachers to have a stronger understanding of the importance of teaching Tier 3 vocabulary effectively in order to support children in gaining factual and procedural knowledge. • As a result, children will be able to demonstrate that they know and remember more and will articulate their learning effectively. • Through targeted support and bespoke CPD, the quality of curriculum and fidelity to the school's approach will continue to be consistently embedded and delivered. • The use of knowledge organisers as points of reference and scaffolds, to support children in acquiring knowledge and vocabulary, will be increasingly effective. • To further tighten assessment overviews, ensuring that component knowledge has been identified for each unit and teachers have clarity over what precisely they are checking for when they carry out assessments. <p>1.2 English: Writing, Phonics and Early Reading</p> <p>Writing: Children will become increasingly fluent writers and will make good progress overall</p> <ul style="list-style-type: none"> • The 'Pathways To Writing' approach will be fully enacted in the classroom in a way that accelerates progress for children across KS1 and KS2. • Teacher knowledge of writing substantive and disciplinary knowledge, including SPAG, is deepened and this impacts on precision within their teaching. This will support all staff plan effectively to ensure all learning needs to be provided for enabling all children to succeed. • Teachers use assessment effectively, including formative and summative assessment, to address misconceptions and set high expectations of every child. • The handwriting scheme will be delivered consistently across school. • The teaching of spelling through the RWI spelling programme will be highly effective and teachers will check for understanding rigorously so that no child falls behind. There will be commonality of language when teachers narrate their thinking and modelling. • Teacher knowledge of the assessment of writing will be enhanced and children will remain on track to make at least expected progress over the year from their starting points <p>Early Reading and Phonics</p> <ul style="list-style-type: none"> • Delivery of phonics by all staff will be efficient and precise. • All children not yet off the phonics programme will access fully decodable books. • All teaching staff will have an expert understanding of the teaching of phonics • Children across school who complete the phonics programme will become fully integrated back into the whole class reading approach as quickly as possible. <p>Reading:</p>	

- The vast majority of children are reading more regularly for pleasure through the consistent use of daily story time, access to a wide range of quality, well-chosen books and raising the profile of reading in all areas of the curriculum.
- The reading curriculum will be fully progressive across school and all staff will be able to articulate this
- The reading curriculum supports all children to develop their knowledge and understanding of the different reading domains while enabling all children to increase their reading fluency. All staff plan effectively to ensure all learning needs are provided for enabling all children to succeed.
- Teachers' knowledge of the teaching of Tier 2 vocabulary is enhanced and as a result the delivery of vocabulary instruction is precise.

1.3 Maths

- The maths intent will be fully implemented across school, with all pupils supported to access a mastery curriculum.
- The teaching and assessment of quick recall facts, will be consistent across school and rigorously monitored to ensure early identification of children who have not yet mastered these core facts. Teachers will know the facts that pupils need to secure within their year group.
- A sequential, coherent approach to learning multiplication facts will be fully understood and implemented across years 3 and 4 with a clear approach for children to close the attainment gap and learn all multiplication facts in year 5 who did not attain full marks on the multiplication check.
- All staff will have a secure understanding of White Rose 3.0 and will be implementing with increasing confidence. All staff plan effectively to ensure all learning needs are provided for enabling all children to succeed.
- Children will have a good understanding of the declarative, procedural and conditional knowledge and as a result, all pupils will be able to access reasoning and problem-solving questions, which challenge them to think deeper.
- Teachers and pupils use precise and accurate mathematical vocabulary to ensure children can articulate mathematical understanding and make connections across different concepts in maths. Teachers will develop and use carefully chosen sentence stems to support pupils to do this.

1.4 Pedagogy

- Teaching will be planned with memory in mind and the Teach Simply model will be evident across the curriculum, supporting all children in knowing and remembering more. Staff will have a good knowledge and understanding of how to support children's long-term memory and how to ensure there is a strong focus on prior knowledge.
- Delivery of lessons will be more effective in supporting children to know and remember more, through the use of small step teaching and generative learning activities.
- A clear approach to checking for understanding will be delivered and understood by all.
- All staff plan effectively to ensure all learning needs are provided for enabling all children to succeed.
- A clear approach to the delivery of interventions is established based on 'rapid, same day, in class interventions'.
- Pedagogy 'resident experts' or 'guides' will be identified linked to Rosenshine, Generative Learning (task design), Memory/Schema and Retrieval- these will be an SLT member plus another member of the teaching team.

1.5 Assessment

- There will be a systematic approach to the analysis of data including the impact of interventions, to ensure increased impact for all pupils.
- A clear, efficient and manageable assessment system (Formative and Summative) will be in place for each area of the curriculum, and this will be having a positive impact on pupil progress. The system agreed will take full account of workload for all staff.
- All assessments will be used effectively to identify gaps in component knowledge and leads to action to recover gaps and address misconceptions.
- The assessment of writing will be strengthened, as the writing curriculum develops further: this will lead to more precise identification of next steps.

1.6 SEND

- There will be a clear process in place for the assessment and identification of a child with an SEND need.

	<ul style="list-style-type: none"> • Their will be a clear tiered approach (whole class, small group, individual) to supporting children with an identified SEN which is understood by all. • All teaching staff will receive the training and expert advice they need to expertly support pupils with SEND. This will ensure: <ul style="list-style-type: none"> - all staff understand how to plan sequences of lessons which help our SEND pupils know and remember more - all staff plan effectively to ensure all learning needs are provided for - all staff adapt provision to meet the needs of all pupils, including those with disabilities - all staff have clarity over the delivery of 'rapid, same day, in class interventions'. 	
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1.1 Wider Curriculum

Autumn Term Actions		Spring Term Actions		Summer Term Actions	
CONSOLIDATE AND EMBED - The RE and Art curriculum		CONSOLIDATE AND EMBED - Clear and consistent curriculum intent for each subject area		CONSOLIDATE AND EMBED -	
REVIEW AND EMBED - Clear and consistent curriculum intent for each subject area - Review the intent and implementation of the geography/history, computing, DT curriculum - The approach to adapting learning to ensure any barriers to success will be overcome enabling all children to succeed. - Reading to enhance the wider curriculum- the use of narrative to build contexts for learning across the wider curriculum		REVIEW AND EMBED - Clear medium-term planning setting out the factual and procedural knowledge and vocabulary to be learnt for each lesson across a half term for each area of the wider curriculum. - Clear medium term planning setting out the task design for each lesson with a focus on generative learning activities - An approach to assessing the wider curriculum (see 1.5) - Monitoring of the impact of the wider curriculum (Leader strand: book study)		REVIEW AND EMBED	
INTRODUCE: Implementation focus - Clear medium-term planning setting out the factual and procedural knowledge and vocabulary to be learnt for each lesson across a half term for each area of the wider curriculum. - Clear medium term planning setting out the task design for each lesson with a focus on generative learning activities - Knowledge organisers for science and history setting out the key factual and vocabulary knowledge to be learnt - An approach to assessing the wider curriculum (see 1.5) - Monitoring of the impact of the wider curriculum (Leader strand: book study)		INTRODUCE - Concepts across the history and geography curriculum - Develop staff subject knowledge of fieldwork and mapping in the geography curriculum. - Develop subject knowledge of the computing curriculum - Develop subject knowledge of the DT curriculum - Knowledge organisers for geography setting out the key factual and vocabulary knowledge to be learnt		INTRODUCE -	

1.2 English

Autumn Term Actions		Spring Term Actions		Summer Term Actions	
CONSOLIDATE AND EMBED <ul style="list-style-type: none"> - Whole Class Reading - RWInc Spelling - RWInc Phonics 		CONSOLIDATE AND EMBED <ul style="list-style-type: none"> - 		CONSOLIDATE AND EMBED <ul style="list-style-type: none"> - 	
REVIEW AND EMBED <ul style="list-style-type: none"> - Carry out an internal deep dive into the English curriculum in Aut 1 reviewing the process of developing children's ability to write independently and the accuracy in the assessment of writing. - Pathways to Write. Ensuring that teachers are able to identify small steps needed and where the planning needs to be broken down further. Developing and creating planning opportunities so that children are able to write successfully. - Pathways for Poetry. Develop the availability of the resources/ poems for each unit. - Handwriting scheme. Ensuring that it is being taught regularly, had a high profile within classrooms and teaching, and is being taught consistently and inline with the scheme. - The programme for writing to be used in EYFS (Pathways or Get Writing) - The intent and implementation of the reading curriculum across school - The approach to adapting learning to ensure any barriers to success will be overcome enabling all children to succeed. 		REVIEW AND EMBED <ul style="list-style-type: none"> - The discrete teaching of vocabulary - Staff subject knowledge in the teaching of grammar 		REVIEW AND EMBED	
INTRODUCE <ul style="list-style-type: none"> - A clear intent and implementation for the teaching of level 2 vocabulary. - Development for all staff on the discrete teaching of vocabulary. - A clear intent and implementation for the teaching of transcription and composition elements of the writing curriculum. - Development for all staff on the teaching of grammar. - Development for all staff on independent writing and the assessment of writing 		INTRODUCE <ul style="list-style-type: none"> - A clear intent and implementation for the teaching of the speaking and listening aspect of the English curriculum. - The teaching and identification of themes in texts Checking for understanding <ul style="list-style-type: none"> - Approaches to checking for understanding and how this supports in removing barriers to learning - Routines for adapting learning to ensure all barriers to success are overcome 		INTRODUCE <ul style="list-style-type: none"> - Comparative judgement to support writing assessment 	

1.3 Maths

Autumn Term Actions		Spring Term Actions		Summer Term Actions	
CONSOLIDATE AND EMBED <ul style="list-style-type: none"> - TT Rockstars (Y4, Y5 and Y6) and Reflex Maths (Y2, Y3 and Y4) - KS2 weekly arithmetic sessions 		CONSOLIDATE AND EMBED		CONSOLIDATE AND EMBED	
REVIEW AND EMBED <ul style="list-style-type: none"> - Carry out an internal deep dive in Aut 1 and maths school improvement visit by DSAT - The approach to adapting learning to ensure any barriers to success will be overcome enabling all children to succeed. - The heuristics evident in the maths environment (working walls, CPA approach) - The impact of the teach simply model on the delivery of the White Rose materials - The impact of the Flash Back 4 as retrieval practice 		REVIEW AND EMBED <ul style="list-style-type: none"> - Progression documents to support the children to develop their fluency and automaticity in their knowledge of number and calculation facts - The delivery of fluency practice and the progress made by children securing number facts 		REVIEW AND EMBED	
INTRODUCE <ul style="list-style-type: none"> - Develop a clear curriculum intent identifying the declarative (“I know that...”), procedural (“I know how...”), conditional (“I know when...”) and knowledge for communication (key vocabulary). Enhance these progression documents through the development of a progression in sentence stems - White Rose scheme for FS - Clear progression documents to support the children develop their fluency and automaticity in their knowledge of number and calculation facts - Provide CPD for all staff in the teaching of key number facts to supplement the White Rose programme - A system for the tracking of pupils attainment against key number facts 		INTRODUCE <ul style="list-style-type: none"> - Provide staff CPD on identifying the declarative (“I know that...”), procedural (“I know how...”), conditional (“I know when...”) and knowledge for communication (key vocabulary). - Parent Workshops to share current practise, calculation policy/methods and representations. Checking for understanding <ul style="list-style-type: none"> - Approaches to checking for understanding and how this supports in removing barriers to learning - Routines for adapting learning to ensure all barriers to success are overcome 		INTRODUCE	

1.4 Pedagogy

Autumn Term Actions	Spring Term Actions	Summer Term Actions
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<p>CONSOLIDATE AND EMBED</p>		<p>CONSOLIDATE AND EMBED</p>	<p>CONSOLIDATE AND EMBED</p>	
<p>REVIEW AND EMBED</p> <ul style="list-style-type: none"> - School improvement visit by DSAT - The clear and consistent delivery of the teach simply model - The approach to adapting learning to ensure any barriers to success will be overcome enabling all children to succeed. - Impact of retrieval practice - The impact of the approaches to checking for understanding and how this supports in removing barriers to learning 		<p>REVIEW AND EMBED</p> <ul style="list-style-type: none"> - An approach to the delivery of academic interventions based on pre and post teach building on the retrieval practice for all pupils - Classroom routines to ensure all children experience success - The impact of the review section of the teach simply model on the approach to assessment <p>Task design</p> <ul style="list-style-type: none"> - Staff development on task design using generative learning approaches across the curriculum (If memory is the residue of thought, how can help our children think about what they are learning?) 	<p>REVIEW AND EMBED</p> <ul style="list-style-type: none"> - The impact of retrieval practice - A consistent approach to checking for understanding - Adapting learning to ensure all pupils achieve success 	
<p>INTRODUCE</p> <ul style="list-style-type: none"> - Resident experts for each part of the teach simply model. Each member of the SLT (with another member of staff) will become an expert in one area and lead development in that area - An approach to the delivery of academic interventions based on pre and post teach building on the retrieval practice for all pupils - Classroom routines to ensure all children experience success - Develop an approach to adapt the provision for children vulnerable to not accessing the curriculum intent <p>Task design</p> <ul style="list-style-type: none"> - Staff development on task design using generative learning approaches across the curriculum (If memory is the residue of thought, how can help our children think about what they are learning?) - An approach to assessing the curriculum (see 1.5) and how this can be implemented through the teach simply model 		<p>INTRODUCE</p> <p>Retrieval Practice</p> <ul style="list-style-type: none"> - Staff development on approaches to retrieval practice to aid assessment as learning <p>Checking for understanding</p> <ul style="list-style-type: none"> - Approaches to checking for understanding and how this supports in removing barriers to learning - Routines for adapting learning to ensure all barriers to success are overcome - 	<p>INTRODUCE</p> <ul style="list-style-type: none"> - An approach to scaffolding and modelling (faded learning) 	

1.5 Assessment

(Items marked in grey are linked to SEND/Inclusion)

Autumn Term Actions		Spring Term Actions		Summer Term Actions	
CONSOLIDATE AND EMBED <ul style="list-style-type: none"> - NTS tests and MARK to support in identifying gaps in or barriers to learning - RWInc Phonic and Fresh Start Assessments 		CONSOLIDATE AND EMBED <ul style="list-style-type: none"> - Analysis of data from the previous term identifying specific trends and next steps - The impact of interventions from the previous term 		CONSOLIDATE AND EMBED <ul style="list-style-type: none"> - An approach for senior leaders to analyse assessment data - Subject leader analysis of whole school trends identified from NTS assessments and using this to develop staff CPD - The impact of interventions from the previous term 	
REVIEW AND EMBED <ul style="list-style-type: none"> - Analysis of data from the previous academic year identifying specific trends and next steps - The impact of interventions from the previous year - The impact of the approaches to checking for understanding and how this supports in removing barriers to learning - Impact of retrieval practice - The accuracy in the assessment of writing. 		REVIEW AND EMBED <ul style="list-style-type: none"> - An approach for senior leaders to analyse assessment data - Subject leader analysis of whole school trends identified from NTS assessments and using this to develop staff CPD - The impact of interventions from the previous term - An approach to formative assessment of each area of the curriculum - Development for teachers in the approach to the assessment of writing 		REVIEW AND EMBED Checking for Understanding <ul style="list-style-type: none"> - Approaches to checking for understanding and how this supports in removing barriers to learning - Routines for adapting learning to ensure all barriers to success are overcome - an approach to adapt the provision for children vulnerable to not accessing the curriculum intent 	
INTRODUCE <ul style="list-style-type: none"> - A targeted support register to measure both hard and soft data - An approach to the delivery of academic and pastoral interventions. - A clear provision map for all pupils - An assessment procedure for giving a baseline measure and end of intervention measure - An approach to formative assessment of each area of the curriculum - An approach to the summative assessment of the each area of the curriculum ensuring that the impact workload is taken into account - Analysis of data at a whole school level to identify possible trends and gaps within teaching - Pupil progress meetings to set targets - An approach for senior leaders to analyse assessment data 		INTRODUCE Checking for Understanding <ul style="list-style-type: none"> - Approaches to checking for understanding and how this supports in removing barriers to learning - Routines for adapting learning to ensure all barriers to success are overcome - an approach to adapt the provision for children vulnerable to not accessing the curriculum intent 		INTRODUCE <ul style="list-style-type: none"> - an approach to the assessment of writing (comparative judgement) 	

- Development for teachers in the approach to the assessment of writing				
- A system for the tracking of pupils' attainment against key number facts				

1.6 SEND

Autumn Term Actions	Spring Term Actions	Summer Term Actions
CONSOLIDATE AND EMBED <ul style="list-style-type: none"> - Working with outside agencies to ensure all children access the correct level of support 	CONSOLIDATE AND EMBED	CONSOLIDATE AND EMBED
REVIEW AND EMBED <ul style="list-style-type: none"> - Methods of assessment and how to measure progress for children with an identified SEN - The implementation of the provision identified on IEPs in the classroom - Provide support for all staff in writing and assessing IEP's - Website policies (SEND policy, SEND information) - The impact of interventions 	REVIEW AND EMBED <ul style="list-style-type: none"> - The impact of pastoral and academic interventions - The targeted support register to measure both hard and soft data - An assessment procedure for giving a baseline measure and end of intervention measure - - 	REVIEW AND EMBED
INTRODUCE <ul style="list-style-type: none"> - A targeted support register to measure both hard and soft data - An approach to the delivery of academic and pastoral interventions. - A clear provision map for all pupils - Classroom routines to ensure all children experience success - An assessment procedure for giving a baseline measure and end of intervention measure - Develop an approach to adapt the provision for children vulnerable to not accessing the curriculum intent 	INTRODUCE <p>Checking for Understanding</p> <ul style="list-style-type: none"> - Approaches to checking for understanding and how this supports in removing barriers to learning - Routines for adapting learning to ensure all barriers to success are overcome - an approach to adapt the provision for children vulnerable to not accessing the curriculum intent 	INTRODUCE

Autumn Term KPIs	Spring Term KPIs	End of Year KPIs
PP strategy will be reviewed and updated to reflect the outcomes of the previous academic year Clear intent set out for all subjects setting out the substantive and disciplinary knowledge and the key vocabulary to be learnt.	To use assessment to check pupils' understanding to inform teaching and ensure all pupils achieve highly, particularly the most disadvantaged. A clear approach to adapting the curriculum is established across school for children	Teacher's identify the most important knowledge or concepts that pupils need to know and focus on these, and prioritise feedback, retrieval practice and assessment To use assessment to check pupils' understanding to inform teaching and ensure all pupils achieve highly, particularly the most disadvantaged.

<p>Clear implementation of each area of the curriculum is planned for, setting out how the curriculum intent will be achieved.</p> <p>Review and develop assessment procedures for the core subjects</p> <p>Develop assessment overviews for each curriculum area which identifies the key substantive and disciplinary knowledge to be learnt</p> <p>A clear approach to the delivery of tier 2 and tier 3 vocabulary is implemented across school.</p> <p>Increased subject knowledge in the delivery of SPAG and the assessment of independent writing</p> <p>All children at risk of not making expected progress are identified for additional support and the impact of interventions is measured.</p> <p>Assessment show that all pupils are making at least expected progress from their starting points.</p> <p>Accelerated progress evident by pupils in year 6 from their starting points from the end of year 5</p>	<p>vulnerable to not accessing the curriculum intent</p> <p>Key concepts are identified in the wider curriculum to aid assessment</p> <p>Teachers retrieve and review prior knowledge that will have the biggest impact on accessing new learning</p> <p>Staff show enhanced subject knowledge in geography, computing and DT</p> <p>Attainment in Year 6 is on track to be line with national figures from the previous</p>	<p>Staff show enhanced subject knowledge in geography, computing and DT</p> <p>Attainment at the end of key stage 2 is at least in line with national figures</p>
<p>Autumn Term Monitoring/Evaluation Activity</p>	<p>Spring Term Monitoring/Evaluation Activity</p>	<p>Summer Term Monitoring/Evaluation Activity</p>
<p>Analysis of data from the previous academic year</p> <p>Pupil progress meetings</p> <p>Teacher and TA appraisal meetings</p> <p>Book looks</p> <p>Book study approach</p> <p>Lesson drop ins</p> <p>School improvement day with AA on 18/10/23</p> <p>Maths school improvement visit with KS on 13/11/23</p> <p>Report to the LSB</p> <p>Monitor the accuracy of the writing assessments</p>	<p>Analysis of data from the previous term</p> <p>Pupil progress meetings</p> <p>Teacher and TA appraisal meetings</p> <p>Book looks</p> <p>Book study approach</p> <p>Lesson drop ins</p> <p>Report to the LSB</p> <ul style="list-style-type: none"> - Monitor the accuracy of the writing assessments 	<ul style="list-style-type: none"> - Analysis of data from the previous term - Pupil progress meetings - Teacher and TA appraisal meetings - Book looks - Book study approach - Lesson drop ins - Report to the LSB - Monitor the accuracy of the writing assessments -

Priority 2: Behaviour and Attitudes

DEP REF	Aims inked to specific aspects of improvement work	Key Lead/s
Priority: Behaviour and Attitudes	<p>Overall Aims:</p> <ul style="list-style-type: none"> • The behaviour policy is fit for purpose and supports all staff in managing behaviour proactively: as a result behaviour across school is at least good. • All staff understand their responsibilities in managing behaviour in line with school policy, supporting identified children and recording of incidents. They do this confidently. • All incidents are reported and recorded appropriately and consistently in line with policy by all staff • All staff use of a range of appropriate strategies to support the most vulnerable, when behaviour is identified as a barrier. • There is an increasing engagement in learning for all vulnerable pupils over time. • The vast majority of children attend school regularly and this supports good and better progress, particularly for PP and SEND children. Where this is not the case appropriate robust and timely action is taken to address the issues. • The rigorous application of the attendance policy and tiered approach leads to significant improvement for PA children, particularly PP and SEND pupils. • The number of children persistently late for school is reduced over time. 	

Autumn Term Actions		Spring Term Actions		Summer Term Actions	
<p>CONSOLIDATE AND EMBED</p>		<p>CONSOLIDATE AND EMBED</p> <ul style="list-style-type: none"> -The attendance policy and the whole school approach to improving attendance and reducing rates of persistent absence. -Attendance data from the previous academic year. Identify key families to support using the stages set out in the attendance policy. 		<p>CONSOLIDATE AND EMBED</p> <ul style="list-style-type: none"> -A targeted support register to measure both hard and soft data -An approach to the delivery of academic and pastoral interventions. -A clear provision map for all pupils- 	
<p>REVIEW AND EMBED</p> <ul style="list-style-type: none"> - The behaviour policy ensuring all negative behaviours are reported and recorded appropriately for all staff - The attendance policy and the whole school approach to improving attendance and reducing rates of persistent absence. - Attendance data from the previous academic year. Identify key families to support using the stages set out in the attendance policy. 		<p>REVIEW AND EMBED</p> <ul style="list-style-type: none"> - A targeted support register to measure both hard and soft data - An approach to the delivery of academic and pastoral interventions. - A clear provision map for all pupils - 		<p>REVIEW AND EMBED</p> <ul style="list-style-type: none"> - An approach to recording all behaviour incidents while being mindful of staff workload - Adapted behaviour policy to reflect new monitoring and recording systems 	
<p>INTRODUCE</p> <ul style="list-style-type: none"> - A targeted support register to measure both hard and soft data - An approach to the delivery of academic and pastoral interventions. - A clear provision map for all pupils 		<p>INTRODUCE</p> <ul style="list-style-type: none"> - An approach to recording all behaviour incidents while being mindful of staff workload - Adapted behaviour policy to reflect new monitoring and recording systems 		<p>INTRODUCE</p> <ul style="list-style-type: none"> - 	

<ul style="list-style-type: none"> - Classroom routines to ensure all children experience success - An assessment procedure for giving a baseline measure and end of intervention measure - Develop an approach to adapt the provision for children vulnerable to not accessing the curriculum intent 				
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Autumn Term KPIs	Spring Term KPIs	End of Year KPIs
<p>Behaviour and attendance policies have been reviewed to ensure they reflect current advice provided by DSAT and the LA.</p> <p>All the procedures set out in the attendance and behaviour policies are carried out consistently</p> <p>Through careful, analysis of data, the early identification of need is established and procedures put in place in line with those set out in policy.</p> <p>The attendance of disadvantaged pupils is in line with other pupils and PA percentage gap between PP and other pupils will have closed.</p>	<p>All recording of behaviour incidents is consistently applies across school</p> <p>The attendance of disadvantaged pupils is in line with other pupils and PA percentage gap between PP and other pupils will have closed.</p>	<p>All recording of behaviour incidents is consistently applies across school.</p> <p>The attendance of disadvantaged pupils is in line with other pupils and PA percentage gap between PP and other pupils will have closed.</p>
Autumn Term Monitoring/Evaluation Activity	Spring Term Monitoring/Evaluation Activity	Summer Term Monitoring/Evaluation Activity
<p>Review and monitoring of the behaviour and attendance policies</p> <p>Weekly inclusion team meetings set up with learning mentor, ELSA, SENCO and HT to review</p> <p>A targeted support register to measure both hard and soft data</p> <p>Half termly reviews of behaviour and attendance data</p>	<p>Review and monitoring of the behaviour and attendance policies</p> <p>Weekly inclusion team meetings set up with learning mentor, ELSA, SENCO and HT to review</p> <p>A targeted support register to measure both hard and soft data</p> <p>Half termly reviews of behaviour and attendance data</p>	<p>Review and monitoring of the behaviour and attendance policies</p> <p>Weekly inclusion team meetings set up with learning mentor, ELSA, SENCO and HT to review</p> <p>A targeted support register to measure both hard and soft data</p> <p>Half termly reviews of behaviour and attendance data</p>

Priority 3: Personal Development

DEP REF	Aims inked to specific aspects of improvement work	Key Lead/s
Priority 3: Personal Development	<p>Overall Aims:</p> <ul style="list-style-type: none"> • To promote the spiritual, moral, social, cultural, mental and physical development of pupils • The PSHE curriculum will be high quality and will be increasingly embedded across school and impacting on children's behaviours, resilience and independence. • Through the curriculum, assemblies, wider opportunities, visits, discussions and literature, pupils' develop and deepen their understanding of the fundamental British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance • To promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. Children will have a deeper understanding of the protected characteristics and will be able to articulate this understanding effectively. • For pupils to recognise online and offline risks to their well-being –and making them aware of the support available to them • Pupils to recognise the dangers of inappropriate use of mobile technology and social media • Develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities • Develop pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education • Wider opportunities will be accessible to all children across the curriculum to support in raising aspiration for all • Pupils engage with views, beliefs and opinions that are different from their own in considered ways. 	

Autumn Term Actions	Spring Term Actions	Summer Term Actions
<p>CONSOLIDATE AND EMBED</p> <ul style="list-style-type: none"> - Children's understanding of the British values and how Flanderwell's values reinforce the British values 	<p>CONSOLIDATE AND EMBED</p> <ul style="list-style-type: none"> - The consistent delivery of the JIGSAW curriculum - Establish pupil leadership teams and play leaders 	<p>CONSOLIDATE AND EMBED</p>
<p>REVIEW AND EMBED</p> <ul style="list-style-type: none"> - The extent to which Flanderwell's vision and values drive whole school developments and impacts on the children's personal development. - Where is SMSC is supported across the curriculum - The whole school calendar/assembly calendar to ensure that the children's SMSC understanding is developed - Carry out an internal deep dive into the PSHE and RSE curriculum and the implementation of the Jigsaw curriculum. Carry out a book study focussing on children's engagement with views, beliefs and opinions that are different from their own 	<p>REVIEW AND EMBED</p> <p>Carry out an RE book study to ascertain the children's understanding of different faiths focussing on children's engagement with views, beliefs and opinions that are different from their own</p> <p>Review how the RE curriculum supports in developing the children's SMSC understanding</p> <p>Review the children's understanding about how to keep themselves safe both on and offline</p> <p>The development of equality objectives thread through the culture, ethos and curriculum across school and leads to embedding equality in our school. Children will demonstrate high levels of respect and tolerance as a result.</p> <p>Develop a whole school approach to providing opportunities leading to 'raising aspiration for all'</p>	<p>REVIEW AND EMBED</p> <ul style="list-style-type: none"> - The children's knowledge of language and vocabulary linked to equality and protected characteristics - Whole school approach to the teaching of online safety

<ul style="list-style-type: none"> - Review how the PSHE and RSE curriculum supports in developing the children's SMSC understanding - Establish pupil leadership teams and play leaders - Parent/carer groups with a focus on the personal development objectives 				
<p>INTRODUCE</p> <ul style="list-style-type: none"> - A targeted support register to measure both hard and soft data - An approach to the delivery of academic and pastoral interventions. - A clear provision map for all pupils - Classroom routines to ensure all children experience success - An assessment procedure for giving a baseline measure and end of intervention measure <p>The development of equality objectives thread through the culture, ethos and curriculum across school and leads to embedding equality in our school. Children will demonstrate high levels of respect and tolerance as a result.</p> <p>Develop a whole school approach to providing opportunities leading to 'raising aspiration for all'</p> <p>Map out where the protected characteristics are embedded across the curriculum</p>		<p>INTRODUCE</p> <ul style="list-style-type: none"> - To develop children's knowledge of language and vocabulary linked to equality and protected characteristics - Whole school curriculum week using world book day to explore inspirational people with a range of protected characteristics - Whole school approach to the teaching of online safety 	<p>INTRODUCE</p>	

Autumn Term KPIs	Spring Term KPIs	End of Year KPIs
<p>An approach to assessing pupils personal development using both hard and soft data is established and impacting on the early identification of children needing additional support</p> <p>A coherent plan will be established in providing children will a range of wider opportunities enhancing the concept of aspiration for all</p> <p>An equality statement and objectives will be established an in place</p> <p>The delivery of the JIGSAW curriculum will be consistent across school</p> <p>Development of an assembly calendar which reflects world faiths and personal development objectives linked to SMSC</p>	<p>An equality statement and objectives will be established an in place</p> <p>Children can articulate the protected characteristics</p> <p>The delivery of the JIGSAW curriculum will be consistent across school</p> <p>Children display an understanding of world views</p>	<p>Children display an understanding of world views</p> <p>Children can articulate how to keep themselves safe both on and offline</p>

Autumn Term Monitoring/Evaluation Activity	Spring Term Monitoring/Evaluation Activity	Summer Term Monitoring/Evaluation Activity
Internal deep dive into the delivery of the JIGSAW curriculum Reporting to the LSB in regards to the vision and values of Flanderwell and how they link to the protected characteristics	Internal deep dive into the delivery of the RE curriculum Reporting to the LSB in regards to the approach taken to promote equality across the curriculum Reporting to the LSB on the children's understanding of how to keep themselves safe both on and offline	- Reporting to the LSB on the children's understanding of how to keep themselves safe both on and offline

Priority 4: Leadership and Management

DEP REF	Aims inked to specific aspects of improvement work	Key Lead/s
Priority 4: Leadership and Management	<p>Overall Aims:</p> <ul style="list-style-type: none"> • A clear approach to working with the local school board will be established. • To ensure financial resources (pupil premium, sports premium, catch up funding) are used effectively to maximise opportunity for all • Leadership at all levels will be highly effective and impacting strongly on provision and pupil outcomes as a result of a comprehensive, carefully structured and targeted programme of professional development. • The development of deep dive methodology/Book Study Approach, particularly the use of pupil discussions, will lead to a more developmental and collaborative approach to self-evaluation. This will support ongoing improvement against DEP aims and KPIs. • Leaders strong focus on continually improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment means that the practice and subject knowledge of all staff, builds and improves over time. This supports all children in making good progress. An approach to CPD, which is matched to staff school priorities and individual developmental needs (experience and year groups etc) will be in place. • Communication with parents/carers will be high quality and responsive to stakeholder voice. • Leaders at all levels understand their role and contribution to equality. They take a strategic approach to ensuring that the equality objectives thread through the culture, ethos and curriculum of our school: embedding equality in our school. There is a shared approach to the teaching of the protected characteristics which is embedded through the PSHE and RSE education • Leaders at all levels understand their role and contribution to staff well-being. They are mindful of staff well-being and prioritise this when making any developments. • There is an effective whole school approach to safeguarding. All statutory requirements are met in line with KCSIE and all procedures set out in policy are in place. • Leadership of SEND is effective in ensuring provision in the classroom for all children is inclusive and fully matched to needs and also in provision of more specialist teaching, particularly for speech, language and communication. 	

Autumn Term Actions	Spring Term Actions	Summer Term Actions
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<p>CONSOLIDATE AND EMBED</p> <ul style="list-style-type: none"> - Clear and consistent routines and procedures to ensure safeguarding practices are exemplary - SEND provision across school 		<p>CONSOLIDATE AND EMBED</p> <ul style="list-style-type: none"> - 	
<p>REVIEW AND EMBED</p> <ul style="list-style-type: none"> - The approach for working with the LSB for the upcoming year in line with the DSAT statutory duties. - Review how funding is used to enable all children to succeed (pupil premium, sports premium and catch up funding) - Leadership structure at all levels across the school with clear responsibilities set out and understood by all - Communication with parents/carers and identify further opportunities to work with the wider community - Carry out staff voice to review staff well being - The equality objectives and how they thread through each area of the school - Safeguarding, behaviour and attendance policies to ensure all procedures support the children in their personal development and behaviour and attitudes - Review the previous years data and put in a place a Y6 action plan for the coming year. 	<p>REVIEW AND EMBED</p> <ul style="list-style-type: none"> - Staff understanding of safeguarding procedures - Approach in all subject areas which explicitly sets out the content and knowledge to be taught each half term and the sequence in which it will be delivered. - An approach to formative assessment - An approach to the assessment of each area of the curriculum - The book study approach - The impact of book looks - The impact of the Y6 action plan 	<p>REVIEW AND EMBED</p> <ul style="list-style-type: none"> - 	
<p>INTRODUCE</p> <ul style="list-style-type: none"> - Training for all on KCSIE 2023 - Approach in all subject areas which explicitly sets out the content and knowledge to be taught each half term and the sequence in which it will be delivered. - An approach to formative assessment - An approach to the assessment of each area of the curriculum - Leadership development and supporting for monitoring curriculum areas in line with whole school development priorities (Implementation of the book study approach as a means to carry out internal deep dives). 	<p>INTRODUCE</p> <ul style="list-style-type: none"> - The Flanderwell approach to contributing to equality across Flanderwell. - To develop children's knowledge of language and vocabulary linked to equality and protected characteristics 	<p>INTRODUCE</p> <ul style="list-style-type: none"> - Whole school understanding of staff well being: developing a Flanderwell well being culture 	

<ul style="list-style-type: none"> - The consistent use of book looks to support monitoring of the curriculum. - Yearly calendards, half termly school improvement calendars and weekly newsletters to support in staff well being 				
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Autumn Term KPIs	Spring Term KPIs	End of Year KPIs
<p>All leaders have clarity over their roles and responsibilities and are empowered to lead the school in their areas of responsibility</p> <p>Each subject has a clear intent and implementation which is understood and adhered to by all</p> <p>The book study approach will be established and in place ensuring all children make progress across the curriculum</p> <p>The writing curriculum will be embedded and all children will have made at least expected progress</p> <p>Accelerated progress in Y6 will lead to an increase in the percentage of pupils being on track to reach the expected standard plus</p> <p>Updated pupil premium strategy is in place</p> <p>Progress data will show that PP pupils will be making at least expected progress from their starting points</p> <p>Clear formative and summative assessment procedures are established and implemented</p>	<p>Approach in all subject areas which explicitly sets out the content and knowledge to be taught each half term and the sequence in which it will be delivered.</p> <p>Accelerated progress in Y6 will lead to an increase in the percentage of pupils being on track to reach the expected standard plus</p> <p>Progress data will show that PP pupils will be making at least expected progress from their starting points</p>	<p>A broad and balanced curriculum in place with all areas delivered consistently to be at least good across all areas of the curriculum</p> <p>Accelerated progress in Y6 will lead to an increase in the percentage of pupils being on track to reach the expected standard plus</p> <p>Progress data will show that PP pupils will be making at least expected progress from their starting points</p>
Autumn Term Monitoring/Evaluation Activity	Spring Term Monitoring/Evaluation Activity	Summer Term Monitoring/Evaluation Activity
<p>Reporting to the LSB in regards to staff understanding of safeguarding procedures and safeguarding systems and procedures</p> <p>Data analysis</p> <p>Reporting to the trust</p>	<p>Reporting to the LSB in regards to staff understanding of safeguarding procedures and safeguarding systems and procedures</p> <p>Data analysis</p> <p>Reporting to the trust</p>	<p>Reporting to the LSB in regards to staff understanding of safeguarding procedures and safeguarding systems and procedures</p> <p>Data analysis</p> <p>Reporting to the trust</p>

DEP REF	Aims inked to specific aspects of improvement work	Key Lead/s
Priority 5: EYFS	<p>Overall Aims:</p> <ul style="list-style-type: none"> The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. Children display the characteristics of effective learning in each area of the provision Children have highly developed vocabulary and understanding of language across the 7 areas of learning. 	

Autumn Term Actions		Spring Term Actions		Summer Term Actions	
<p>CONSOLIDATE AND EMBED</p> <ul style="list-style-type: none"> Complete Baseline assessments and analysis for next steps/ priorities for learners 		<p>CONSOLIDATE AND EMBED</p> <ul style="list-style-type: none"> Planning and progression for the Spring term Assessment procedures in EYFS 		<p>CONSOLIDATE AND EMBED</p> <ul style="list-style-type: none"> Planning and progression for the Summer term Assessment procedures in EYFS 	
<p>REVIEW AND EMBED</p> <ul style="list-style-type: none"> The curriculum intent and implementation are embedded securely and consistently across the provision. Planning and progression for the Spring term and the Summer term planning The impact of the Pathways for writing curriculum on early writing in EYFS The impact of direct teaching sessions and the provision in developing the characteristics of effective learning The impact of the provision and adult interactions on language development Safeguarding procedures across EYFS All approaches set out in 2023 Foundation stage profile Review the curriculum/provision in light of the baseline assessment Review all procedures are in line with the 2023 EYFS 2023 statutory framework Review assessment procedures in EYFS 		<p>REVIEW AND EMBED</p> <ul style="list-style-type: none"> Planning and progression for the Autumn term and Spring term The provision/curriculum in light of the baseline assessment Curriculum planning for the Autumn term. Evaluate Autumn White Rose maths in FS2 An approach for the teaching of tier 2 and tier 3 vocabulary 		<p>REVIEW AND EMBED</p> <ul style="list-style-type: none"> Curriculum planning for the Spring term. Carrying out of the EYFS profile and review of the outcomes 	
<p>INTRODUCE</p> <ul style="list-style-type: none"> Planning and Progression for the Autumn Term 		<p>INTRODUCE</p>		<p>INTRODUCE</p> <ul style="list-style-type: none"> 	

<p>Small step planning</p> <ul style="list-style-type: none"> - Each area of the curriculum is coherently planned and sequenced for the Autumn term. - White Rose maths resource to be introduced into EYFS - An approach for the teaching of tier 2 and tier 3 vocabulary 		-Spring White Rose maths into FS2			
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Autumn Term KPIs	Spring Term KPIs	End of Year KPIs
<ul style="list-style-type: none"> - Experiences over time are consistently and coherently arranged to build cumulatively sufficient knowledge and skills for their future learning. - Across all parts of the provision, practitioners' interactions with children are of a high quality and contribute well to delivering the curriculum intent. - Assessment shows progress since the RBA through the use of development matters 	<ul style="list-style-type: none"> - Experiences over time are consistently and coherently arranged to build cumulatively sufficient knowledge and skills for their future learning. - Across all parts of the provision, practitioners' interactions with children are of a high quality and contribute well to delivering the curriculum intent. - Assessment shows progress since the RBA and from the Autumn term through the use of development matters 	<ul style="list-style-type: none"> - The impact of the curriculum on what children know, can remember and do is highly effective. Children demonstrate this through being deeply engaged in their work and play and sustaining high levels of concentration. Children, including those children from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes. - Children consistently use new vocabulary that enables them to communicate effectively. They speak with increasing confidence and fluency, which means that they secure strong foundations for future learning, especially in preparation for them to become fluent readers - The percentage of pupils achieving GLD and ready for the next stage of their education is above national figures and shows accelerated progress from the reception baseline assessment
Autumn Term Monitoring/Evaluation Activity	Spring Term Monitoring/Evaluation Activity	Summer Term Monitoring/Evaluation Activity
<ul style="list-style-type: none"> - Analysis of the reception baseline assessment - Reporting to the LSB in regards to staff understanding of safeguarding procedures and safeguarding systems and procedures - Data analysis - Reporting to the trust - Observations/monitoring 	<ul style="list-style-type: none"> - Reporting to the LSB in regards to staff understanding of safeguarding procedures and safeguarding systems and procedures - Data analysis - Reporting to the trust - Observations/monitoring 	<ul style="list-style-type: none"> - Reporting to the LSB in regards to staff understanding of safeguarding procedures and safeguarding systems and procedures - Data analysis - Reporting to the trust - Observations/monitoring