

Background Priority One – Behaviour and Values (metacognition and self-regulation)

<p>Ofsted category cross reference 02 03 04 T,L,A&O 1 B1 and B2 EY1</p>	<p>Behaviours and Values (metacognition and self-regulation)</p> <ol style="list-style-type: none"> 1. Raised focus on metacognition throughout every year group 2. Teachers use educational research to enhance the learning within their classes. 3. SMT and middle leaders are informing teachers and guiding them to high quality education research around metacognition. 4. Continuing reduction of classroom behaviour incidents- reducing low level disruption to very rare. 5. Continued fall in FTE to close the gap to the national level 6. Behaviour interventions with key children to improve the self-regulation of their behaviour. Ongoing actions are included on the improvement planning board in more detail (please see FP4 Mental Health strategy also) 	<p>Success Criteria</p> <ul style="list-style-type: none"> • Children are able to have in depth discussions about their learning that are age appropriate. They can articulate such things as levels of challenge, how they learn in different ways and how they feel what supports their learning best (evidence through pupil voice and book looks) • Teaching, learning and planning (pedagogy) shows an understanding of the importance of metacognition and that this is being explicitly taught to the children. • Further falls in the amount of classroom based behaviour incidents and FTE, demonstrating that those children who display more challenging behaviour are better able to regulate this (evidenced by weekly behaviour reports to SMT, actions taken to address and behaviour watch reports – Target 560 in class reports, 2.2% FTE)
-----------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

December 2018

April 2019

July 2019

Background Priority Two – Pupil Premium

01 **Pupil Premium**
02
03 Please see Pupil Premium Plan for details of this
04 background priority
05

L&M3
T.L.A&O 3

December 2018

April 2019

July 2019

Background Priority Three – Curriculum Provision and Development

<p>01 02 03 04 05</p> <p>L&M3 T.L.A&O 4</p>	<p>Curriculum Provision and Development</p> <ol style="list-style-type: none"> 1. To review the connected curriculum to ensure that our curriculum intent is clear 2. To ensure that pedagogy and links to SMSC, BV, local and global diversity, mental health & well-being are integral to our curriculum design 3. To ensure an implementation plan is in place to introduce and manage curriculum change 4. To build in opportunities to reflect on changes and assess the impact of the curriculum review 5. To ensure quality first teaching leads to pupils being taught a broad, balanced and exciting curriculum through: <ul style="list-style-type: none"> • Effective planning and pedagogy • Effective use of Working Walls • Stimulating and reflective shared areas • Whole school days (e.g. Science) • Closer links with department in secondary schools, utilising expertise • Inclusion of an Enterprise Week • Improved use of “Biography in a bag” • Clear and shared vision of what our curriculum looks like 6. To ensure updated curriculum information is disseminated and incorporated within the curriculum: <ul style="list-style-type: none"> • RE syllabus changes are rolled out over the year • PSHE includes required elements of sex and relationships education and gangs & violence • PSHE curriculum incorporates Well Being work <p>Ongoing actions are included on the improvement planning board in more detail</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> • Pupils receive a broad and balanced curriculum • Children make progress in line with age related expectations and National. • Curriculum improvement leaders drive their subject through their development planning and curriculum statements • Displays and working walls are used effectively to show case learning • Academy curriculum for RE is effectively introduced and evidenced through monitoring • All elements of PSHE are on the long term plan and evidence through monitoring • Coverage of skills and knowledge is evident in clear medium term planning. • Children can talk confidently about their curriculum and delivery by teachers • Assessment system is used accurately and shows good progress by all in line with National expectations.
<p>December 2018</p> <p>April 2019</p> <p>July 2019</p>		

Background Priority Four – Effective Feedback and Marking

Ofsted
category
cross
reference
02
04

Effective feedback and marking

1. **One page marking system to be used throughout academy**
2. **Teachers marking to be timely, concise and effective**
3. **Majority of feedback to be focused upon learning intentions**
4. **Children able to understand and act upon their feedback, leading to enhanced progress**

Ongoing actions are included on the improvement planning board in more detail
(please see FP4 Data also)

Success Criteria

- 🎯 All teachers using the one page marking system correctly
- 🎯 Clear picture seen of plan-assess-teach in all classrooms.
- 🎯 Visible impact of teacher identification of misconceptions leading to teaching intervention which then leads to progress
- 🎯 Children able to articulate how feedback helps their learning move forward and demonstrate this improved learning in their work

December 2018

April 2019

July 2019