

School Improvement 2021/22

Area 2: The Quality of Education

Objectives: to strengthen teaching so that all is good or better by:

- Ensuring that concepts link the curriculum from EYFS to Year 6
- Creating knowledge organisers in history, geography and science to exemplify progression. Aiming to further develop this in all subjects
- Effective monitoring and evaluation of impact of declarative and procedural knowledge coverage by the Assistant Head for Curriculum and subject leaders (link to knowledge organisers)
- Research effective retrieval and begin to create low-stakes quizzes for one subject area
- Use assessment for learning strategies routinely to strengthen learning, resolve misconceptions and evaluate the impact of provision ensuring the children are challenged with high expectations.
- Ensuring that pupils' and their parents/carers are aware of their standards of attainment and achievement throughout the academic year and those high expectations are shared and promoted.

Success Criteria/Milestones

- Senior staff act decisively to resolve any instances of teaching that does not contribute to good learning and progress so that:
 - all staff notified of all inadequate practice have been placed in a formal accountability process
 - there is no inadequate teaching
 - All teachers are knowledgeable about their strengths and about those aspects of their practice that require further improvements
- The performance of all staff is reviewed termly in accordance with the schools' performance management procedures
- Teachers discuss concepts in lessons and children have an understanding of how learning can be linked through these
- All medium term planning to show the declarative knowledge that all should know, the concepts, how this links to prior learning by December 2021
- Pupils articulate understanding of how they learn through retrieval
- Teachers routinely include low-stakes retrieval quizzes as part of their lesson structure
- Mistakes are recognised and used constructively to facilitate learning.
- Differentiation will accurately meet the needs of children in each class. This may involve different classes and groups in the year group having varying differentiation.

Action Steps	Lead Person	Target Date	Monitored by	Method of Monitoring	Resources/ Finances/ CPD	Success Criteria/Milestones
Raise staff awareness and develop skills in retrieval strategies and why it is important	RC Phase Leaders	Dec 21 Feb 22 June 22	HT, AHT, Governors	Weekly planning, Assessment files Learning walks		Retrieval activities exist in weekly planning. Teachers are able to easily identify strategies they are using and why they are helping children remember. Children are able to talk about how they practice remembering learning (linked with knowledge organisers)
Raise pupil awareness about how they learn (metacognition)	Class teachers	Sept 21 Nov 21 Jan 22 April 22 June 22	Leadership Group/Key Stage Leaders	Learning Walks Questioning children		
To review 9 Teach Like a Champion strategies	RC	Oct 21 Jan 22 Apr 22 Jul 22	HT SLT Phase Leaders	Observations PDMs Coaching		Observations will show that all children are supportively challenged through high expectations using these strategies. Teachers will be using all 9 strategies as appropriate.
To mentor NQTs and teachers who require improvement.	Leadership Team	Dec 21 Feb 22 May 22 July 22	HT	Support Plans Appraisals		All teachers are consistently good or better.

Training for identified staff regarding the use of more effective retrieval strategies.	Leadership Team	Dec 21 Feb 22 Apr 22 May 22 July 22	HT, Governors	Evidence in planning and during observations		Teachers effectively plan for retrieval practice where appropriate using different strategies; these will be evident by January 22.
Knowledge organisers have been written for history, geography and science	RC	Jan 22 Apr 22 Jul 22	Leadership group Subject Leaders	Meetings PDMs		Increased teacher use of knowledge organisers to assist with retrieval practice. Increased use of these by children when working and also self-testing. Children should be able to articulate the knowledge from the medium term planning when questioned.
<p>Evaluation Evidence:</p> <ul style="list-style-type: none"> • Pupil progress meetings • Planning scrutinies • Lesson Observations • Discussions with pupils • Monitoring of Insight and Action Plan targets by Year Group Leaders • Governors to monitor progress of Action Plan 						