

Fishbourne Church of England Primary School – 2023-2024 School Development Plan



Model of Implementing Change: Explore – Prepare – Deliver – Sustain

	Rationale:		
	<p>All development at Fishbourne CE Primary School builds towards achieving an optimum pedagogic approach for learning – meaning the best possible way to lead the learning taking place within our classrooms. In doing so, we recognise the importance of our:</p> <ul style="list-style-type: none"> -knowledge of the child (our WHY!) -knowledge of pedagogy (our HOW!) -knowledge of subject/curriculum (our WHAT!) <p>and equally the role of feedback, motivation and learning opportunities.</p> <p>At each stage of implementing any change, we recognise the need to explore, prepare, deliver and sustain to ensure that the changes are embedded and impactful in the long term.</p> <p>As a result, this SDP should be read in conjunction with the 'journey towards..' documents: https://www.fishbourneprimary.co.uk/attachments/download.asp?file=916&type=pdf https://www.fishbourneprimary.co.uk/attachments/download.asp?file=917&type=pdf</p> <p>We recognise that change doesn't happen overnight! Underpinning our school development plan is an understanding that development is a living and breathing process, one that requires professional tinkering along the way! We are passionate about developing a strong learning and deep thinking culture within our school community at all levels and are relentlessly optimistic about our vision for all learners at Fishbourne Primary.</p> <p>During this academic year, the leadership team have been in the EXPLORE phase of the new priorities – researching, reading widely evidence-based approaches, attending CPD events to support our subject knowledge in the key areas and reflecting strategically together.</p>		
Priority 1	Priority 2	Priority 3	Priority 4
<p>STICKY LEARNING</p> <p>Key knowledge and skills will be retained more effectively across the curriculum as a result of teaching and learning strategies being informed by the principles of cognitive science.</p> <div style="display: flex; justify-content: center; gap: 10px; margin-top: 20px;"> <div style="background-color: #00AEEF; color: white; padding: 5px 10px; border-radius: 5px;">KNOWLEDGE OF SUBJECT</div> <div style="background-color: #00AEEF; color: white; padding: 5px 10px; border-radius: 5px;">KNOWLEDGE OF PEDAGOGY</div> </div>	<p>WRITING</p> <p>To ensure that teacher assessments of writing are accurate.</p> <div style="display: flex; justify-content: center; gap: 10px; margin-top: 20px;"> <div style="background-color: #00AEEF; color: white; padding: 5px 10px; border-radius: 5px;">KNOWLEDGE OF CHILD</div> <div style="background-color: #00AEEF; color: white; padding: 5px 10px; border-radius: 5px;">KNOWLEDGE OF SUBJECT</div> </div>	<p>READING</p> <p>To deliver consistently high quality teaching of reading across school that results in <u>ALL</u> children making at least expected progress from their starting points.</p> <div style="display: flex; justify-content: center; gap: 10px; margin-top: 20px;"> <div style="background-color: #00AEEF; color: white; padding: 5px 10px; border-radius: 5px;">KNOWLEDGE OF PEDAGOGY</div> <div style="background-color: #00AEEF; color: white; padding: 5px 10px; border-radius: 5px;">KNOWLEDGE OF SUBJECT</div> <div style="background-color: #6A329F; color: white; padding: 5px 10px; border-radius: 5px;">LEARNING OPPORTUNITIES</div> </div>	<p>NON-CORE SUBJECT LEADERSHIP</p> <p>Quality assurance of the non-core curriculum through Pupil Book Study results in CPD delivered through whole school learning experiences that result in improved outcomes for all children.</p> <p style="margin-top: 20px;">History, RE and Art (23-24) Science, PSHCE and DT (24-25) Computing, Geog, MfL Music (26-27)</p> <div style="display: flex; justify-content: center; gap: 10px; margin-top: 20px;"> <div style="background-color: #00AEEF; color: white; padding: 5px 10px; border-radius: 5px;">KNOWLEDGE OF SUBJECT</div> <div style="background-color: #00AEEF; color: white; padding: 5px 10px; border-radius: 5px;">KNOWLEDGE OF SUBJECT</div> </div>

*EXPLORE the DELIVERY of maths during this year to inform the School Development Plan priorities in 24/25 (see attached monitoring schedule)



Priority 1 – Key knowledge and skills will be retained more effectively across the curriculum as a result of teaching and learning strategies being informed by the principles of cognitive science.

Problem (Why?)	Intervention Description (What?)
<p>Teaching: *Teachers have had limited professional development in cognitive science and although they have bumped into many of the principles through our Inquiry Question approach, they haven't engaged in ongoing CPD that provides them with opportunities to deepen their understanding and deliberately practise strategies that would improve the children's retention. *As a result, teachers are not informed about strategies they can adopt to support children to retain and apply their knowledge effectively.</p> <p>Children: *Children don't always 'remember/recall' the key knowledge and skills being taught. *Children don't have opportunities to revisit key knowledge and skills during the year.</p> <p>Leadership: *Leaders have not yet provided staff with professional development to support their understanding of how children learn most effectively due to other priorities. The teaching team are now ready for this CPD.</p>	<p>Active Ingredient 1: High quality professional development for teaching staff EXPLORING Rosenshine's Principles- -Sequencing and Modelling -Questioning -Review -Stages of practice Financial Implication - £100 spent on books INSET days for part time members of staff</p> <p>Active Ingredient 2: Opportunities to deliberately practise key principles and reflect together as a teaching team.</p> <p>Active Ingredient 3: Identification of an area for further personal exploration through the Inquiry Question, the results of which will be shared with the team.</p> <p>Active Ingredient 4: PREPARE a 'sticky learning' pedagogical toolkit collaboratively for reference when planning for teaching and learning.</p> <div data-bbox="1868 339 2134 520" style="text-align: right;"> </div>

Implementation activities (How?)	Implementation outcomes (How well?)	Quality assurance (How do you know?)
<p>CPD - -A significant amount of regular professional development time this academic year will be given over to teachers and LSA's acquiring knowledge about cognitive science (CPD also to be delivered to LSA's in a shortened form). -Increased opportunities for teachers to talk and reflect together about their deliberate practice of putting the principles into action. -Opportunities for staff to follow their own line of inquiry, informed by Rosenshine's Principles and reflect on the impact on vulnerable learners.</p> <p>CAPTURING - Staff to work in collaboration to put together a 'sticky learning' pedagogical toolkit that they will be able to utilise while planning for learning across the curriculum.</p> <p>Lesson Study - Focus on staff articulating WHY they have implemented particular strategies during a sequence of teaching and learning and identifying the impact their choices have had on the children's ability to retain key knowledge and skill.</p>	<p>SHORT TERM (by Christmas) -INSET day in September '23 will have launched Rosenshine's Principles with the first Unit. -Two further units will have been delivered (sequencing and modelling, questioning) -Opportunities for deliberate practice and reflection with the team, sharing evidence of the impact of strategies on children's learning and retention.</p> <p>MEDIUM TERM (by Easter) -INSET day in January '24 will deliver unit 4 (review) -The final unit will be delivered. -Opportunities for deliberate practice and reflection with the team. -Inquiry Question will have enabled staff to identify one of these units for further exploration/practice and an IQ will be introduced: 'What impact does (what practice?) delivered over (how long?) have on (what outcome?) for (whom?)?'</p> <p>LONG TERM (by summer) -IQ completed with a focus on our most vulnerable learners. -Lesson Study will have given staff the opportunity to reflect on their chosen methodologies for ensuring children can retain knowledge and skills. -INSET Day in the summer to share findings of IQ and co-write pedagogical toolkit to support planning and will inform lesson study / lesson observation into the next academic year.</p>	<p>*Staff confidence survey – Autumn 2023, repeated again in Summer 2024. Do staff feel better equipped to be able to plan for effective teaching and learning that results in improved retention?</p> <p>*Pupil Book Study led by history, Art and RE leaders – is there evidence of children being able to recall knowledge more effectively?</p>



Priority 2 – To ensure that teacher assessments of writing are accurate.

Problem (Why?)	Intervention Description (What?)
<p>External evidence *Challenge Partner Review in March 2023 summarised that it would be even better if 'leaders explored how to ensure assessments accurately reflected the quality of pupils' written work'. It was felt by the review team that the data did not correlate with the outcomes they saw in children's books – with data showing poor outcomes and books showing more positive outcomes.</p> <p>Leadership: *Leaders have had very high expectations of writing and strict guidance is in place to say that all Key Performance Indicators should be met consistently and independently in order for children to have met the EXS.</p> <p>Teachers: *Return from locality moderation with the feeling that other schools would say those children who may be WTS are at EXS and so are receiving mixed message and feel confused. *Teachers deserve to feel confident in their assessments of children's writing. *At moderation, teachers sometimes find that they are not able to evidence all the KPI's and therefore need to plan in the long term to ensure that they provide children with opportunities to showcase all the criteria.</p> <p>Children: *Children deserve to have accurate teacher assessments of their writing.</p>	<p>Active Ingredient 1: *Increased moderation opportunities and professional development across school to ensure that all staff are clear about what the expectations are of children's writing across the school.</p> <p>Active Ingredient 2: Introduction of a school-wide termly 'cold writing task' to inform writing moderation and give children opportunities to write completely independently to see how they apply their learning.</p> <p>Active Ingredient 3: Introduction of Comparative Judgement for Y2 – Y6 to support the informing of teacher assessments. Not to be used in isolation but in building a picture of an individual child. https://www.nomoremarking.com/?countryCode=GB Financial Implication - £595 - A Curtis Time session for each member of teaching staff</p> <p>Active Ingredient 4: Development of simple portfolios of evidence across all year groups that showcase what an EXS child's writing should broadly include by the end of the autumn/spring/summer terms.</p>

- Examples of writing following the CJ to be used as a developmental session for the children following their cold writes.

Implementation activities (How?)	Implementation outcomes (How well?)	Quality assurance (How do you know?)																																																						
<p>MODERATION - *All teaching staff to engage in a termly moderation session, using a cold write to start discussion and then evidencing anything further through Learning Journals. *By discussing KPI's, subject knowledge and accuracy of judgements can be improved. This process can be developmental for less experienced members of the team.</p> <p>COMPARATIVE JUDGEMENT – *Introduction of comparative judgement from Y1 – Y6 <i>Time will be made for staff to carry out their judgements during a Curtis Time session, supported by a senior member of staff</i></p> <table border="1" data-bbox="107 1236 806 1468"> <thead> <tr> <th>YGs</th> <th>Month</th> <th>Stimulus Released</th> <th>Writing Window</th> <th>Judging Window</th> <th>Results Published</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>Oct</td> <td>02-Oct-23</td> <td>09-Oct-23 - 13-Oct-23</td> <td>23-Oct-23 - 03-Nov-23</td> <td>10-Nov-23</td> </tr> <tr> <td>Y5</td> <td>Nov</td> <td>06-Nov-23</td> <td>13-Nov-23 - 17-Nov-23</td> <td>27-Nov-23 - 01-Dec-23</td> <td>08-Dec-23</td> </tr> <tr> <td>Y1</td> <td>Jan</td> <td>02-Jan-24</td> <td>08-Jan-24 - 12-Jan-24</td> <td>22-Jan-24 - 26-Jan-24</td> <td>02-Feb-24</td> </tr> <tr> <td>Y4</td> <td>Jan</td> <td>08-Jan-24</td> <td>15-Jan-24 - 19-Jan-24</td> <td>29-Jan-24 - 02-Feb-24</td> <td>09-Feb-24</td> </tr> <tr> <td>Y2</td> <td>Feb</td> <td>05-Feb-24</td> <td>12-Feb-24 - 23-Feb-24</td> <td>04-Mar-24 - 08-Mar-24</td> <td>15-Mar-24</td> </tr> <tr> <td>Y6</td> <td>Feb</td> <td>12-Feb-24</td> <td>26-Feb-24 - 01-Mar-24</td> <td>11-Mar-24 - 15-Mar-24</td> <td>22-Mar-24</td> </tr> <tr> <td>Y4</td> <td>May (Non-Fiction)</td> <td>01-May-24</td> <td>01-May-24 - 17-May-24</td> <td>03-Jun-24 - 23-Jun-24</td> <td>28-Jun-24</td> </tr> <tr> <td>Y5</td> <td>May (Non-Fiction)</td> <td>01-May-24</td> <td>01-May-24 - 17-May-24</td> <td>03-Jun-24 - 21-Jun-24</td> <td>28-Jun-24</td> </tr> </tbody> </table>	YGs	Month	Stimulus Released	Writing Window	Judging Window	Results Published	Y3	Oct	02-Oct-23	09-Oct-23 - 13-Oct-23	23-Oct-23 - 03-Nov-23	10-Nov-23	Y5	Nov	06-Nov-23	13-Nov-23 - 17-Nov-23	27-Nov-23 - 01-Dec-23	08-Dec-23	Y1	Jan	02-Jan-24	08-Jan-24 - 12-Jan-24	22-Jan-24 - 26-Jan-24	02-Feb-24	Y4	Jan	08-Jan-24	15-Jan-24 - 19-Jan-24	29-Jan-24 - 02-Feb-24	09-Feb-24	Y2	Feb	05-Feb-24	12-Feb-24 - 23-Feb-24	04-Mar-24 - 08-Mar-24	15-Mar-24	Y6	Feb	12-Feb-24	26-Feb-24 - 01-Mar-24	11-Mar-24 - 15-Mar-24	22-Mar-24	Y4	May (Non-Fiction)	01-May-24	01-May-24 - 17-May-24	03-Jun-24 - 23-Jun-24	28-Jun-24	Y5	May (Non-Fiction)	01-May-24	01-May-24 - 17-May-24	03-Jun-24 - 21-Jun-24	28-Jun-24	<p>SHORT TERM (by Christmas) - Sep 23: Cold write 1 followed by moderation – focus on bottom 20% and ensuring that they are starting to meet the KPI's they had not met in May 2023. Identification of next steps for this group of children that feed into Closing the Gap meetings the following week. - Y3/5 classes will have taken part in Comparative Judgement (time set aside during Curtis Time for making judgements for national database) - Examples of writing following the CJ to be used as a developmental session for the children following their cold writes.</p> <p>MEDIUM TERM (by Easter) - Y1/2/4/6 classes will have taken part in Comparative Judgement (time set aside during Curtis Time for making judgements for national database) - Examples of writing following the CJ to be used as a developmental session for the children following their cold writes. -Feb 24: Cold write 2 followed by moderation during INSET day.</p> <p>LONG TERM (by summer) - Y4/5 classes will have taken part in an additional non-fiction Comparative Judgement exercise - Examples of writing following the CJ to be used as a developmental session for the children following their cold writes. - May 24: Cold writing task followed by an INSET day will be given over to the moderation of writing - A SWOT analysis will take place with staff about the value of the process of Comparative Judgement.</p>	<p>*Locality moderation - Do our teachers feeling more confident about their ability to make reliable teacher assessments? This will be captured in discussions with the staff team.</p> <p>*Comparative Judgement: How well do our teacher assessments align to the results coming back from CJ? What reflections do we have about this?</p> <p>*Possibility for further moderation opportunities within the Bishop Luffa Partnership?</p> <p>*We anticipate being moderated in Y6 next academic year – how reliable are our teacher assessments?</p>
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Priority 3: To deliver consistently high quality teaching of reading across school that results in ALL children making at least expected progress from their starting points.

Problem (Why?)	Intervention Description (What?)
<p>Children:</p> <ul style="list-style-type: none"> * Lesson observations have shown that children are typically receiving high quality, whole class reading opportunities across school using a range of high quality texts. The focus on fluency and comprehension is usually balanced carefully BUT the bottom 20% of children are not yet receiving the <i>supplementary</i> keep up – catch up diet of teaching that they need to make accelerated progress. * In some year groups, the significant difference in attainment has resulted in children having very different needs – with some still learning to decode and others being able to fluently read age-appropriate texts. <p>Leadership:</p> <ul style="list-style-type: none"> * Currently reading interventions are taught for those children close to attaining EXS through School Led Tutoring as an 'addition' rather than through the usual school timetable. Those children significantly behind are often being supported by our Volunteer Army as 1:1 readers which is not optimal. * We do not have the resources needed to teach group reading in Y1/2/3. <p>Teachers:</p> <ul style="list-style-type: none"> * Teachers are struggling to meet the needs of all learners during whole class teaching and looking to leaders to find solutions for those children who need to catch-up. * Some teachers have the need to deliberately practise elements of the pedagogical approach for the teaching of reading and may have additional CPD needs. 	<p>Active Ingredient 1:</p> <ul style="list-style-type: none"> * Personalised CPD for teachers based on their RAG rating of the reading pedagogical statement coordinated by English lead. <p>Active Ingredient 2:</p> <ul style="list-style-type: none"> * Teachers to know their lower attaining readers exceptionally well and able to identify the barriers to reading for them. <p>Active Ingredient 3:</p> <ul style="list-style-type: none"> * CPD provided by SENDCo and English lead focused on adaptations to whole class reading and intervention to meet the needs of our lowest attaining children. <p>Active Ingredient 4:</p> <ul style="list-style-type: none"> * A clear strategy is identified to meet the needs of lower attaining readers and we have protected opportunities for children to keep-up/catch-up.

Implementation activities (How?)	Implementation outcomes (How well?)	Quality assurance (How do you know?)
<p>Gathering Evidence</p> <p>Baseline: Teachers to gather evidence of a week in the life of a named lower attaining reader in their classroom.</p> <p>CPD:</p> <ul style="list-style-type: none"> *Staff have a clear understanding of the pedagogical approach across school and what this looks like in each year group. Revisited in Sep INSET day in Key Stage groups. *Staff's personalised CPD needs are met following their RAG rating of the pedagogical statement. *CPD focused on diagnosing the main barriers for lower attaining children. <p>Resourcing:</p> <ul style="list-style-type: none"> *Group texts are purchased for children in Y1, 2 and 3 to ensure that the focus is on developing fluency in phonetically decodable books, aligned to the SPP. <p>Financial Implication - £1,500</p>	<p>SHORT TERM (by Christmas)</p> <ul style="list-style-type: none"> - All staff are clear about exactly what the teaching of reading looks like in their year group. - CPD needs have been identified for individual staff and plans are in place to provide this through peer observation, peer planning or mentoring as appropriate. - Teachers have completed a 'week in the life' of a lower attaining reader and leaders have built an accurate picture of what current provision looks like for this group throughout school. This will have been shared as a staff team to provide a whole school picture. - English leader and SENDCo have started work on 2 sessions of CPD for staff in the spring term about adaptations and/or supplements that lower attaining children need to support their reading progress. - Children in Y1 and Y2 are taught fluency in small groups using a shared text. <p>MEDIUM TERM (by Easter)</p> <ul style="list-style-type: none"> - All staff have received two CPD sessions focused on adaptations and/or supplements that lower attaining children need to support their reading progress - All staff have reflected on their lower attainers progress during the autumn/spring 1 term and identified next steps for these children. <p>LONG TERM (by summer)</p> <ul style="list-style-type: none"> - Leaders and staff have identified clearly what the lower attaining children's supplementary diet of reading should look like and when/how it is taught. This will be added to our pedagogical statement for the teaching of reading. 	<ul style="list-style-type: none"> *Lower attaining readers make at least expected progress, measured through NFER tests and classroom assessments. *Teachers report that they are confident that the diet their lower attaining readers are receiving is appropriate and well resourced. *Lesson study / classroom observations show that the reading pedagogical approach is being delivered consistently well through the school from Y2-6 by the summer term.



Priority 4: Quality assurance of the non-core curriculum through Pupil Book Study results in CPD delivered through whole school learning experiences that result in improved outcomes for all children.

Problem (Why?)	Intervention Description (What?)									
<p>Subject leaders: *Subject leaders know their curriculum areas exceptionally well having planned for the key knowledge and skills progression throughout the year. However, they are not yet able to assess the impact that these detailed maps have had on our learners as artists, historians, theologians etc. *Subject leaders have not yet had the opportunity to feedback to staff about their subject areas and plan high quality CPD to increase the impact that teaching and learning has.</p> <p>Teachers: *The breadth of non-core means it is not possible to develop all curriculum areas simultaneously and a longer term strategic plan is needed in order for staff not to feel overwhelmed. *There is not always sufficient emphasis on the children being able to recall key knowledge taught during a learning experience and staff do not have a contemporary knowledge of cognitive science to make adaptations to their practice.</p> <p>Children: *Children don't always 'remember/recall' the key knowledge and skills being taught. *Children don't have opportunities to revisit key knowledge and skills during the year.</p>	<p>Active Ingredient 1: * A three year strategic plan for subject leaders to focus on their non-core area, to quality assure the curriculum and explore/plan CPD for the following year to be delivered in the form of whole school learning experiences:</p> <table border="1" data-bbox="1137 448 2134 523"> <tr> <td>Year A</td> <td colspan="2">History, RE and Art (23-24)</td> </tr> <tr> <td>Year B</td> <td>Science, PSHCE and Design Technology (24-25)</td> <td>MfL – French</td> </tr> <tr> <td>Year C</td> <td>Computing and Geography (26-27)</td> <td>Music</td> </tr> </table> <p>Active Ingredient 2: * Pupil Book Study carried out across a selection of year groups to build a picture and quality assure curriculum provision, knowledge retention and identify next steps and professional development needs. Financial Implication – 6 days supply time (x2 for each non-core leader) to plan and carry out Pupil Book Study and start to plan for whole school learning experience the following year.</p> <p>Active Ingredient 3: * Subject leaders to plan a whole school learning experience that has a specific focus that enables staff to develop professionally, drawing on our growing understanding of cognitive science.</p>	Year A	History, RE and Art (23-24)		Year B	Science, PSHCE and Design Technology (24-25)	MfL – French	Year C	Computing and Geography (26-27)	Music
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Implementation activities (How?)	Implementation outcomes (How well?)	Quality assurance (How do you know?)
<p>Monitoring: Pupil Book Study will provide a platform from which to quality assure the planned Curriculum 2020 and identify professional development needs for staff. Subject leaders will have identified an optimal time during the spring and first half of summer term to carry out book study leaving time for reflection and planning.</p> <p>Long Term Strategic Planning - Whole school learning experiences planned for 24/25 in history, art and RE 25/26 in science, PSHCE, DT 26/27 in computing and geog.</p> <p>Support: History, RE and Art leaders will form a steering group to support each other in their Pupil Book Study.</p>	<p>SHORT TERM (by Christmas) - Whole staff team briefed about new model for subject leadership and strategic longer term plan.</p> <p>MEDIUM TERM (by Easter) - Pupil Book Study window opens. - History, art and RE leaders carry out their Pupil Book Study with children from across school.</p> <p>LONG TERM (by summer) - History, art and RE leaders feedback to the staff team their observations and reflections. - CPD needs are identified across school. - Whole school learning experiences are designed and put onto the calendar for 24/25.</p>	<p>* Subject leaders can articulate the strategic plan and see how Pupil Book Study feeds into whole school learning experiences.</p> <p>*Subject leaders involved in the Pupil Book Study can quality assure and evaluate the curriculum and plan next steps.</p> <p>*Teachers receive feedback about the quality of their curriculum coverage and receive support from subject leaders.</p>

Key activity schedule	Autumn		Spring		Summer	
	1	2	1	2	1	2
Priority 1 STICKY LEARNING Key knowledge and skills will be retained more effectively across the curriculum as a result of teaching and learning strategies being informed by the principles of cognitive science.	INSET – launch of sticky learning followed by review CPD – Sequencing and modelling followed by review	CPD - Questioning followed by review	INSET – Daily, weekly, monthly review followed by review CPD - Stages of practice followed by review	LAUNCH OF INQUIRY QUESTION	INSET day – celebration of Inquiry Question Toolkit written	
Priority 2 WRITING To ensure that teacher assessments of writing are accurate.	Cold task and writing moderation Comparative Judgement Y3	Comparative Judgement Y5	Cold task and writing moderation Comparative Judgement Y4 and Y2	Comparative Judgement Y6	INSET Cold task and writing moderation Comparative Judgement Y4/5 non-fiction	
Priority 3 READING To deliver consistently high quality teaching of reading across school that results in ALL children making at least expected progress from their starting points.		Lesson Study - A week in the life of a lower attaining reader	CPD for lower attaining readers	CPD for lower attaining readers	CPD for lower attaining readers	Summarising the supplementary diet for lower attaining readers
Priority 4 NON-CORE Quality assurance of the non-core curriculum through Pupil Book Study results in CPD delivered through whole school learning experiences that result in improved outcomes for all children.	CPD: Sharing the strategic plan for quality assuring non-core curriculum				CPD – feeding back PBS observations	
			None-core curriculum Pupil Book Study window opens History Art RE			

Maths Monitoring Schedule – 2023-2024

Maths Curriculum Plan 2023/24

CPD Opportunities

NCETM Mastery Working Groups

Throughout the Year (1 Session every half term)

Mastery Reboot - Emma Woolnough and Megan Grant (Identified through book looks and not being a part of whole school CPD around Maths Mastery and not being part of the Inquiry Question process.

Costing 12 x Half days supply

Vocabulary – Emily Harris

Costing 6 x Half days supply

Spring/Summer

Look at the possibility of EW and MG receiving more CPD if needed.

Whole School CPD

Autumn Term

Wednesday Staff CPD

An opportunity to touch base.

Run through of Maths Pedagogy and Planning Tool Document, with reminders of the importance of teaching through each area of mastery – with a particular focus on Mathematical Thinking. Reset expectations around planning and use of White Rose.

Spring Term

Wednesday Staff CPD

Look at planning process together. Using the WR as a basis but weaving in other sources too. Introduce staff to the NCETM planning tools and powerpoints.

Shared Planning

Provide the opportunity (possibly in above meeting or during my leadership time) for either shared planning with neighbouring year group OR with Maths Subject Leader

Monitoring

Autumn – 1

Book Look – A focus on Mathematical Thinking

This was an areas that came up through 22/23 Book Looks which sparked the introduction of The 'Thinking Trees' – Show it, draw it, explain it...

Autumn -2

Learning Walk

Spring – 2

Book Look – A focus on using a variety of sources, representations and manipulatives

In collaboration with teachers and subject leader.

Summer Term

Lesson Observations

Interventions

Discussions to be had as a leadership around the viability of breakfast groups with the LSAs training in the Number programme. Catch up for those children who are Closing the Gap etc

