





Priority 1: Continue to embed a culture of teaching excellence and common language, whereby staff gain the pedagogical expertise and knowledge of the science of memory required to drive standards so that all pupils make very good progress with their learning and 'know and remember more'.				
Problem (Why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)	Final Outcomes (and so?)
<p>School: A small proportion of children do not make sufficient progress in aspects of the planned curriculum.</p> <p>Teachers: Staff generally do not always have the pedagogical or subject knowledge to implement the curriculum as well as they could for all pupils and groups (with consistency and quality) which leads to variation in the progress and attainment (impact) of the planned curriculum.</p> <p>Pupil Behaviours: Not all children know and remember more over time. Some children do not practise and apply skills as there has not been clear, simple modelling and guided practise.</p>	<p>Improve teacher subject knowledge of the teach simply model so that the planned curriculum is implemented consistently well.</p> <p>Active Ingredient 1 Sharpen staff's subject knowledge within the Teach element of the teach simply model, paying attention to:</p> <ul style="list-style-type: none"> • Modelling • Productive questioning • Faded Scaffolding <p>Active Ingredient 2 Sharpen staff's subject knowledge within the Practice element of the teach simply model, paying attention to:</p> <ul style="list-style-type: none"> • Guided practice • Deliberate practice <p>Active Ingredient 3</p>	<p>Training: Staff training to focus on the development of pedagogical knowledge and understanding using Walkthrus.</p> <p>Autumn 1 (TEACH)</p> <ul style="list-style-type: none"> • Productive Questioning • Modelling • Faded Scaffolding <p>Autumn 2 (Practice)</p> <ul style="list-style-type: none"> • Deliberate practice • Guided Practice <p>Spring 1 (Revisit and Review)</p> <ul style="list-style-type: none"> • Pay attention to what is important • Generative Learning <p>Spring 2 (TEACH)</p> <ul style="list-style-type: none"> • Productive Questioning • Modelling • Faded Scaffolding 	<p>Fidelity All staff (teachers and TA's engage in training).</p> <p>Outcomes: All staff focused on improving pedagogical knowledge and understanding.</p> <p>Medium term: End of Spring 2</p> <ul style="list-style-type: none"> • Staff present clearly in lessons as a result of improved pedagogical knowledge and understanding. • Staff know exactly what, when and how to deliberately practice key learning. • Lesson are designed simply. <p>Long term (End of Summer 2)</p> <ul style="list-style-type: none"> • Improved quality of teaching, modelling and explanations. 	<p>Short Term (first term): Pupils remember the taught curriculum and can demonstrate and talk about their learning.</p> <p>Medium term (second term): Gaps are narrowed for pupils and groups (especially writing).</p> <p>Long term (third term): Improved implementation of the planned curriculum leads to greater impact. Attainment and progress at the end of year for pupils and groups improve and gaps are narrowed.</p>



<p>Children do not have opportunity to practise and rehearse.</p>	<p>Sharpen staff's subject knowledge within the revisit and review element of the teach simply model, paying attention to:</p> <ul style="list-style-type: none">• Pay attention to what is important.• Generative Learning	<p>Summer 1 (Practice)</p> <ul style="list-style-type: none">• Deliberate practice• Guided Practice <p>Summer 2 (Revisit and Review)</p> <ul style="list-style-type: none">• Pay attention to what is important• Generative Learning	<ul style="list-style-type: none">• Knowledge checks show that our children know and remember more year on year.	
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Priority: To improve the consistency and quality of the <u>implementation</u> of the planned curriculum, so that the curriculum leads to the impact on attainment and progress intended for all pupils including vulnerable pupils.				
Problem (Why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)	Final Outcomes (and so?)
<p>School</p> <p>This is the case in EYFS and KS1 but not in KS2. We must not be complacent and so that this does not happen at St Alban's:</p> <p>Too many of our pupils, including vulnerable pupils, do not yet achieve as well as they should in aspects of the planned curriculum.</p> <p>Teachers</p> <p>Staff generally do not always have the pedagogical or subject knowledge to implement the curriculum as well as they could for all pupils and groups (with consistency and quality) which leads to variation in the progress and attainment (impact) of the planned</p>	<p>Active ingredient 1</p> <p>Improve teacher subject knowledge so that the planned curriculum is implemented consistently well.</p> <p>Identify subjects to prioritise in the 2023/4 year based on outcomes in the 2022/3 year for subject knowledge development.</p> <p>Sharpen staff's subject knowledge so that they consistently understand how to teach for misconceptions and know what progress in a subject should look like.</p> <p>Active ingredient 2</p> <p>Ongoing support to develop staff's skill in adapting teaching, including adapting</p>	<p>Training</p> <p>Staff training to focus on the development of subject specific subject knowledge writing, art, D&T and history in staff meetings throughout the academic year- see individual action plans.</p> <p>INSET day 30/10/23 (DSAT) for all TAs and teachers, focusing on:</p> <ul style="list-style-type: none"> - Scaffolding learning - Feedback - Small steps - EEF 5 a day plate - Scaffolding pyramid <p>Development days for phonics leads in their own settings, led by specialists (RWI consultants RWI schools)</p>	<p>Short term (term 1)</p> <p>FIDELITY All staff engage in training.</p> <p>REACH -All staff are focused on improving subject knowledge and pedagogical awareness of how to feedback effectively and scaffold learning.</p> <p>Medium term: (by the end of term 2)</p> <p>REACH -Staff more confidently check pupil's knowledge and progress and adapt teaching where needed in most subjects. - Most TAs know when to step back and watch a pupil before moving to scaffolding learning. - EEF 5-a-day plate becoming a part of daily practice in nearly all classrooms.</p>	<p>SHORT TERM (first term):</p> <p>Gaps in attainment begin to be narrowed for pupils and groups.</p> <p>MEDIUM TERM (second term):</p> <p>Pupils remember the taught curriculum and can demonstrate and talk about their learning.</p> <p>Gaps continued to be narrowed for pupils and groups.</p> <p>LONG TERM (third term):</p> <p>Improved implementation of the planned curriculum leads to greater impact. Attainment and progress at the end of the year for</p>



<p>curriculum. This is particularly the case for some of our vulnerable pupils, including PP and SEND. There are some inconsistencies with the quality of scaffolds provided for some pupils and also with the quality of feedback to some pupils in some classes. They do not always check often enough with consistency how pupils are doing.</p> <p>Pupil behaviours</p> <p>Pupils do not always take ownership and responsibility for their learning and have not all yet gained skills of metacognition to challenge themselves or know where they have gone wrong or what they need to do to improve.</p> <p>Impact on attainment and progress</p>	<p>teaching in the following ways:</p> <ul style="list-style-type: none"> - Develop support staff's expertise in scaffolding learning. - Scaffolding learning in focus subjects: reading, writing, art and history. - Ensure strategies for pre-teach are well embedded in all year groups. - Embed 'Essential for some, good for all' strategies (see DSAT Charter for Vulnerable Pupils) - Ensure small steps are built upon and schemes adapted where necessary to include breaking down learning into manageable steps for history KS1 and EYFS. - Train staff to understand how to adapt teaching using 	<p>Ongoing support and challenge for maths leads from K Staniforth throughout the year, DSAT Maths School Improvement Advisor.</p> <p>Subject leaders attend all DSAT hubs, which will focus on the development of subject knowledge.</p> <p>Use of Walk – Thrus to support staff development in staff meetings.</p> <p>Embed the principles in the DSAT Charter for Vulnerable Pupils.</p> <p>All staff new to school access Teach Simply training through AA (DSAT) in Autumn term.</p> <p>Monitoring activities.</p> <p>Regular SLT drop-ins and monitoring of teaching and learning (at least half-termly). Ask: why this and</p>	<ul style="list-style-type: none"> - Staff present information clearly in lessons as a result of improved subject knowledge in the subjects they have received additional training in. They teach for misconceptions. <p>Long term: by the third term</p> <p>REACH</p> <ul style="list-style-type: none"> • Staff confidently and consistently check pupil's knowledge and progress and adapt teaching where needed across the curriculum. - All TAs know when to step back and watch a pupil before moving to scaffolding learning. - EEF 5-a-day plate is embedded daily practice in nearly all classrooms. - Staff present information clearly in lessons as a result of improved subject knowledge in the subjects they have received additional training in. They teach for misconceptions and know how to check for pupil understanding regularly. <p>ACCEPTABILITY</p>	<p>pupils and groups improve and gaps are narrowed.</p> <p>Attainment and progress at the end of KS2 improves for all pupils including PP by the end of the academic year.</p>
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<p>At St Alban's our vulnerable students' attainment is the same as other groups. However, we can do better and must not be complacent. If provision is right for disadvantaged children it is right for all children.</p> <p>Pupils do not always make enough progress to achieve as well as they could in Early years and KS1- when children are in KS2 they achieve well at our school.</p> <p>Nationally this is the picture:</p> <p>Vulnerable students' attainment at KS2 is significantly lower than expected; their attainment at the expected standard is significantly lower than other groups.</p>	<p>Faded Scaffolding techniques.</p> <p>Active ingredient 3</p> <p>Ongoing support to develop staff's expertise in giving feedback to learners (EEF research – focus on metacognition and self-regulation).</p> <p>Active ingredient 4</p> <p>Improve assessment across the whole curriculum, ensuring staff check often enough how children are doing in lessons and adapt teaching and strategies in response to how well children are learning the intended curriculum.</p> <p>Ensure assessment criteria has been broken down into the most important component knowledge to be learned for all subjects, so</p>	<p>why now? How well do pupils take ownership of their own learning (metacognition, self-regulation)?</p> <p>Regular SLT book looks and pupil interviews (at least half termly). Ask: what does ambition look like for this child and is it being realised?</p> <p>Regular monitoring of the quality of feedback to pupils.</p> <p>Monitor progress and attainment at least termly (pupil progress meetings) and half termly for Y6. Check for the quality of assessment and consistency of approach across school.</p> <p>Pupil pursuit monitoring termly (SLT) focused on vulnerable pupils.</p> <p>DSAT school improvement visits.</p>	<p>Improved quality of teaching: modelling and explanations.</p> <p>Improved adaptations to teaching where appropriate.</p> <p>Improved feedback to pupils.</p> <p>Pupils take more ownership of their own learning.</p>	
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	<p>that teachers are sharper in assessing less better.</p> <p>Ensure that staff check for how well pupils <i>know and can show</i> what they have learned, particularly in subjects where both substantive and procedural knowledge is being learning (for example, PE, music, art, aspects of DT).</p>			
<p><i>We will know we have engineered success when ...</i></p> <ul style="list-style-type: none"> • All cohorts and groups make at least good progress and gaps are narrowed • Provision raises standards and teaching and learning in school is at least 100% good or better, with much excellent practice embedded • Teaching is responsive to need, takes account of the needs of all groups of learners and is focused and simple: the 'DSAT Teach Simply' model is embedded • Teaching strategies used help children know and remember more, and, as a result, the % pupils who gain mastery across the curriculum is increased <p>Teaching strategies used take into consideration the latest research into the science of memory</p>				