

PERSONALISED LEARNING

- ~ Continue to update provision mapping termly
- ~ Analysis of progress within groups
- ~ Provision mapping timetable + groups
- ~ Track PP children, ensure they make faster progress than non PP to 'close the gap' (where applicable)
- ~ Ensure accurate use of assessment to plan work and provision for all groups – monitor weekly planning/edited planning

ASSESSMENT

- ~ Set dates to retrieve assessment data
- ~ Develop use of 'expert learners'
- ~ Regular feedback and conferencing
- ~ Maths/Reading/Writing Assessment sheets
- ~ Use past data (including tests) to identify gaps and plan provision
- ~ Review ongoing assessment strategies to ensure outstanding progression

MATHS

- ~ All teachers to use Focus Maths
- ~ Problem solving & open-ended Maths investigations (e.g. NCETM)
- ~ Daily Mental Maths
- ~ Recall of tables (all by end of Yr 4 & Inverse)
- ~ RM Maths (Y1 and Y2)
- ~ To develop marking dialogue -> 'closing the gap' tasks in maths
- ~ Pace of lessons
- ~ Aim is for all children to master the curriculum
- ~ Fluency of number
- ~ Use pre-learning tasks in Maths to inform planning

COMPUTING/LEXIA

- ~ Computing taught through Purple Mash computing scheme
- ~ Provision for children with no IT access at home (lunch time club) – **not possible at the moment**
- ~ Year 1, 2 & 3 Bug Club / Lexia / Purple Mash / RM Maths
- ~ Use of iPads

Beaumont Primary School

"A Learning Community Partnership"

**TARGET SETTING AND RAISING STANDARDS**

- ~ Embed non-negotiables as targets for both staff & pupils
- ~ Continue to develop success criteria and peer tutoring
- ~ Development of marking dialogue including verbal feedback, 1:1 conferencing
- ~ Higher order questioning; deeper learning
- ~ Develop use of expert learners
- ~ Raise percentage of children who are working at greater depth, including PP and disadvantaged pupils

LOWER SCHOOL STRATEGIC PLAN 2020 – 2021

EVERY CHILD MATTERS

- ~ Continue to ensure ECM is addressed through Lower School curriculum

CURRICULUM

- ~ Focus on knowledge and skills
- ~ Opportunities for child driven learning
- ~ Topic cover sheets to include key questions and key vocabulary

MONITORING AND EVALUATION

- ~ Links with Foundation Stage / Upper School / Lower School
- ~ Regular scrutiny of work for moderation Years 1, 2 & 3
- ~ KS1 moderation meetings
- ~ 'Best Practice' forums for Years 1 and 3
- ~ Track non-negotiables throughout school year
- ~ Monitor progress of PP

ENGLISH - READING

- ~ Phonic Bug / Bug Club
- ~ Phonic test – Year 1
- ~ Reading for Meaning – comprehension exercises (Nelson)
- ~ Quality Reading texts to be used
- ~ Focus on vocabulary development & inference and deduction skills
- ~ Aim for 100% to reach expected level & increase numbers at greater depth
- ~ Bug Club - extra sessions for children who are insecure
- ~ Continue links with Year 1 where necessary for Year 2 children re phonic teaching
- ~ Monitor frequency of individual reading
- ~ Daily reading to TA for named children
- ~ Guided reading
- ~ Develop deeper questioning

ENGLISH WRITING

- ~ All teachers to use Focus English – quality texts to drive English curriculum
- ~ Aim for 100% to reach expected level & increase numbers at greater depth
- ~ Monitor / evaluate samples to track pupil progress across years and regular work scrutiny – Moderation
- ~ Spelling – Nelson Spelling scheme
- ~ Weekly spelling tests
- ~ Guided writing including modelling
- ~ Self assessment
- ~ Success criteria sheets / Next steps
- ~ Handwriting
- ~ Presentation
- ~ Focus groups in writing for GDS pupils
- ~ Development of marking dialogue
- ~ Discrete grammar teaching and in context
- ~ Development of oracy through P4C
- ~ Opportunities for non narrative writing
- ~ Incorrect spellings to be corrected 3 times in books

DEVELOPMENT OF TA SUPPORT

- ~ Continue to focus support on identified needs EAL / Pupil Premium/ SEN / Under Achievers / Daily Readers
- ~ Phonic work
- ~ Handwriting
- ~ 1 minute box with identified children
- ~ Speechlink