

**TARGET SETTING**

- Higher order questioning; deeper learning
- Raise % of children who are working at greater depth, PP and disadvantaged pupils in reading, writing & Maths
- Ensure all children know their next steps
- Raise attainment of more able of PP children
- Expert learners for 4/5/6 for Maths & English
- Pupils to assess their learning against topic maps, skill sheets and success criteria
- Pupils to peer assess their learning
- Sticky knowledge tests at end of the year in non core subjects

**COMPUTING**

- Continue to embed "Purple Mash" software
- Monitor use of assessment grids
- Review curriculum & Assessment
- Exploit Computing to increase progress in RWM
- Meet needs of children with no home internet access (lunch time club)
- Use of software by pupils – flip cams, cameras, tablets & Apps
- Ensure Online Safety is at the heart of the curriculum
- Half termly online safety assemblies

**ENGLISH WRITING**

- Close the gap between reading & writing by:
- Quality texts to drive English Curriculum (Focus Education)
- Embed differentiated writing unit grids devised from assessment of writing needs.
- Increase relevant opportunities for writing particularly opportunities to apply skills independently and across the curriculum.
- Use: Focus quality texts and SOW to develop fluency of expression.
- Half-termly writing moderation to ensure consistency in judgement across years 4 to 6.
- Improve teaching of spelling & ensure a consistent approach using "support for spelling".
- Improve standards of presentation.
- Teach grammar weekly in context, ensuring a progression in technical terms (stand-alone lessons as well as in English lessons).
- Ensure 100% reach the expected standard as an aspirational target and increase the number who exceed it
- Incorrect spellings to be corrected 3 times in books.
- Use Nelson Spelling & Grammar
- P4C to enhance writing opportunities
- Target a minimum of 20% in each class to reach GDS

**Beaumont Primary School**

"A Learning Community Partnership"

**WIDER CURRICULUM**

- Focus on sticky skills and knowledge
- Evaluate curriculum. Opportunities to support core subjects and apply skills across curriculum
- Review resources required on a termly basis
- Intent, Implementation and its impact

**TA DEVELOPMENT**

- Ensure effective use of TAs across Upper School to support needs of identified children.
- Rapid spelling boosters
- Maths (close the gap, accelerate most/more able)
- Reading – inference and deduction using Nelson

# UPPER SCHOOL STRATEGIC PLAN 2020 – 2021

**MONITORING AND EVALUATION**

- Scrutiny of work
- Moderation of English, Maths, & Science
- Monitor progress of PP children
- Links with high performing Primary Schools
- Links with South Croydon Learning Alliance
- Links with Riddlesdown Collegiate Trust

**ASSESSMENT**

- Use past data to identify gaps and plan daily provision
- Moderation of Assessment judgments in Writing, Maths & Reading termly to ensure consistency of judgement
- Review on-going assessment strategies to ensure outstanding progression
- Sticky knowledge assessments at end of year for non core subjects
- English & Maths – termly assessments

**PERSONALISED LEARNING**

- Track PP children & ensure they make faster progress than non PP to "close the gap"
- Ensure accurate use of assessment to plan work and provision to "close the gap" between Reading and Writing
- Identify and monitor children with gaps/extending their learning
- Identify 1:1 readers & monitor provision
- Identify spelling groups & monitor provision across Years 4, 5 & 6
- Deploy staff to focus groups (see Provision Mapping)
- Accelerate progress of all pupils

**MATHS**

- All teachers to use Focus Education
- Raise quick recall of mental maths facts by having a daily 10min quick maths session outside maths lesson
- Review calculation strategies and ensure consistency
- Increase application of Maths opportunities & open-ended word problems/investigations and reasoning
- Evaluate Maths differentiated planning
- Regular use of IXL, Hit the Button. Top Maths
- Fluency of the 4 rules
- All tables to be learnt by end of Year 4 (Times Table Check)
- All children to master the Maths curriculum (with only 5-10% exceptions)
- A minimum of 30% of all children in each class to reach GDS
- Accelerate progress of more and most able

**ENGLISH READING**

- Develop deeper questions & use of short extracts to hone skills
- Revisit assessment led planning for reading to raise achievement and maintain aspirational target of 100% in mastering the curriculum
- Focus on inference and deduction
- Continue to use reading corners & displays to develop a reading culture
- Ensure reading for meaning is well established.
- Extend reading material for more able readers
- All teachers to use Focus English
- Quality Reading texts to be used
- A minimum of 30% of all children in each class to reach GDS