

## 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 – use of pre-learning tasks in mathematics
- ~ monitor the planning and delivery of the two weekly teaching sequences

## ASSESSMENT

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

## MATHS

- ~ All teachers to use Focus Maths for planning
- ~ Problem solving & open-ended Maths investigations (e.g. NCETM)
- ~ Daily Mental Maths -> fluency of number
- ~ Recall of tables (all by end of Yr4 & Inverse)
- ~ RM Easimaths
- ~ To develop marking dialogue -> 'closing the gap' tasks in maths
- ~ Pace of lessons
- ~ Aim is for all children to master the curriculum
- ~ Use of pre-learning tasks in Maths to inform planning and set work at the right level

## COMPUTING/LEXIA

- ~ Computing taught through Purple Mash and LGfL BusyThings computing schemes
- ~ Provision for children with no IT access at home (lunch time club)
- ~ Year 1, 2 & 3 Bug Club / Spelling Shed / RM maths
- ~ Use of iPads

# Beaumont Primary School

"A Learning Community Partnership"



## TARGET SETTING AND RAISING STANDARDS

- ~ Embed non-negotiables as targets for each half term
- ~ 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, particularly in writing

# LOWER SCHOOL STRATEGIC PLAN 2021 – 2022

## PLANNING

- ~ Curriculum maps
- ~ Half termly planning for all subjects
- ~ Fortnightly planning in English and maths: 'teaching sequence' (to include planned support and extension).

## CURRICULUM

- ~ Focus on 'sticky' knowledge and subject specific skills
- ~ Topic cover sheets to include key questions and key vocabulary
- ~ Use opportunities to link learning in different subjects

## MONITORING AND EVALUATION

- ~ Links with Foundation Stage / Upper School / Lower School
- ~ Regular scrutiny of work for moderation Years 1, 2 & 3
- ~ KS1 moderation meetings
- ~ Track non-negotiables throughout school year
- ~ Sticky knowledge tests in the end of the year
- ~ Monitor progress of PP children
- ~ Continue peer lesson observations to develop pedagogy

## ENGLISH - READING

- ~ Phonic Bug / Bug Club
- ~ Phonics screening test
- ~ Reading for Meaning – comprehension exercises (Nelson)
- ~ Quality texts to be used as a starting point to all English learning
- ~ 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 lower attainers
- ~ 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 whole class 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
- ~ Weekly spellings – Nelson Spelling scheme
- ~ Spelling shed
- ~ Guided writing including modelling -> scaffolding
- ~ Self assessment
- ~ Success criteria ~ Next steps
- ~ Focus on 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
- ~ Speechlink
- ~ Introduce TA peer observations