Russell Street School

School Development Plan 2023/2024

(Some final costings to be added)

Professional Development:

Rauch & Coe:

'It is the quality of teaching that can make the biggest difference to children's learning and to their ultimate success in school. It is arguably the single most important thing that teachers and school leaders can do to make a difference in children's learning. What's more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development'.

Our Professional Development:

a) Is focused on mechanisms. Mechanisms are the core building blocks of PD. They are observable, can be replicated, and could not be removed without making PD less effective.
   Examples of mechanisms are: revisiting prior learning, goal setting, providing feedback and action planning.
b) Is evidence based, and the content is drawn from trusted sources.
c) Effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.
d) Is aligned with the needs of the school and gains on-going leadership buy-in.
e) Is prioritised and fits within the school's natural routines.

The mechanisms that make up effective PD can be split into 4 groups, each of which fulfils a different role (EEF)

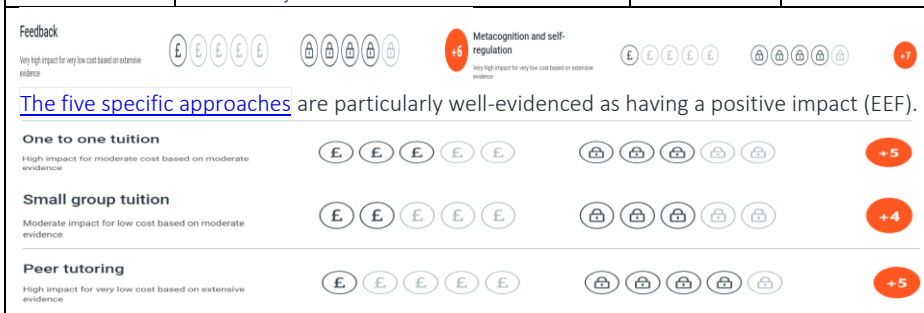
A. **Build knowledge**	B. **Motivate staff**	C. **Develop teaching techniques**	D. **Embed practice**
— Managing cognitive load — Revisiting prior learning	— Setting and agreeing on goals — Presenting information from a credible source — Providing affirmation and reinforcement after progress	— Instruction — Social support — Modelling — Monitoring and feedback — Rehearsal	— Providing prompts and cues — Prompting action planning — Encouraging monitoring — Prompting context specific repetition

Professional development is prioritised throughout this development plan.

Milestones Indicators

All areas of this SDP are measured and validated using key milestone indicators throughout the year.

Area (Evidence/Research)	Evidence	How? (Collaborate &Disseminate)	Empower /Training	Monitor/ Staff Responsible	Challenge/ Analyse	Report Costs	Validate/ Goal
1.Quality First teaching improves outcomes for all groups of children and **& Targeted Academic Support –** to ensure all pupils succeed. EEF blog: Five-a-day for SEND: how does it transform the TA… | EEF (educationendowmentfoundation.org.uk) EEF blog: 'Five-a-day' to improve SEND outcomes | EEF (educationendowmentfoundation.org.uk) *The EEF's guidance report highlights five teaching approaches – a 'Five-a-day' – that can support pupils with SEND to make increased academic progress.*	EEF- evidence suggests some promising 'best bets' when it comes to developing, planning and sustaining high quality teaching. These include: -high quality daily teaching; the five-a-day' approach; -improving outcomes in reading and mathematics -securing effective professional development (throughout this SDP); and -using diagnostic assessment to address learning gaps (see TAS)	*All staff to continue to use the '5-a day' and 'TAS' approach in their teaching* TARGET - EEF: Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Introduce the Reflection Tool below to ensure all pupils succeed. Five_a_Day_Reflection_Tool_-_Teaching_Assistants_v1.0-1.pdf (d2tic4wvo1iusb.cloudfront.net) 	 Through their own research and development, the majority of staff noted the following areas to concentrate on to enhance learning and teaching: - No opt out. - Silence is golden - Plan for reading - Teach to the top - Nuthall's hidden lives + 3 magic number - Behaviour and relationships These areas will be explored during Term 1 PD	All staff SLT/Year Leads to monitor (see monitoring calendar, including peer to peer and coaching support)	Is the 'five-a-day' approach is useful in addressing knowledge gaps or longstanding misconceptions? Does explicit instruction ensure all children have an understanding of previously learned content upon which to then build new knowledge? Does flexible grouping temporarily bring together pupils with specific knowledge or skill gap to receive additional support (TAS)? Is scaffolding used as a supportive tool such as writing frames, or providing apt worked examples? Does feedback provide specific information on how to improve and comes from a variety of sources? –– (studies have shown positive effects of feedback from teachers and peers). Does the reflection tool support all children in their learning to engage and make increased academic progress? Is small group tuition targeted at pupils' specific needs? Is learning in one to one and small groups is carefully linked with classroom teaching? Is everyone teaching one to one tuition and small group tuition experienced and well-trained? Is the intervention brief and very regular? Is there regular communication and best practice sharing between everyone delivering the intervention? Is instructional coaching and lesson study taking place? Are there any learning communities that have been or could be joined?	Walkthru's books and training £35 Walkthru's subscription £840 -3 year subscription Peer to peer & coaching release costs £27,843	All groups of children continue to attain standards above the 2023 national. Disadvantaged writing (exp & GD) and disadvantaged reading GD attainment remains consistently high. These groups achieve above national at the end of KS1. Measure the effect of small group teaching (TAS). Are these groups achieving the intended outcome?



2.English – In 23/24 staffing has been organised so that all children receive expert TAS in small groups taught by specialist staff (in phonics/writing) and specialist support for writing in Year 2.

TAS has been used for the lowest 20% of readers (including writing practices) in 21/22/23 using tuition funding. At the end of KS1, all areas were above national, apart from disadvantaged writing (exp & GD) and disadvantaged reading GD. These same groups of children in Year 1 achieved above national (Writing exp +17%, GD +10%, Reading GD + 29%), demonstrating the impact of TAS and QFT in 21/22/23.
TAS using tuition funding and PP funding will be used in 23/24 to ensure the attainment of these groups remains consistently high.

On target / met	*Below national*	*Target (or)*
Met high >=10%	+ve from 2022	Continue to target

2023 Results

EYFS (Reception)

READING % (Comprehension and Word Reading)	ALL	BOYS	GIRLS	FSM/PP	SEN	EAL		WRITING %	ALL	BOYS	GIRLS	FSM/PP	SEN	EAL
National 2022	74.7	70.3	79.2	*49.1*	*24.6*	*60.1*		National 2022	69.5	63.6	75.7	*49.1*	*24.6*	*60.1*
RSS 2022	83.67	78.2	88.4	77.77	40	85.71		RSS 2022	81.63	73.9	88.4	66.66	30	85.71
Actual 2023	89.47 (+14.77)	80 (+9.7)	94.6 (+15.4)	60	40	80		Actual 2023	89.47 (+19.97)	80 (+16.4)	94.6 (+19.1)	58.3	37.5	77.8

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YEAR ONE PHONICS	ALL	BOYS	GIRLS	DIS	SEN	EAL (6)		YEAR 2 PHONICS	ALL
2022 National	75	72	79	80	44	75		2022 National	87
2022 MK	78							2022 MK	89
RSS 2022	90 (+15)	91 (+19)	90 (+11)	92 (+12)	50 (+10)	86 (+11)		2022	92
ACTUAL 2023	89.3 (+14.3)	85 (+13)	92.59 (+13.59)	*81.8 (+1.8)	59.57 (+15.57)	100 (+25)		Actual 2023	94.3

*Of the two PP children who did not achieve 32+, one is SEN and scored 25 and one has a high level of external involvement and also scored 25. Both children should pass next year.

YEAR ONE

READING %	ALL EX+	GD	BOYS EX	BOYS GD	GIRLS EX	GIRLS GD	DIS	DIS GD	SEN	EAL	EAL GD
2022 KS1	67	18	63	16	71	20	72	21	30	64	N/A
RSS 2022	90.1	40.85	90.6	40.6	89.7	41.03	91.67	33.33	50	80	40
Actual 2023	87.23 (+20.23)	44.68 (+26.68)	80 (+17)	35 (+19)	92.59 (+21.59)	51.8 (+31.85)	80.00 (+8)	50.00 (+29)	66.67 (+36.67)	83.33 (+19.33)	66.67

WRITING %	ALL EX+	GD	BOYS EX	BOYS GD	GIRLS EX	GIRLS GD	DIS EX	DIS GD	SEN	EAL	EAL GD
2022 KS1	58	8	52	6	64	10	63	10	20	57	N/A
RSS 2022	81.6	4.2	78.13	3.1	84.62	5.1	66.6	0	33.3	80	10
Actual 2023	78.72 (+20.72)	21.28 (+13.28)	70 (+18)	10 (+4)	85.19 (+21.19)	29.63 (+19.63)	80.00 (+17)	20.00 (+10)	44.44 (+24.44)	83.33 (+33.33)	16.67

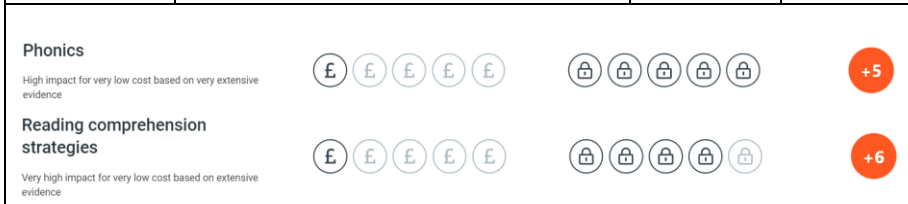
YEAR TWO

READING %	ALL EX+	GD	BOYS EX	BOYS GD	GIRLS EX	GIRLS GD	DIS EX	DIS GD	SEN	EAL EX	EAL GD
National 2022	67	18	63	16	71	20	72	21	30	64	N/A
MK 2022	69	20									
RSS 2022 yr 2	82	34	77	30	87	39	60	0	50	100	100
Actual 2023	84% (+17)	29% (+11)	76% (+13)	31% (+15)	89% (+18)	27% (+7)	83% (+11)	8% (-13%)	50% (+20)	80% (+16)	50%

WRITING %	ALL	GD	BOYS EX	BOYS GD	GIRLS EX	GIRLS GD	DIS EX	DIS GD	SEN	EAL EX	EAL GD
National 2022	58	8	52	6	64	10	63	10	20	57	N/A
MK 2022	60	10									
RSS 2022	77	15	77	10	77	19	47	0	36	100	0
Actual 2023	74% (+16)	12% (+4)	69% (+17)	14% (+8)	79% (+15)	11% (+1)	50% (-13)	0% (-10)	33% (+13)	70% (+13)	20%

Area (Evidence/Research)	Evidence	How? (Collaborate &Disseminate)	Empower /Training	Monitor/ Staff Responsible	Challenge/ Analyse	Report Costs	Validate/ Goal
Writing **Transcription** - *Transcription and composition are both crucial for writing, with fluent transcription skills (spelling and handwriting) needing to be secure so that pupils can concentrate on composition - articulating ideas and structuring them in speech, before writing them down.* - *Transcription skills should be a critical focus for EYFS and KS1. Daily systematic phonics instruction leads to a quicker start in early reading and spelling.* - *Dictated sentences can be a useful way to apply and practise spelling, if children are not yet able to compose and transcribe at the same time.* **Composition** *Once transcription is secured, the Ofsted review states that attention can be moved towards composition, including grammar, sentence structure and vocabulary.* - *Lessons need to provide opportunities to write with a process led approach (teaching of foundational skills, plan, draft, revise, **edit** and publish) alongside exploration of models and an eye to motivation is key*	https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english https://www.marcrhayes.com/post/a-summary-of-ofsted-s-english-research-review-for-teachers-and-leaders https://www.oneeducation.co.uk/news-blog/ofsteds-research-review-of-english-our-top-takeaways-for-schools *The Write Stuff process led approach has ensured all children learn to write through pre-writing activities, planning, drafting, editing revising composition.*	RWI daily systematic instruction in Year R and Year 1 in 23/24 will take place in 8 consistent small groups with all members of staff having expert phonic teaching knowledge. This provides quality opportunities for explicit teaching of spelling as well as dictation (hold a sentence). Year 1 and Year 2 spelling lessons will continue to include teaching of CEWs which contain unusual or yet to be taught GPCs. Year 2 Spelling Lessons x 3 weekly. Systematic programme following Year 2 Spelling Appendix and Spelling Book content. In 23/24 Year 2 will pilot The Spelling Shed. These carefully selected word lists and engaging activities provide opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary acquisition. Systematic teaching of handwriting will continue through Letter-join x 3 lessons weekly Year R, Year 1 and Year 2 with joining introduced in Year 2. TWS programme will continue with grammar being taught during these sessions – planning will make links between focus lenses and grammatical knowledge required. RWI Language and Literacy will continue to provide opportunity for grammar instruction. Children in R/1/2 will receive support from a specialist writing teacher.	RWI refresher training for staff The Spelling Book Spelling Shed subscription (pilot with Year 2)	All staff DP – Review year 2 spelling planning and add Spelling Shed resources All staff DP to work with PP children throughout Year 2 and with focussed groups – Autumn term – WT writers Spring-Summer GD writers	Is spelling taught as an explicit skill, rather than only being tested? Ensure staff assess acquisition of knowledge through evidence in writing not just through summative assessment. Is the use of the Spelling Shed: a) Supporting the sustaining of Year 2 phonics acquisition? b) Strengthening spelling skills? c) Building vocabulary acquisition? Is Letter Join being used by all staff in all lessons? (Ensure all staff across the school understand this process). To support handwriting at school, pupils can also log into Letter-join at home. Are pupils accessing this resource? Letter join can be accessed using touch-screen activities on iPads and tablets (5 a day approach section 5). Are these resources being used? Are children acquiring grammatical knowledge and becoming conversant with grammatical terminology through explicit teaching during writing lessons? Does children's writing reflect the acquisition of the above grammatical understanding? Are children given adequate feedback and opportunity to understand where mistakes are occurring in writing and how to avoid them/correct them? Do Year 2 children have opportunities to redraft their writing?	Spelling shed subscription Year £112 Specialist writing support £	All groups of children attain standards above the national for 2023 Disadvantaged writing (exp & GD) and disadvantaged reading GD attainment remains consistently high. These groups achieve above national at the end of KS1. Measure the effect of small group teaching (TAS). Are these groups achieving the intended outcome?

Area (Evidence/Research)	Evidence	How? (Collaborate &Disseminate)	Empower /Training	Monitor/ Staff Responsible	Challenge/ Analyse	Report Costs	Validate/ Goal
Phonics/Reading Focus on both word reading skills and reading comprehension (continued from 22-23 to thoroughly embed) *'In the early stages of learning to read, it is critical that children achieve both accuracy and sufficient speed in decoding (fluency)…Fluent word reading frees up children's working memory to focus on comprehension.'* (Ofsted Research Review: English, 2022) Engagement of children making slower progress in phonics/reading. *'Pupils who fail to learn to read early on start to dislike reading. The guidance emphasises that pupils need to* ***keep up with their peers rather than be helped to catch up later'*** (DfE Reading Framework, 2023)	**DfE Reading Framework, 2023** The reading framework (publishing.service.gov.uk) **Ofsted Research Review, 2022** Research review series: English - GOV.UK (www.gov.uk) *Context: data for 22-23 demonstrates that children across the school continue to attain standards above national for Phonics/Reading based on EYFSP, PSC & SATS. PSC results for PP were very strong (80%) and EAL (100%). Girls outperformed boys (nationally and at RSS).*	RWI daily systematic instruction in Year R and Year 1 in 23/24 will take place in 8 consistent small groups with all members of staff having expert knowledge. *Peer coaching will continue to take place.* Continue to embed RWI strategies for 'speeding up word reading' – (Carry out a 'teaching sprint' across phonics lessons to review this - Walkthrus 2. p.160). Continue to develop programme for targeted 1:1 support for any children not working at the expected level for their age/not making sufficient progress across YR/Y1/Y2. (RWI Consultant to work with Reading Leader during Development Day.) Further develop the programme for Y1 children working above the expected standard in the Summer term to extend their comprehensions skills before starting in Y2. (Children to work with specialist English teacher.) Continue to use RWI Comprehension materials that successfully combine word recognition and language comprehension. Ensure explicit teaching on the specific strategies of: - **Predict, question, clarify, summarise and activate prior knowledge.** These strategies should be modelled and practised. - **The teacher's own inner monologue should be verbalised** to show children how to make inferences. (Link to 1 - QFT). (see EEF improving literacy in KS1 pg 25 and pg 26) Further enhance Book Talk/Book Corner Books reflect the diversity of the school community. Continue to read aloud to all children at least once daily.	Development Day booked for 16/10/23 (carried forward from 22-23 subscription) Ruth Miskin Portal & Oxford Owl Online Resources and Training Peer-peer support/ coaching	All Staff Reading Lead Phonics Lead Reading Leader	**Do the children develop competency within their current stage before moving on?** Is this reflected in the 'speedy reading' section of individual reading assessments? **Do the children have a rich experience of vocabulary to ensure they recognise words they are trying to read?** Some children applied their phonics skills correctly in the PSC but did not know the words they were reading which prevented them from saying the words accurately. Do adults take every opportunity in the storybook section of phonics sessions to discuss new vocabulary? **Do <u>all</u> children enjoy phonics lessons and reading?** How do we ensure children who are making slower progress continue to be motivated to read? Are we offering alternative 'hooks' for these children to sustain their engagement? Do we continue to consider adaptations to the programme in response to current learners? Gather children's voices about their views on phonics/reading – include children who are working towards the expected level, boys and PP. **How effectively are vulnerable groups of children supported to read?** *'PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status'* (DfE Reading Framework, 2023). Are PP/Disadvantaged children represented in the highest performing phonics/reading groups across the school?	RWI Comprehension materials £1,066 Peer support & coaching costs £27,843 Replacing RWI Book Bag Books – £ Oxford Owl Online Subscription £244 Ruth Miskin Online Training + Development Day £1462.50 RWI Comprehension materials £1,066 Book Talk/ Corner Books £1,000	All groups of children continue to attain standards above the national for 2023-24 with a particular focus on PP reading. The gap between vulnerable groups of children and all children to be smaller than in 2023. The number of children achieving reading GD to increase compared with 2023. The number of children starting Reading Comprehension in Y1 to increase compared with 2023.



Area (Evidence/Research)	Evidence	How? (Collaborate &Disseminate)	Empower /Training	Monitor/ Staff Responsible	Challenge/ Analyse	Report Costs	Validate/ Goal

3.Maths– In 23/24 staffing has been organised so that all children receive specialist maths teaching.

Across the school Maths attainment is high. Only Maths disadvantaged GD at the end of KS1 was below national.

Attainment in maths (when compared to national) was lower in year 1 than in writing and in reading. This is a target area for 23/24 through specialist maths teaching.

NUMBER %	ALL	BOYS	GIRLS	FSM/PP	SEN	EAL
National 2022	77.8	75.5	80.2	*49.1*	*24.6*	*60.1*
RSS 2022	93.87	95.6	92.3	77.7	70	100
Actual 2023	92.98 (+15.18%)	85 (+9.5)	97.3 (+17.1)	75	50	77

YEAR ONE

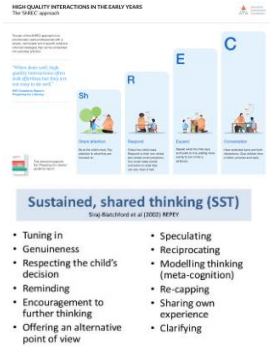
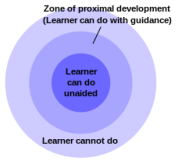
MATHS %	ALL EX+	GD	BOYS EX	BOYS GD*	GIRLS EX	GIRLS GD	DIS EX	DIS GD	SEN	EAL	EAL GD
2022 KS1	68	15	68	18	67	12	73	18	33	67	N/A
RSS 2022	83.1	11.2	84.3	21.8	82.0	2.5	66.6	0	41.6	80	10
Actual 2023	89.36 (+21.36)	19.15 (+4.15)	95 (+27)	20 (+2)	85.19 (+18.19)	18.52 (+6.52)	80.00 (+7)	20.00 (+2)	66.67 (+33.67)	100 (+33)	0

YEAR TWO

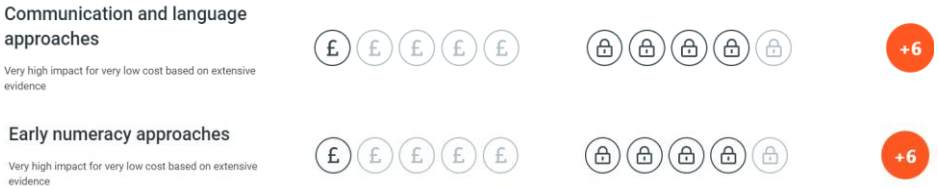
MATHS %	ALL	GD	BOYS EX	BOYS GD	GIRLS EX	GIRLS GD	DIS EX	DIS GD	SEN	EAL	EAL GD
National 2022	68	15	68	18	67	12	73	18	33	67	N/A
MK 2022	70	17									
RSS 2022	87	23	90	30	84	16	53	0	50	100	0
Actual 2023	90% (+22)	26% (+11)	86% (+18)	34% (+16)	92% (+25)	19% (+7)	92% (+19)	0% (-18)	50% (+17)	90% (+23)	30%

Area (Evidence/Research)	Evidence	How? (Collaborate &Disseminate)	Empower /Training	Monitor/ Staff Responsible	Challenge/ Analyse	Report Costs	Validate/ Goal
Maths Coordinating Mathematical Success OFSTED report 1. It is important that children keep up, not catch up. This ensures that children really understand and remember what is being taught before they move on. 2. Network of support from Maths Hubs provide regular and useful training. 3. Gaps in pupil's knowledge are centred around the addition and subtraction facts (number bonds) taught in KS1. This is potentially problematic as pupils need to be able to recall this type of knowledge quickly to access more complex mathematics in key stage 2. 4. Mastering Number programme good practice in Early Mathematics. Recommendations: -Identify and sequence the small steps in Reception Successful practice in Early Years includes songs, games and rhymes. The phrase 'coordinating mathematical success' describes how effective schools make sure that curriculum plans, teaching approaches, pupil tasks, assessments and mechanisms for evolving these align well. When successful, each individual element is of high quality, and the elements work in harmony, together supporting pupils to learn effectively. It means setting out a path to proficiency in the subject, checking pupils are on that path and helping them to stay on that path.	OFSTED Coordinating mathematical success: the mathematics subject report - GOV.UK (www.gov.uk) July 2023 In some schools, the curriculum in the Reception Year and key stage 1 emphasised both understanding and quick recall of addition facts. The NCETM's Mastering Number programme was particularly helpful. In these schools, pupils were successful and received lots of praise. They were learning how to subitise (recognise a number of objects without having to count), understand numerical concepts and recall addition facts. Key features of this programme, in addition to a carefully sequenced curriculum, include: • whole-class teaching • use of a Rekenrek (a type of counting frame) • low-distraction dice patterns for subitising • clear diagrams and representations • regular questioning • videos for staff training	Reception to follow White Rose updated scheme from September 2023 which breaks down all the small steps in Reception. - Assessment to be carried out after each small step to ensure all children ready for next step. - TAS to take place when needed and to close the gaps found in school entry data to allow all children to keep up. Children in R/1/2 will receive support from specialist maths teachers. *Mastering Number programme to continue, ensuring children to learn addition facts by heart. Teachers need to regularly check their recall of this knowledge.* **In all year groups, ensure:** 1. Teachers routinely check whether pupils have secure knowledge and understanding of prerequisite mathematics and address any gaps identified, before moving on to the next stage of learning. 2. Questioning helps all pupils to recall and make connections, rather than allowing pupils to guess. 3. Geometry knowledge is taught at the end of the Autumn term and then incorporated throughout, rather than at the end of the curriculum. 4. Provide pre-teaching, additional teaching and extra practice for most pupils with special educational needs and/or disabilities (SEND) 5. Identify those children who need extra help in securing their 'conditional knowledge' providing an after-school maths club with the aim of embedding knowledge. 6. Addition facts are a key feature so that early gaps are not formed within KS1. Maths TAS to take place in addition to daily Maths lessons to allow additional teaching and practice. Pre-teaching of specific Maths vocabulary is also used to support vulnerable groups. TAS to also include greater depth teaching to allow these children to work on their problem solving and reasoning skills.	KS1 White Rose Maths CPD online training- access for all KS1 staff. Sustaining Mastery Programme through Enigma Maths Hub Mastering Number- video training for all teachers and Mastering Lead training. White Rose Reception Maths Schemes Explored https://whiteroseeducation.com/cpd/guidance-webinars https://www.eventbrite.co.uk/o/white-rose-education-78292417 26	All staff Maths leads	Coordinating mathematical success: the mathematics subject report. Are teachers making sure that questioning helps all pupils to recall and make connections, rather than allowing pupils to guess? Does timetabling allow for four Mastering Number sessions a week, in addition to daily Maths lessons in all year groups? Does low-stake arithmetic testing to ensure all children are learning facts to automaticity? Does early support in Reception help vulnerable children to close the school age gap and allow them to keep up with other pupils, allowing more to reach greater depth? Are we supporting these children and ensuring they choose maths activities in continuous provision to have the same amount of practice other children are getting? Are we teaching: Is the 5-a-day approach (section 1) seen throughout maths teaching? Is there a difference between methods that help pupils to understand concepts and perform mental calculations and methods that are efficient and useful now and in the next stage of learning? Does the curriculum carefully sequence the teaching of mathematical methods, allowing for some early methods, such as one-to-one counting, parsing, derivation and complex diagrams, to fade over time ('designed obsolescence')? Do pupils learn the most efficient, systematic and accurate mathematical methods, so that they can use them for more complex calculations and in their next stage of learning?	White Rose CPD training £350 White Rose Premium Resources subscription £96 Specialist maths support £ White Rose Maths booklets £1100 Sustaining Mastery Programme Free Mastering Number training Free White Rose Reception Maths Schemes Explored £36 Peer coaching costs £	All groups of children attain standards above the national for 2023. The number of children achieving maths GD has increased. Attainment in maths (when compared to national) the % gap to be at least the same as reading. Disadvantaged maths (GD) attainment remains consistently high. These groups achieve above national at the end of KS1.

Area (Evidence/Research)	Evidence	How? (Collaborate &Disseminate)	Empower /Training	Monitor/ Staff Responsible	Challenge/ Analyse	Report Costs	Validate/ Goal
4.Science **Documents/Books** Finding the optimum: the science subject report -Ofsted Research review series: science -Ofsted **Book Study** Pupil Book Study: An evidence-informed guide to help quality assure the curriculum. By Alex Bedford 	distinct forms of knowledge are differentiated and included to help children 'get better at science'. These are substantive and disciplinary knowledge. This knowledge is explicitly taught and developed over time. The curriculum should break down complex concepts and procedures into meaningful 'chunks' of content that are sequenced in the curriculum over time. Disciplinary literacy is part of the curriculum where children read and are read high quality science texts, and books about the lives of scientists and their contributions. The curriculum anticipates where pupils are likely to hold misconceptions. These are explicitly addressed, and pupils learn how the misconception is different to the scientific idea.	All staff to use White Rose Science curriculum mapping tools, Long term planning and resources in support of teaching and learning. Children have access to and are read high quality science texts. White Rose Science Assessments to secure summative evidence. All staff to use the '5-a day' approach in their teaching. *The key to the success of White Rose Science is our small steps approach. We break down the essential aspects of key stage science into easily digestible chunks.* *Through experiment, practice and discussion, children gain core knowledge around:* *Scientific vocabulary* *'Working scientifically' skills including systematic and careful observations and following practical scientific methods* *The gathering and interpretation of straightforward scientific evidence* *The use of everyday materials and scientific equipment to solve science problems* *Articulating scientific concepts and using five types of science enquiries*	Primary science curriculum and resources | White Rose Maths (whiteroseeducation.com)	All staff SLT/Year Leads to monitor Monitoring includes Pupil Interviews with Books on a half termly schedule. Use Pupil Book Study: An evidence-informed guide to help quality assure the curriculum. By Alex Bedford 	Can teaching use assessment *for* learning, *as* learning and *of* learning effectively? Retrieval Practice in the form of Flash Back 4 linked to previous learning and also forms part of the frame work for new learning to be built? Are misconceptions checked and shown *why* they are incorrect? The 'five-a-day' approach is useful in addressing knowledge gaps or longstanding misconceptions? Explicit instruction ensures all children have an understanding of previously learned content upon which to then build new knowledge? Flexible groups temporarily bring together pupils with specific knowledge or skill gap to receive additional support (TAS)? Scaffolding is used as a supportive tool such as writing frames, or providing apt worked examples? Feedback provides specific information on how to improve and comes from a variety of source? -– (studies have shown positive effects of feedback from teachers and peers).	White Rose Science Yearly Subscription £150 Quality science texts £	All groups of children continue to attain standards above the national for 2022/23 The gap between vulnerable groups of children and all children is smaller than in 2022/23, for example SEN and disadvantaged .

Area (Evidence/Research)	Evidence	How? (Collaborate &Disseminate)	Empower /Training	Monitor/ Staff Responsible	Challenge/ Analyse	Report Costs	Validate/ Goal
5.EYFS **(As well as sections 1-3 above)** Continue to embed: - The Froebelian Principles. - SHREC approach - Sustained Shared Thinking - Early communication and language approaches  Ensure EY staff are highly knowledgeable about the curriculum and next steps so that using ZPD they can enhance children's learning by guiding them through a task slightly above their ability level. As the children become more competent, staff will gradually stop helping until the child can perform the skill by themselves.  Ensure high quality Nursery outdoor learning that will: - Enrich Communication, Language and Literacy - Enrich Collaboration, Mathematical Thinking and Problem Solving - Enrich Investigation and Discovery	Vygotsky's Zone of Proximal Development and Scaffolding (simplypsychology.org) The zone of proximal development (ZPD) has been defined as: "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).	Continue to embed QFT, TAS, early language and maths approaches using EEF guidance as well as embedding Froebelian principles. Continue to ensure high quality interaction through the SHREC approach & Sustained Shared Thinking. Use 'EYFS: Language of Learning' handbook to provoke, provide and evaluate language development to ensure that the progress in spoken communication that lays firm foundations for later learning. This book will be used to progress language functions - not just developing syntax and broadening vocabulary, but doing so in order to communicate across different language functions. To describe and elaborate, to reason logically, to empathise or imagine. Use ZPD to ensure: Scaffolding as a process "that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts." Scaffolds require the adult's "controlling those elements of the task that are initially beyond the learner's capability, thus permitting them to concentrate upon and complete only those elements that are within their range of competence" (p. 90). Reconfigure the pond area (& surrounding land) of the school orchard to provide a quality outdoor Nursery learning area that supports learning across the whole curriculum. - The benefits of outdoor learning in the early years have now been firmly recognised for both educators and young children's learning and development. Being outside in the fresh air for three hours every day helps benefit brain and body functioning. - Simply being outside improves health, social and emotional wellbeing, improved immunity, sight, sensorial and hearing development, neuro and physical development, and cognitive enhancement at a child's unique pace. Outdoor learning in the early years - Early Education (early-education.org.uk)	https://www.froebel.org.uk/training-and-resources/webinars Let's Explore Sustained Shared Thinking - Early Excellence https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/High_quality_interactions_in_the_Early_Years_-_The_'ShREC'_approach.pdf https://earlyexcellence.com/eex-podcasts/	All EYFS Staff EY Leads	Can the Froebelian Principles be seen in action? 1. Unity & Connectedness 2. Autonomous Learners 3. The Value of Childhood in its own Right 4. Relationships Matter 5. Creativity and the Power of Symbols 6. The Central Importance of Play 7. Engaging with Nature 8. Knowledgeable, Nurturing Educators Can ZPD be seen in action? To assist children to move through the zone of proximal development, EY staff will focus on three important components which aid the learning process: • The presence of someone with knowledge and skills beyond that of the learner (a more knowledgeable other). • Social interactions with a skilful tutor that allow the learner to observe and practice their skills. • Scaffolding, or supportive activities provided by the educator, or more competent peer, to support the student as he or she is led through the ZPD. Are all children experiencing a language rich environment? Improve key areas of outdoor provision and ways of using these to support teaching and learning across the curriculum in Nursery. Explore how outdoor resources can be used to both embed skills and knowledge and secure progression.	Froebelian pamphlets & Podcasts – free Vygotsky's Zone of Proximal Development and Scaffolding information - free Nursery outdoor area reconfigure cost £ EYFS: Language of Learning – a handbook £18	A higher than national; % of children will reach a GLD. Children will be autonomous learners, will be able to self-regulate and will have nurtured high-quality relationships. A quality outdoor environment will consistently be available for all Nursery children.

Research:
https://www.froebel.org.uk/uploads/documents/Froebelian-Principles.-Poster-version-with-a-white-backbround.pdf



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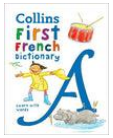
6.Subject Leadership/ Curriculum Enhancement As well as ALL children attaining highly through retaining the planned knowledge & skills detailed within our subject overviews through systematic and explicit instruction (see QFT and TAS), **children experience a broad enriched curriculum that goes beyond the National Curriculum.**	Curriculum research reviews - GOV.UK (www.gov.uk) Subject Leader (subjectleaders.co.uk)	**All subject Leaders to continue to provide rich learning opportunities in their subject areas.**	Subject Leaders Subject Leaders Network. Subject Leader (subjectleaders.co.uk)	All subject leads.	Does the curriculum continue to be ambitious, coherently planned and sequence with resources chosen well to meet the needs of children and promote learning? Do all staff have a firm understanding of the curriculum and what it means for their practice?	Subject Leader Network £89	All children consistently achieve highly in every subject area, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.
Curriculum Enhancements: French Children will access a high-quality French curriculum. They will learn to understand and say simple words and phrases in French. How we are boosting our support for language lessons in schools - The Education Hub (blog.gov.uk) Languages are a key part of a broad and balanced curriculum, and evidence suggests learning a language has strong economic benefits too, including improving international trade. The British Council also identified that Spanish, Mandarin, French, Arabic, and German are the top five priority languages to improve the UK's skills, security and influence in the world.	Languages in outstanding primary schools - Ofsted: schools and further education & skills (FES) (blog.gov.uk) Children in Year R (22/23) have shown an interest in learning French from European Language Week. Two children attended 'French school' out of school and were keen to show their French language skills to their peers. The children asked questions e.g. how to say different words in French leading to impromptu French teaching.	**All children to be taught French weekly/daily in an age appropriate way.** As there are varying degrees of knowledge of the French language throughout the school, all children will start with initial basic French language skills such as sounds and simple greetings. All resources used are to be authentic to ensure that the children access a realistic French language curriculum. Teachers and Year leads to review and discuss the progress of French teaching half termly. Half termly pupil interviews. After school club to run to teach French – Aliance Francaise de Milton Keynes. Hall hire: £10 per session.	Authentic French videos to learn and model the language.  Primary French dictionaries .	All staff Subject leads Year group leads	Are children retaining simple French words and phrases? – pupil interviews. Are Year Leads aware of children's start points and updated with progress reviews. Is explicit, skilled teaching of French working with a progressive framework. What have the pupils learnt? Have they learnt all of the words and phrases we set out to teach them? Are pupils aware that speaking and understanding French is a lifelong skill that can be built upon? Are staff modelling French appropriately and consistently? Is feedback given and lessons adjusted accordingly?	Primary French dictionaries £41.88 - £3.49 per book x 12 (2 per Reception and KS1 class) First French Dictionary: 500 first words for ages 5+ (Collins French S - smeikalbooks	Evidence will show that all children have experienced richer experiences than in 22/23. All children and staff to know, understand and say simple French words and phrases.

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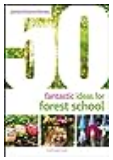
British Sign Language Develop children's communication skills through the use of British Sign Language (BSL). The use of nonverbal language promotes inclusivity and accessibility for the deaf communities and other SEND groups who would benefit from sign as an additional language. Sign language provides all children with an alternative way to communicate and make themselves understood.	Some British Sign Langauge is already used within Russell Street School (e.g. 'well done' and 'thank you'). Walkthrus 1 – Signal, Pause, Insist. The effective use of signals in managing classroom behaviours (although not explicitly BSL) enables readiness for teachers and learners to engage in teaching and learning.	**All children will learn new signs weekly/daily in an age appropriate way.** Resources are from an approved BSL provider. Children and staff will be encouraged to communicate using BSL. Signs being learnt each week will be added to parental communications (SWAYS) and the staff weekly overview. Teachers and Year Leads to review and discuss the progress of BSL teaching half termly. Feedback to be given and lessons adjusted accordingly.	Training: Online British Sign Language Course - Learn BSL Today (british-sign.co.uk) 	All staff Subject leads Year group leads	Are children being taught British Sign Language effectively? Are they given time the process and implement the signs they have learnt in context? Are all staff members embedding BSL into school life and using it effectively when communicating? What is the impact of using BSL with SEND pupils? The use of British Sign Language across the school – is BSL being used outside of explicit teaching sessions? How often?	BSL Training – £25 per person BSL Posters/ resourcing £	All children to build upon their prior knowledge of British Sign Language and use it throughout school. SEND children to use British Sign Language as an alternative form of communication where appropriate.
Forest School England's largest outdoor learning project reveals children more motivated to learn when outside - GOV.UK (www.gov.uk) Forest Schools: impact on young children in England and Wales - Forest Research	Forest Schools make a difference in the following ways: **Confidence:** children have the freedom, time and space to learn and demonstrate independence **Social skills:** children gain increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play **Communication:** language development is prompted by the children's sensory experiences **Motivation:** the woodland tends to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time **Physical skills:** improvements are characterised by the development of physical stamina and gross and fine motor skills **Knowledge and understanding:** children develop an interest in the natural surroundings and respect for the environment	Using the outdoor learning curriculum overview and Forest school activity books collaborate to plan Forest School sessions across the school. EC to work on plans for nursery. KC to develop plans for reception-Y2, ensuring sessions progress for each year group. Ensure children are given a wide range of opportunities in Forest School. When planning Forest School sessions take into consideration celebrations, community and annual events. As well as planned activities children should be given the opportunity to have free play within the Forest School environment. Plan sessions based around books.	Forest School level one training completed. Reading evidence based materials about Forest School and outdoor learning.	Year Leads/ SLT Kim Campbell Ellei Clack	Is the environment planned and resourced to ensure Forest School is purposeful? Are children given ample time during Forest School sessions to fully engage in activities? How can we show the learning children have undertaken in Forest School sessions?	£13.24 £6.99 £10.99  Total £31.22	Evidence will show that children have experienced rich and enhancing Forest School sessions, developing their confidence, social skills and communication.

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7. Safeguarding **RSE / Jigsaw** Ensure the curriculum covers all necessary aspects of KCSIE and the equality act/protected characteristics. Jigsaw PSHE The Mindful Approach to PSHE, Well-Being, SEL Relationships education (Primary) - GOV.UK (www.gov.uk) Equality_Act_Advice_Final.pdf (publishing.service.gov.uk) *Inspecting teaching of the protected characteristics in schools - GOV.UK (www.gov.uk)*	'The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.' – **government website** Key points - Teachers play a key role in defining healthy relationships for children. - Effective teaching of RSE requires sensitive and well-judged planning. - RSE teaches about positive emotional and mental wellbeing.	Continue to introduce iSafe during the first term of the academic year. New sections to be added to iSafe: 1. Colour Monsters / Emotional literacy. 2. Harmful Sexual Behaviours. Jigsaw schemes of work to commence once iSafe has been completed. Use the EEF Social and emotional learning (SEL) interventions to improve pupils' decision-making skills, interaction with others and their self-management of emotions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Ensure reading material is available across the school so that the protected characteristics can be taught effectively in an age appropriate way. Book list to be compiled and made available to all staff.	Jigsaw 'optimise and training' available on website as part of the subscription. Jigsaw (jigsawpshe.online)	All staff. Curriculum lead responsible for monitoring.	Have all staff completed the iSafe programme during Autumn 1? Can children identify their five key adults and discuss their safety network when asked? Can children confidently identify each colour monster and their meaning? Are regular check in circles that reference which 'colour' the children are and why taking place? Are Jigsaw lessons taking place weekly? Can the children discuss what they are learning as part of their Jigsaw teaching? Are all areas of KCSIE covered through iSafe/Jigsaw/school policies? Have all areas of the protected characterises been discussed/taught across the academic year? Do children behave with consistently high levels of respect for each other? Do children play highly positive roles in creating a school environment in which commonalities are identified and celebrated, difference valued and nurtured and bullying, harassment and violence are never tolerated?	Jigsaw subscription - £80 (per year group) x 4 = £20 per year Protected characteristics reading material. Cost?	Children can confidently and happily talk about their feelings and emotions and can relate these to the colour monster emotions. Behaviours and attitudes are exceptional.

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Computing (Changes to KCSIE 2023) Increased expectations and responsibilities around the schools filtering and monitoring IT systems Staff Safeguarding and Child Protection training should include an understanding of the above. Reiteration that schools should follow the recently published DfE publication of Filtering and monitoring standards and guidance. Governing bodies/ proprietors strategic training should include an understanding of the above and should review the above standards with IT staff and service providers. Schools should consider meeting the Cyber security standards. The Safeguarding and Child Protection Policy should reflect the individual schools' approach to the above on school devices and networks.	KCSIE 2023 Meeting digital and technology standards in schools and colleges doc.	DSLs, Governors and IT support need to know how to contact E2bn and understand how and what can be filtered by our current systems. (Currently in a contract until 19/03/25 with E2bn). E-learning and Acceptable Use policy to be updated to reflect the demands on KCSIE 2023. Safeguarding governor to work alongside SLT to understand the changes to KCSIE. ISO/IEC 27001:2013 This is a cyber security award that we could potentially work towards. Not statutory but advised. Review Child Protection, E-learning and Acceptable Use policy to ensure that any changes to KCSIE have been included. Check OFSTED framework to ensure that we are compliant.	SLT to train staff on monitoring filters and recoding and reporting to E2bn Part of annual safeguarding training. JvR, Turn it on, LR JvR AS Cyber security training INSET September 23	JvR AS All DSLs	Do all SLT understand the changes to KCSIE 2023 and the implications to their delivery of the computing curriculum? Do DSLs understand how to monitor individual staff and pupil use outside of the schools filters? Have all staff read and understood the new acceptable use and e-learning policy? Do all staff understand their responsibilities in terms of monitoring internet usage during lessons? Do E2bn meet the needs covered by the 'Meeting digital and technology standards in school and colleges'? Is the coverage appropriate for **our s**etting? Has E2bn's provision been monitored effectively by DSLs and governors? Has Andrew Hall filtering and monitoring audit to be completed by JvR and fed back to DSLs?	Costs?	All KCSIE expectations for filtering and monitoring will be met.