



Russell Street School

School Development Plan 2022/2023

Overall Cost - £65,827.59

Funding		
1 - Quality First Teaching		Walkthrus 2 Books £35 Walkthrus subscription (3 year subscription) £840 Peer to peer & coaching release costs £27,843
2 – Targeted Academic Support (TAS)		School Led Tutoring costs £27,533
3 – English (includes TAS)	Writing & Spelling	TWS Training (No cost – purchased in 2021) Spelling Book Training (No cost – purchased in 2021) Letter Join £379.20
	Language, Oracy & Vocabulary	Bringing Words to Life £22.59 Magic Words £2,100
	Phonics / Reading Comprehension	RWI Comprehension materials £1066 Peer support & coaching costs (already included in 1) Book Talk Books £1000
4 – Maths (includes TAS)		Peer support & coaching (already included in 1) White Rose Maths Training £450 White Rose Maths Booklets £1574.80
5. EYFS		Frobelian pamphlets & Podcasts- no cost EEx SST £45 Maximising Outdoor Learning EEX £395
6 Subject Leadership – (PCK)		Subject Leader Network £89
7– KS1 Continuous Provision		KS1 rethinking Practice EEX £135
8 – Cultural Capital – tips and visits/texts etc & Character development		Subsidy for Trips and visits. £500 per year group £2,000 Jigsaw update £320
TOTAL SPEND		£65,827.59

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 <ul style="list-style-type: none">— Managing cognitive load— Revisiting prior learning	B. Motivate staff <ul style="list-style-type: none">— Setting and agreeing on goals— Presenting information from a credible source— Providing affirmation and reinforcement after progress	C. Develop teaching techniques <ul style="list-style-type: none">— Instruction— Social support— Modelling— Monitoring and feedback— Rehearsal	D. Embed practice <ul style="list-style-type: none">— Providing prompts and cues— Prompting action planning— Encouraging monitoring— Prompting context specific repetition
---	---	--	--

Professional development is prioritised throughout this development plan.

Education White Paper:











- 9 In every 10 need to achieve the expected standard in reading, writing and maths (90%).









The EEF recommends that half of PP funding should be spent on high-quality teaching as the first tier of support (see section 1 below), with the other half going towards targeted academic support (point 2 below) and wider opportunities (see other points below)









We will achieve this by working in partnership with others enabling collaboration between teachers, schools and children's services so that every child achieves their full potential.

Milestones Indicators

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

 <p>Area (Evidence/Research)</p>	 <p>Evidence</p>	 <p>How? (Collaborate & Disseminate)</p>	 <p>Empower/ Training</p>	 <p>Monitor/ Staff Responsible</p>	 <p>Challenge/ Analyse</p>	 <p>Report Costs</p>	 <p>Validate/ Goal</p>
<p>1. Quality First teaching – improves outcomes for all groups of children.</p> <p>– 5 a day approach & Walkthru’s</p> <p>Documents/Books https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=1653283267</p> <p>Best evidence on impact of COVID-19 on pupil attainment EEF educationendowmentfoundation.org.uk</p> <p>Feedback Feedback EEF educationendowmentfoundation.org.uk</p>	<p>EEF- evidence suggests some promising ‘best bets’ when it comes to developing, planning and sustaining high quality teaching.</p> <p>These include:</p> <ul style="list-style-type: none"> -high quality daily teaching; the five-a-day’ approach; -improving outcomes in reading and mathematics (see 3 and 4); -securing effective professional development (throughout this SDP); and -using diagnostic assessment to address learning gaps (see TAS) 	<p>All staff to use the ‘5-a day’ approach in their teaching (see larger poster at end of SDP_</p>  <p>Training in Walkthrus 1 & 2:</p> <ul style="list-style-type: none"> 1& 2- Explicit Instruction (Mode A & Mode B teaching) & Cognitive & Metacognitive Strategies - WT2 pg 56+ (also WT1 pages 66- 148) 3. Scaffolding – WT1 – pg 80+ 4. Flexible Groupings (as per 2021/2022) 5. Worked Examples – WT1 pg 68+ <p>Plus Feedback – WT1 pg 104+</p>	 <p>See 5 a day approach training plus:</p> <ul style="list-style-type: none"> ‘Teach to the top’ WT2 pg 68 ‘SEND: Aim High (plan support)’ pg 70 ‘Pitch it up’ WT1 pg 58 	<p>All staff</p> <p>SLT/Year Leads to monitor</p> <p>(see monitoring calendar, including peer to peer and coaching support)</p>	<p>Explore – can the following be seen?</p> <p>The ‘five-a-day’ approach is useful in addressing knowledge gaps or longstanding misconceptions?</p> <p>Explicit instruction ensures all children have an understanding of previously learned content upon which to then build new knowledge?</p> <p>Flexible groups temporarily bring together pupils with specific knowledge or skill gap to receive additional support (TAS)?</p> <p>Scaffolding is used as a supportive tool such as writing frames, or providing apt worked examples?</p> <p>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).</p>	<p>Walkthru’s books and training £35</p> <p>Walkthru’s subscription £840 -3 year subscription</p> <p>Peer to peer & coaching release costs £27,843</p>	<p>All groups of children continue to attain standards above the national for 2022.</p> <p>The gap between vulnerable groups of children and all children is smaller than in 2022.</p>
<p>Feedback</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6</p> <p>Metacognition and self-regulation</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +7</p>							

 <p>Area (Evidence/Research)</p>	 <p>Evidence</p>	 <p>How? (Collaborate & Disseminate)</p>	 <p>Empower/ Training</p>	 <p>Monitor/ Staff Responsible</p>	 <p>Challenge/ Analyse</p>	 <p>Report Costs</p>	 <p>Validate/ Goal</p>												
<p>2.Targeted Academic Support – to ensure all pupils succeed.</p> <p>High-quality one to one and small group tuition.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=1654771867</p> <p>Research review series: English - GOV.UK (www.gov.uk) <i>'girls outperform boys and pupils from disadvantaged backgrounds achieve less well than their peers'</i></p>	<p><u>TAS was used for PP and the lowest 20% of readers last year. The gap between PP and all other readers in year 1 completely closed because of this.</u></p> <p><u>TAS will now be implemented across all core subjects.</u></p> <p>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.</p> <p>These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.</p>	<table border="1"> <tr> <td>Timing</td> <td>Intervention sessions are often brief (e.g. 15-30 mins) and regular (e.g. 2-5 per week).</td> </tr> <tr> <td>Assessment</td> <td>Assessments are used to identify pupils, guide areas of focus, and to track pupil progress.</td> </tr> <tr> <td>Resourcing</td> <td>The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.</td> </tr> <tr> <td>Give it time</td> <td>Careful timetabling is in place to enable consistent delivery. Sessions are typically maintained over a sustained period (e.g. 8-20 weeks).</td> </tr> <tr> <td>Expert delivery</td> <td>Interventions are delivered by a qualified teacher or, if they are unavailable, a trained teaching assistant. The intervention programme is followed precisely and suggested delivery protocols are followed.</td> </tr> <tr> <td>Teacher links</td> <td>If not delivered by the classroom teacher, the intervention deliverer and the teachers communicate regularly and make appropriate connections between out-of-class learning and classroom teaching.</td> </tr> </table> <p>TARGET approach to be used in the same way as 'reading 21/22' to target:</p> <ol style="list-style-type: none"> Maths (see section 4) obj 5 – Using targeted support in small flexible groups: EEF planning guide 22/23 <p>Mathematics</p> <p><i>Use diagnostic assessment to build on pupils' existing mathematical knowledge and understanding.</i></p> <p><i>With a clear rationale, use manipulatives and representations to aid pupils' mathematical understanding.</i></p> <p><i>Explicitly teach pupils problem solving strategies, comparing different approaches where appropriate.</i></p> <p><i>Develop a rich network of mathematical knowledge for pupils, for example, emphasising the connections between mathematical facts, procedures, and concepts.</i></p> <p><i>Develop pupils' independence so that they can plan, monitor, and evaluate their mathematical thinking.</i></p> <p><i>Use tasks to address pupils' misconceptions, providing examples and non-examples where appropriate.</i></p> <p><i>Use high quality structured interventions to provide targeted support.</i></p> <ol style="list-style-type: none"> Writing (section 4)– phonics/reading group times to be extended to include fluency of transcription skills through extensive and effective practice. 	T iming	Intervention sessions are often brief (e.g. 15-30 mins) and regular (e.g. 2-5 per week).	A ssessment	Assessments are used to identify pupils, guide areas of focus, and to track pupil progress.	R esourcing	The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.	G ive it time	Careful timetabling is in place to enable consistent delivery. Sessions are typically maintained over a sustained period (e.g. 8-20 weeks).	E xpert delivery	Interventions are delivered by a qualified teacher or, if they are unavailable, a trained teaching assistant. The intervention programme is followed precisely and suggested delivery protocols are followed.	T eacher links	If not delivered by the classroom teacher, the intervention deliverer and the teachers communicate regularly and make appropriate connections between out-of-class learning and classroom teaching.	<p>See sections 1, 2 & 3.</p> <p>Use the basics of WT1 pg 150+ & WT2 pg 150+</p>	<p>All Staff</p> <p>Maths & Writing Lead teachers</p> <p>Reading & Phonics Leads</p> <p>Reading Leader</p>	<p>Is small group tuition targeted at pupils' specific needs?</p> <p>Has diagnostic assessment been used to address learning gaps?</p> <p>Is learning in one to one and small groups is carefully linked with classroom teaching?</p> <p>Is everyone teaching one to one tuition and small group tuition experienced and well-trained?</p> <p>Is the intervention brief and very regular?</p> <p>Is there regular communication and best practice sharing between everyone delivering the intervention?</p> <p>Is instructional coaching and lesson study taking place?</p> <p>Are there any learning communities that have been or could be joined?</p>	<p>School Led tutoring costs £27,533</p>	<p>All groups of children continue to attain standards above the national for 2022.</p> <p>The gap between vulnerable groups of children and all children is smaller than in 2022.</p>
T iming	Intervention sessions are often brief (e.g. 15-30 mins) and regular (e.g. 2-5 per week).																		
A ssessment	Assessments are used to identify pupils, guide areas of focus, and to track pupil progress.																		
R esourcing	The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.																		
G ive it time	Careful timetabling is in place to enable consistent delivery. Sessions are typically maintained over a sustained period (e.g. 8-20 weeks).																		
E xpert delivery	Interventions are delivered by a qualified teacher or, if they are unavailable, a trained teaching assistant. The intervention programme is followed precisely and suggested delivery protocols are followed.																		
T eacher links	If not delivered by the classroom teacher, the intervention deliverer and the teachers communicate regularly and make appropriate connections between out-of-class learning and classroom teaching.																		
					<p>One to one tuition High impact for moderate cost based on moderate evidence</p> <p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>+5</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>+4</p> <p>Peer tutoring High impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>+5</p>														

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

3. English –

Learning to be literate relies on pre-existing oral language and cognitive skills.

The reciprocal relationship between oral language, reading and writing can cause the gaps between children with literacy difficulties, or children from disadvantaged homes, and their more advantaged peers to grow as they move through school.

Teachers play an important role in establishing children as competent readers so reading can become the child's own tool for lifelong learning.

TAS was used for PP and the lowest 20% of readers last year. The gap between PP and all other readers in year 1 completely closed because of this. TAS will now be implemented across all core subjects.

Writing/Spelling:

Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling.

Transcription refers to the physical processes of handwriting or typing, and spelling.

Children must develop fluency in these to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing.

A large amount of practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing. focus on spellings that are relevant to the topic or genre being studied.

Spelling should be explicitly taught.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>

OFSTED English Review - <https://www.marcohayes.com/post/a-summary-of-ofsted-s-english-research-review-for-teachers-and-leaders>

Continue to use TWS approach ensuring pre-writing activities, drafting, editing and revising; and sharing activities take place. Staff will model and provide structured support (using scaffolds) that will gradually be reduced as children progress.

In RWI sessions, ensure daily dictation (Hold a Sentence) activities take place to ensure fluency of handwriting and phoneme application.

Slow or effortful transcription hinders writing composition, therefore continue regular practice of 'Letter Join' to achieve fluency.

Spelling to be taught explicitly through 'The Spelling Book' approach.

Where necessary:
Using the TAS approach applied to reading in 21/22 – implement explicit instruction through flexible groupings and scaffolding, extend reading group time (for children who require it) into scaffolded writing sessions and/or spelling sessions.



TWS & Spelling Book training (No cost – purchased in 2021)

All Staff

Year Leads

Writing Lead

Are children given a large amount of practice time, supported by effective feedback, so that they can develop fluency in TWS and RWI sessions?

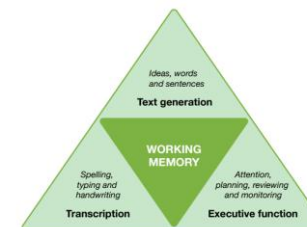
Are children given regular dictation practice in Reception and Year 1? (as per Development Matters and NC for yr 1)

Are children motivated and fully engaged in the process of improving their writing? How do we know?

Is there a focus on spellings that are relevant to the topic or genre being studied? Is spelling, as a transcription skill, being taught explicitly, rather than simply tested?

Do children have enough cognitive resources available to write? See Figure 6 below. Working memory has a limited capacity, therefore when children are in the early stages on writing development, they are not able to apply all of the skills below to produce quality writing. Teachers need to use the scaffolds in RWI and TWS.

Figure 6: Based on 'The Simple View of Writing' developed by Berninger et al.⁴⁹



No costs as all materials were purchased in 2021










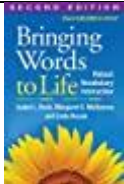
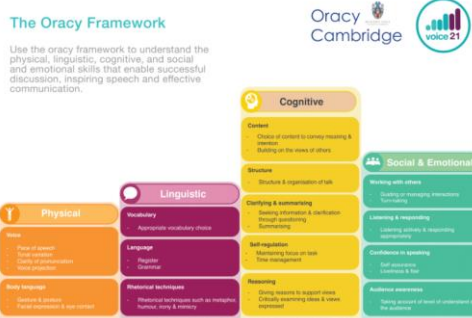
TWS
£1,399.99










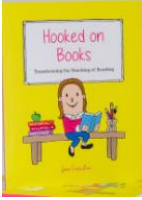




















Spelling Book Training
£1,399.99










Letter Join
£379.20












All groups of children continue to attain standards above the national for 2022.










The gap between vulnerable groups of children and all children is smaller than in 2022. The number of children achieving writing GD has increased.









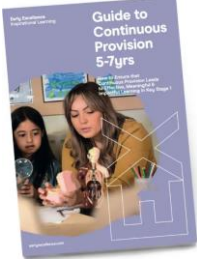

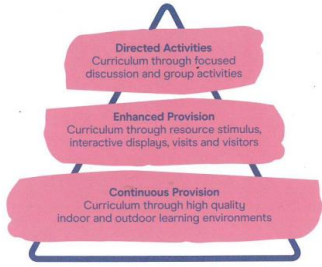
 <p>Area (Evidence/Research)</p>	 <p>Evidence</p>	 <p>How? (Collaborate & Disseminate)</p>	 <p>Empower/ Training</p>	 <p>Monitor/ Staff Responsible</p>	 <p>Challenge/ Analyse</p>	 <p>Report Costs</p>	 <p>Validate/ Goal</p>
<p>Language, Oracy & Vocabulary Develop children's speaking & listening skills and a wider understanding of language and vocabulary.</p> <ul style="list-style-type: none"> - There is promising evidence that reading comprehension is improved with targeted teaching that improves children's speaking and listening skills. - Communication and language provide the foundations for learning, thinking and well-being. - Pupils' expressive vocabulary (the words that they can use) and receptive vocabulary (the words that they understand) are important components of their wider language skills. There is a positive correlation between a pupil's vocabulary size and their academic success. - At both primary and secondary level, the gap between those who are word-rich and those who are word-poor correlates with lasting socio-economic and health inequalities. Children with a language deficit at the age of 5 are 4 times more likely to have reading difficulties when they are adults. 	<p><u>OFSTED English Review:</u> Vocabulary is a significant area of knowledge which has far-reaching effects on children's achievement in English.</p> <p>https://www.gov.uk/government/publications/curriculum-series-english/curriculum-research-review-series-english</p> <p>I Can Website: More resources (ican.org.uk)</p>	<p>Plan specific classroom activities to allow for opportunities for teachers to model competence as a speaker and listener? (This modelling contributes significantly to developing children's spoken language – staff should model language forms that pupils may not encounter away from school as well as introducing potentially unfamiliar vocabulary. Staff should reframe children's spoken language and ask children to repeat back the reframing.</p> <p>Give all children the opportunity to take part in 'exploratory talk' (trying out new ideas) and 'presentational talk' (focusing on articulate communication).</p> <p>Plan to teach specific vocabulary as well as modelling and extending children's language and thinking during interactions and activities using the tiered system:</p>  <p>Teach Oracy through the deliberate, explicit and systematic teaching of Oracy across phases and throughout the curriculum – see Oracy Framework. (see RSS Oracy overview). Embed Early Language Approaches – see section 5</p> <p>To continue using Magic Words (SEE SDP 21/22) ensuring high quality, effective SALT provisions that achieve tangible positive outcomes.</p>	 <p>Teaching Robust Vocabulary Instruction</p>	<p>All Staff</p> <p>English Leads</p>	<p>Is targeted vocabulary instruction happening in every subject? Are high quality structured interventions used for those pupils who are struggling?</p> <p>Are staff modelling competence as a speaker and listener?</p> <p>Are staff modelling language forms that pupils may not encounter away from school as well as introducing potentially unfamiliar vocabulary?</p> <p>Are staff reframing children's spoken language and asking children to repeat back the reframing?</p> <p>Can the tired system of target words be seen in action? Are they pre-taught to children to ensure that all children can understand the range of texts taught in class?</p> <p>Tier 1 – everyday words familiar to children – eg leaves Tier 2 – words that appear frequently across several topics – eg limb. Tier 3 – Less common topic specific words – eg endangered.</p> <p>Can the Oracy Framework be seen in action?</p> 	<p>Bringing Words to Life £22,59</p> <p>Magic Words £2,100</p>	<p>All groups of children continue to attain standards above the national for 2022.</p> <p>The gap between vulnerable groups of children and all children is smaller than in 2022.</p>
<p>Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>+6</p>							









 <p>Area (Evidence/Research)</p>	 <p>Evidence</p>	 <p>How? (Collaborate & Disseminate)</p>	 <p>Empower/ Training</p>	 <p>Monitor/ Staff Responsible</p>	 <p>Challenge/ Analyse</p>	 <p>Report Costs</p>	 <p>Validate/ Goal</p>								
<p>Phonics/Reading & Comprehension</p> <p>Skilled reading requires accurate, speedy word reading and good Language comprehension. A broad curriculum allows children to comprehend increasingly complex texts. (OFSTED Eng Review)</p> <p>Both decoding and comprehension skills are necessary for confident and competent reading, but neither is sufficient on its own.</p> <p>When staff read aloud to children, essential listening and reading comprehension skills are developed.</p>	 <p>New episode of Evidence into Action – “Teaching reading: The... EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	<p>Children made very strong progress in phonics in 21/22. Continue to use this TAS approach. Ensure staff continue to have the necessary pedagogical skills and content knowledge through training and peer support/regular coaching. Continually consider adaptations to the phonics programme in response to learning.</p> <p>Continue to improve children’s Reading comprehension by explicit teaching on the specific strategies of:</p> <ul style="list-style-type: none"> - 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) <p>Continue to use RWI Comprehension materials that successfully combine word recognition and language comprehension.</p> <p>Ensure Book Talk/Book Corner Books reflect the diversity of the school community.</p> <p>Read aloud to all children at least once daily.</p>	   <p>Phonics RWI training & Comprehension training purchased in 2021.</p> <p>Reading Leader phonics training.</p>	<p>All Staff</p> <p>Reading Lead</p> <p>Phonics Lead</p> <p>Reading Leader</p>	<p>Progress in reading requires motivation and engagement that help pupils develop persistence and enjoyment in their reading. Are children motivated to read? How do we know?</p> <p>Are reading comprehension strategies being taught through modelling and supported practice?</p> <p>Are children being given the correct opportunities to develop reading fluency?</p> <p>Do children have a wide language and literacy experience through active engagement with different genres of texts and a wide range of topics?</p> <p>Are children read aloud to frequently? Does skilful questioning take place to unlock the meaning and joy of the text? Do staff model comprehension strategies they are focusing on. For example...‘I’m going to make a prediction.....’</p> <p>Are the specific strategies of: Predict, question, clarify, summarise and activate prior knowledge. Specifically taught? Are these strategies modelled and practised?</p> <p>Do Book Talk/Book Corner Books reflect the diversity of the school, country and world?</p>	<p>RWI Comprehension materials £1,066</p> <p>Peer support & coaching costs £27,843</p> <p>Book Talk Books £1,000</p>	<p>All groups of children continue to attain standards above the national for 2022.</p> <p>The gap between vulnerable groups of children and all children is smaller than in 2022.</p> <p>The number of children achieving reading GD has increased.</p>								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p>Phonics</p> <p>High impact for very low cost based on very extensive evidence</p> </td> <td style="width: 15%; border: none; text-align: center;">  </td> <td style="width: 15%; border: none; text-align: center;">  </td> <td style="width: 15%; border: none; text-align: center;">  </td> </tr> <tr> <td style="border: none;"> <p>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence</p> </td> <td style="border: none; text-align: center;">  </td> <td style="border: none; text-align: center;">  </td> <td style="border: none; text-align: center;">  </td> </tr> </table>								<p>Phonics</p> <p>High impact for very low cost based on very extensive evidence</p>				<p>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence</p>			
<p>Phonics</p> <p>High impact for very low cost based on very extensive evidence</p>															
<p>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence</p>															

 <p>Area (Evidence/Research)</p>	 <p>Evidence</p>	 <p>How? (Collaborate & Disseminate)</p>	 <p>Empower/ Training</p>	 <p>Monitor/ Staff Responsible</p>	 <p>Challenge/ Analyse</p>	 <p>Report Costs</p>	 <p>Validate/ Goal</p>												
<p>4. Maths OFSTED Maths Review: High-quality maths education may have the following features. Educators plan to give pupils opportunities to consolidate learning that:</p> <ul style="list-style-type: none"> - go beyond immediately answering questions correctly - involve overlearning - align with the detail and sequence of the curriculum - are free of distraction and disruption - strike a balance between type 1 and type 2 practices (see chart) - avoid creating a reliance on outsourced memory aids or physical resources - help pupils to avoid relying on guesswork, casting around for clues or the use of unstructured trial and error. 	<p>OFSTED Maths Review *1 Research review series: mathematics - GOV.UK (www.gov.uk)</p> <p>Responding to the 2021 Mathematics Ofsted research review *2 ATM MA FINAL Response to Ofsted Research Review-links.pdf (See Autumn Term weekly CPD)</p> <p>Ensure everyone understands the importance of regular and sustained practise so that answers can be pulled from memory (rather than calculated) therefore incurring virtually no cost to working memory (D Willingham)</p>	 <p>(see end of SDP)</p> <ol style="list-style-type: none"> 1. Develop staff understanding of how children learn mathematics through per to peer support/training. 2. Dedicate time for children to learn mathematics and integrate mathematics throughout the day (eg comment that a child is first, second, third in a line. Rephrase statements – such as refining big when a child means tall). 3. Use agreed carefully chosen concrete manipulatives – see KS1 continuous provision. (manipulatives provide a bridge to abstract thinking). *2 pg 7, 9 4. Ensure that teaching builds on what children already know – see section 1. 5. Use specific targeted support – see section 2. <p>Ensure all staff understand the developmental progressions in Maths pgs 9/10/11 Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	<p>WRM – Primary schemes explored (scheme adaptations to spend longer on learning key concepts). https://www.eventbrite.co.uk/e/webinar-new-primary-schemes-for-20222023-explored-050722-registration-333646364257?_ga=2.139024375.535196581.1652190427-1968752534.1652190427</p> <p>KS1 on-demand WRM training https://whiterosemaths.com/professional-development/fund-out-more#subscribe</p>	<p>All Staff</p> <p>Maths Leads</p>	<p>OFSTED Maths review – states: The first barrier to overcome is language. Pupils therefore need to be proficient readers at the required level – are we ensuring that all children can read the text/questions in their maths books?</p> <p>Think explicit vocabulary teaching - do children understand the text and have they been pre-taught the mathematical language they will need?</p> <p>Manipulatives don't always help learning – they sometimes impede it. It's familiarity that helps, because it allows students to think in new ways about things they already know.</p> <ul style="list-style-type: none"> - Are children familiar (fluent/have automaticity) with their manipulatives? - How do we know? <p><i>(OFSTED Maths review – Manipulatives may distract pupils from thinking about content to be learned. Pupils may develop habits of guessing. Visually simple counting frames, once the pupil knows how to use it consistently presents accurate connections of number, sequences, rules and bonds).</i></p> <p>Are children developing mathematical fluency through consistent daily explicit practice?</p> <p>Are we teaching:</p> <table border="1" data-bbox="1352 1161 1827 1342"> <thead> <tr> <th>Category</th> <th>Type 1</th> <th>Type 2</th> </tr> </thead> <tbody> <tr> <td>Declarative 'I know that'</td> <td>Facts and formulae</td> <td>Relationship between facts (conceptual understanding)</td> </tr> <tr> <td>Procedural 'I know how'</td> <td>Methods</td> <td>Relationship between facts, procedures and missing facts (principles/mechanisms)</td> </tr> <tr> <td>Conditional 'I know when'</td> <td>Strategies</td> <td>Relationship between information, strategies and missing information (reasoning)</td> </tr> </tbody> </table> <p>Is the 5-a-day approach (section 1) seen throughout maths teaching?</p>	Category	Type 1	Type 2	Declarative 'I know that'	Facts and formulae	Relationship between facts (conceptual understanding)	Procedural 'I know how'	Methods	Relationship between facts, procedures and missing facts (principles/mechanisms)	Conditional 'I know when'	Strategies	Relationship between information, strategies and missing information (reasoning)	<p>Peer support & coaching costs £27,843 (included in 1)</p> <p>White Rose Maths Training Costs? £450</p> <p>White Rose Maths Booklets £1,574.80</p>	<p>All groups of children continue to attain standards above the national for 2022.</p> <p>The gap between vulnerable groups of children and all children is smaller than in 2022.</p> <p>The number of children achieving maths GD has increased.</p>
Category	Type 1	Type 2																	
Declarative 'I know that'	Facts and formulae	Relationship between facts (conceptual understanding)																	
Procedural 'I know how'	Methods	Relationship between facts, procedures and missing facts (principles/mechanisms)																	
Conditional 'I know when'	Strategies	Relationship between information, strategies and missing information (reasoning)																	

 <p>Area (Evidence/Research)</p>	 <p>Evidence</p>	 <p>How? (Collaborate & Disseminate)</p>	 <p>Empower/ Training</p>	 <p>Monitor/ Staff Responsible</p>	 <p>Challenge/ Analyse</p>	 <p>Report Costs</p>	 <p>Validate/ Goal</p>
<p>5.EYFS (As well as sections 1-4 above)</p> <p>Embed the Froebelian Principles in daily practice to enhance every area of learning.</p>  <p>To ensure high quality interactions through the SHREK approach & Sustained Shared Thinking</p> <p>Ensure high quality outdoor learning through training' that will:</p> <ul style="list-style-type: none"> - Enrich Communication, Language and Literacy - Enrich Collaboration, Mathematical Thinking and Problem Solving - Enrich Investigation and Discovery <p>Embed Early language and maths approaches (see sections 3 & 4)</p>	<p>Froebel Trust Pamphlets and guides</p> <ul style="list-style-type: none"> - Nurturing Self-regulation - Observing Young Children - Wonders of Woodwork - Block Play - Froebel's Principles and Practices today - Outdoor Play - Froebel's Children and Nature <p>https://earlyexcellence.com/ex-podcasts/</p>  <p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Early numeracy approaches EEF (educationendowmentfoundation.org.uk)</p>	<p>Embed QFT, TAS, Early language and maths approaches (see sections 1-4 above) Using EEF guidance.</p> <p>Embed Froebelian principles – (using pamphlets below) https://www.froebel.org.uk/training-and-resources/webinars</p> <p>To ensure high quality interaction through the SHREK approach & Sustained Shared Thinking https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/literacy-early-years/High-quality-interactions-in-the-Early-Years-The-ShREC-approach.pdf</p>  <p>Sustained, shared thinking (SST) Sue Bacchion et al (2020) HRPY</p> <ul style="list-style-type: none"> • Tuning in • Speculating • Genuineness • Reciprocating • Respecting the child's decision • Modelling thinking (meta-cognition) • Reminding • Re-capping • Encouragement to further thinking • Sharing own experience • Offering an alternative point of view • Clarifying <p>Explore key areas of outdoor provision and ways of using these to support teaching and learning across the curriculum in the EYFS. Explore how outdoor resources can be used to both embed skills and knowledge in the EYFS and secure progression in KS1.</p>	<p>https://www.froebel.org.uk/training-and-resources/webinars</p> <p>Let's Explore Sustained Shared Thinking - Early Excellence</p> <p>Course: Maximising Outdoor Learning (learnbook.com.au)</p> <p>Austins butterfly - Bing video</p>	<p>All EYFS Staff</p> <p>EY Leads</p>	<p>Can the Froebelian Principles be seen in action?</p> <ol style="list-style-type: none"> 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 https://www.froebel.org.uk/training/films/children-and-nature https://www.froebel.org.uk/training/films/nature-play 8. Knowledgeable, Nurturing Educators https://www.froebel.org.uk/training/films/observing-young-children-with-dr-stella-louis <p>Also:</p> <p>Nurturing Self-Regulation https://www.froebel.org.uk/training/films/nurturing-self-regulation</p> <p>Froebelian approaches in Nursery https://www.froebel.org.uk/training/films/froebelian-approaches-in-the-nursery-community</p> <p>Why does Froebel matter in the 21st Century: https://www.froebel.org.uk/training/films/why-does-froebel-matter-in-the-21st-century</p> <p>Research: https://www.froebel.org.uk/uploads/documents/Froebelian-Principles-Poster-version-with-a-white-background.pdf</p>	<p>Froebelian pamphlets & Podcasts - free</p> <p>EEx SST - £45</p> <p>Maximising Outdoor Learning EEX - £395</p>	<p>A higher than national; % of children will reach a GLD.</p> <p>Children will be autonomous learners, will be able to self-regulate and will have nurtured high-quality relationships ..</p>
<p>Communication and language approaches</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>Early numeracy approaches</p> <p>Very high impact for very low cost based on extensive evidence</p>					<p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p>	<p>+6</p> <p>+6</p>	

 <p>Area (Evidence/Research)</p>	 <p>Evidence</p>	 <p>How? (Collaborate & Disseminate)</p>	 <p>Empower/ Training</p>	 <p>Monitor/ Staff Responsible</p>	 <p>Challenge/ Analyse</p>	 <p>Report Costs</p>	 <p>Validate/ Goal</p>
<p>6. Subject Leadership 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.</p>	<p>Curriculum research reviews - GOV.UK (www.gov.uk)</p> <p>Subject Leader (subjectleaders.co.uk)</p>	<p>All subject Leaders provide rich learning opportunities in their subject areas. Such as: (this list is not exhaustive and will develop over the academic year)</p> <p>Enrichment Days in a variety subjects within school (such as Indian dancing, African drumming, dinosaur visits, planetarium, pop up farm)</p> <p>Enrichment Days in a variety subjects outside school (such as MK Museum, MK Gallery, Holdenby House, MK Theatre, Whipsnade)</p> <p>DT Gallery to be created Art Gallery of children's art to be held yearly. Broad Music curriculum to be developed through the below: Classroom 200 Teaching music in schools - GOV.UK (www.gov.uk) The power of music to change lives - A National Plan for Music Education (publishing.service.gov.uk)</p> <p>All subjects to be enhanced using Curriculum research reviews - GOV.UK (www.gov.uk)</p> <p>Education to be enhanced through applying for Artsmark, Musicmark, Eco-schools etc</p>	<p>Subject Leaders</p> <p>Subject Leaders Network. Subject Leader (subjectleaders.co.uk)</p> <p>Training for Awards/Marks</p>	<p>All subject leads.</p>	<p>Does each subject area have a place in continuous provision across EY & KS1 & are rich resources available for children?</p> <p>Is the QFT (see section 1) 5 day approach applied to all subjects and does the below impact on learning across the curriculum?</p>  <p>Is the TAS approach (see section 2) used where necessary?</p> <p>Are the English targets (see section 3) applied to all subject areas?</p> <p>Have Awards/Marks been applied for that will help to ensure a richer curriculum?</p>	<p>Subject Leader Network £89</p>	<p>Evidence will show that all children have experience d richer activities in every areas of the curriculum than in 21/22.</p>

 <p>Area (Evidence/Research)</p>	 <p>Evidence</p>	 <p>How? (Collaborate & Disseminate)</p>	 <p>Empower/ Training</p>	 <p>Monitor/ Staff Responsible</p>	 <p>Challenge/ Analyse</p>	 <p>Report Costs</p>	 <p>Validate/ Goal</p>
<p>7.KS1 Continuous Provision/SEN Resources</p> <p>To provide carefully planned continuous provision resources in KS1 to enable children to learn skills, challenge their thinking and help them to embed concepts. Children need to experience their learning first-hand in order to explore and make sense of the world. This exploration supports the development of critical learning behaviours. (see EEx guide to CP KS1 Pages 6 & 7)</p> <p>There is growing evidence of the powerful relationship between self-regulation and metacognition. There is a need to provide opportunities for children to ‘plan, monitor and evaluate’ their own activities; to draw upon their prior experiences, set their own challenges and connect learning across the curriculum, driven by self-motivation.</p>	 <p><i>Children will be more likely to engage within the continuous provision areas if they are clearly defined. Creating provision areas in this way will lead to fewer distractions and also provide the context for children to collaborate, form relationships and communicate. EEX</i></p>	<p>Use the EEx Guide to Continuous Provision to:</p> <ol style="list-style-type: none"> focusing on the principles of best practice plan and resource continuous and enhanced provision plan space, organise resources and manage routines provide advice on the role of the adult and how to develop children’s independent learning review provision plans for each area of learning. <p>**Early Excellence Development Model for KS1 (below).</p>  <p>So, what do effective interactions with children in provision involve?</p> <ul style="list-style-type: none"> – Observing and tuning into the child – Showing genuine interest in what they are saying and doing – Respecting their decisions and choices, valuing these – Helping to re-cap on previous learning – Reminding how to say or how to hold, or how to share, for example – Helping a child to clarify and articulate their thinking – Making suggestions that help move learning forward – Raising questioning and encouraging children to question 	<p>https://trainin.g.earlyexcellence.com/w/u/k/courses/40-rethinking-practice-in-ks1/1487</p> <p>JULY INSET Day 2022 – see overview below.</p>	<p>All Staff</p> <p>Subject Leads</p>	<p>Use EEx Audit Guide to analyse resources available https://earlyexcellence.com/ks1-provision-audit-tool-5-7yrs/</p> <p>Is the environment planned, resourced, valued and used to impact positively on children’s engagement, independence, collaboration, self-confidence, resilience and curiosity?</p> <p>Do children have the support of adults who are skilled in observing and identifying learning, who can recognise the gaps in skills and knowledge then pinpoint what is needed next so their learning will flourish? (see diagrams **)</p> <p>Are the areas of directed provision, enhanced provision and continuous provision clearly visible? (much more emphasis on directed activities than in EY, with a larger portion of whole class (QFT) and small group (TAS) instruction.</p>  <p>EEX pg11</p> <p>Does continuous provision contain a core set of resources/manipulatives that children can access and use independently? EVERY RESOURCE NEEDS TO EARN ITS PLACE.</p> <p>Is a regular review of provision in place to ensure each area is supporting learning?</p>	<p>KS1 rethinking Practice EEX £135</p>	<p>Through careful monitoring it will be noted that children use resources to challenge & embed concepts and their speech and vocabulary is extended.</p>

 <p>Area (Evidence/Research)</p>	 <p>Evidence</p>	 <p>How? (Collaborate & Disseminate)</p>	 <p>Empower/ Training</p>	 <p>Monitor/ Staff Responsible</p>	 <p>Challenge/ Analyse</p>	 <p>Report Costs</p>	 <p>Validate/ Goal</p>
<p>8.Character development/ RSS STARS</p> <p><i>It is said that character can be measured by what one would do if no one were looking. True character is instilled at a deep level so that positive behaviour is automatic.</i></p> <p><i>Education White Paper: As part of a richer school week, all children should be entitled to take part in sport, music and cultural opportunities. (see also section 6)</i></p> <p><i>THIS IS LINKED TO POINT 6 ABOVE)</i></p>	<p>Developing character skills in schools (publishing.service.gov.uk)</p> <p>Character education framework guidance (publishing.service.gov.uk)</p>	 <p>(Poster at end of SDP)</p> <p>Ensure RSS STARS, iSafe, character development, emotional literacy, forest school, a wide rich set of experiences, good mental health & well being and the development of talents and interests is embedded throughout the school through the implementation of the above chart (see end of SDP) – through daily teaching, experiences, rewards and assemblies.</p> <p>SMSC and BV are threaded through the school curriculum.</p> <p>Purchase an updated version of Jigsaw to ensure all areas of keeping children safe are covered within the jigsaw pieces.</p>	<p>Reading evidence - based materials and working with other schools to share good practice.</p>	<p>All Staff</p>	<p>Do we go beyond the expected, so that pupils have access to a wide, rich set of experiences?</p> <p>Are the opportunities for pupils to develop their talents and interests of exceptional quality?</p> <p>Is there is strong take-up by pupils of the opportunities provided by the school and do the most disadvantaged pupils consistently benefit from this?</p> <p>Do we have in place rich experiences that are planned in a coherent way (in the curriculum and through extra-curricular activities)?</p> <p>Is character instilled at a deep level so that positive behaviour is automatic?</p> <p>Do children understand healthy eating and understand the importance of having an active & healthy lifestyle?</p>	<p>Subsidy for Trips and visits. £500 per year group</p> <p>Jigsaw £320</p>	<p>All children will experience a richer school week where they take part in a wide range of opportunities.</p> <p>Children’s character is instilled at such a deep level that positive behaviour is automatic</p>



Russell Street School – Helping **STARS** to shine brighter.

Our Mission: Russell Street School children are **STARS** - Safe, Together, Achieve, Resilient, Special.

Our Core Values and Beliefs (SMSC & BV are threaded through the curriculum. RHSE is taught through Jigsaw)

Protected Characteristics teaching happens throughout the curriculum, as well as in iSafe and Jigsaw.

SAFE - 'We all have the right to feel safe all the time. Nothing is so awful or so small that we cannot talk about it.' (RSS iSafe Programme).

TOGETHER - Highly supportive relationships are established based on mutual respect. Children make a positive contribution to society. They understand their rights and responsibilities as citizens and respect the beliefs and values of others.

ACHIEVE - Children achieve the best possible outcomes through the delivery of an exciting, ambitious curriculum built around progressive new skills and knowledge acquisition. Children have a strong desire to learn more and acquire the knowledge and cultural capital they need to succeed in life.

RESILIENT - Children demonstrate high levels of self-determination and control. Through a growth mindset attitude, children believe the impossible is possible.

SPECIAL - Children have access to a wide, rich set of experiences and have frequent opportunities to develop their talents and interests. Children feel an important sense of worth and belonging ensuring good mental health and well-being.

iSAFE Programme

Russell Street School



- Session 1 The right to feel safe
- Session 2 Early Warning Signs
- Session 3 Recognising Feeling Unsafe
- Session 4 Recognising Good Friends
- Session 5 Being Safe Around the Home
- Session 6 We are all Unique and Special
- Session 7 Race
- Session 8 Religions and Celebrations
- Session 9 Differently Abled
- Session 10 eSafety
- Session 11 Keeping Our Bodies Safe
- Session 12 Dealing With Bullies/Good Mental Health

Colour Monsters



Pillars of Character



TRUSTWORTHINESS

RESPECT

RESPONSIBILITY

FAIRNESS

CARING

CITIZENSHIP

Weekly WOW



Headteacher Award



House Points



Resilience Building



Forest School

1. Encourage healthy risk taking
2. Show acceptance of mistakes and losses.
3. Ask questions to encourage independent thinking.
4. Praise accomplishments in the right way.
5. Define and discuss emotions
6. Promote optimism and positive thinking.
7. Encourage interaction with others
8. Show that it's okay to ask for help.

Trips and Visits



MK Museum

MK Gallery

MK Theatre

Farm Visit

Various Stony Stratford

Indian Dance workshop

African Dance workshop

Dinosaur visit

Explorer Dome

& a wide variety of after school clubs

1

Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling, and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2

Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into pupils' long-term memory. Provide opportunities for pupils to plan, monitor, and evaluate their own learning.



3

Scaffolding

When pupils are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week, or term.



4

Flexible grouping

Allocate groups temporarily, based on current level of attainment. This could, for example, be a group that comes together to get some additional spelling instruction based on current need before re-joining the main class.



5

Using technology

Technology can be used by a teacher to model worked examples; it can be used by a pupil to help them to learn, to practice, and to record their learning. For instance, you might use a class visualiser to share pupils' work or to jointly rework an incorrect model.



1

Develop practitioners' understanding of how children learn mathematics



- Professional development should be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy.
- Developmental progressions show us how children typically learn mathematical concepts and can inform teaching.
- Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders.
- The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics.

2

Dedicate time for children to learn mathematics and integrate mathematics throughout the day



- Dedicate time to focus on mathematics each day.
- Explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games.
- Make the most of moments throughout the day to highlight and use mathematics, for example, in daily routines, play activities, and other curriculum areas.
- Seize chances to reinforce mathematical vocabulary.
- Create opportunities for extended discussion of mathematical ideas with children.

3

Use manipulatives and representations to develop understanding



- Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.
- Ensure that children understand the links between the manipulatives and the mathematical ideas they represent.
- Ensure that there is a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept.
- Encourage children to represent problems in their own way, for example with drawings and marks.
- Use manipulatives and representations to encourage discussion about mathematics.
- Encourage children to use their fingers—an important manipulative for children.

4

Ensure that teaching builds on what children already know



- It is important to assess what children do, and do not, know in order to extend learning for all children.
- A variety of methods should be used to assess children's mathematical understanding, and practitioners should check what children know in a variety of contexts
- Carefully listen to children's responses and consider the right questions to ask to reveal understanding.
- Information collected should be used to inform next steps for teaching. Developmental progressions can be useful in informing decisions around what a child should learn next.

5

Use high quality targeted support to help all children learn mathematics



- High quality targeted support can provide effective extra support for children.
- Small-group support is more likely to be effective when:
 - children with the greatest needs are supported by the most experienced staff;
 - training, support and resources are provided for staff using targeted activities;
 - sessions are brief and regular; and
 - explicit connections are made between targeted support and everyday activities or teaching.
- Using an approach or programme that is evidence-based and has been independently evaluated is a good starting point.