



### Priority 1: Improve clarity in curriculum design and planning

- ❑ Staff will refine planning templates and teachers will plan in groups to help improve daily lessons throughout the school.
- ❑ Pupils will be taught how to use knowledge organisers consistently to help them remember and understand what they learn.
- ❑ Staff will create medium-term plans that include a range of literacy, numeracy and digital skills.
- ❑ The school will review and improve provision for More Able and Talented (MAT) pupils.
- ❑ Science and Technology progress will be tracked termly by teachers.
- ❑ Teachers will monitor and evaluate tracking sheets and pupil books to ensure coverage of skills and content is linked to a meaningful topic.
- ❑ Staff will receive Voice 21 training which will be used to help pupils improve their vocabulary and express their ideas better through answering five key questions.
- ❑ A poster called "Need a Hand? Here's the Plan" will be used daily to encourage pupils to become more independent learners.

### Priority 2: To improve standards in Mathematics and Numeracy

- ❑ The school will introduce White Rose Maths scheme consistently across all year groups for clear and progressive maths teaching.
- ❑ Teachers will receive ongoing training and support during staff meetings to build their confidence and skills with the White Rose Maths scheme.
- ❑ Diagnostic data will be analysed to identify each pupil's strengths and areas needing improvement, focusing on place value, number facts and mental calculations.
- ❑ All teachers will take part in TAPAS training to improve inclusive teaching and better support all pupils.
- ❑ The teacher leading Numeracy will monitor new scheme and interventions through speaking with staff and children, lesson observations and pupil progress reviews.
- ❑ The school will review current maths resources and buy new materials where appropriate.
- ❑ Challenging activities will be created to help all pupils, especially More Able and Talented (MAT) learners, reach their potential through Growth Challenges and Problem of the Day.

### Priority 3: To improve standards of Reading & Writing

- ❑ Monster Phonics will be introduced daily to teach phonics in Years 3 and 4, as well as continued in Year 1 and 2. It will be used as an intervention for identified pupils in Year 5 and 6.
- ❑ Staff will assess pupils' phonics skills termly and identify pupils not making enough progress in phonics will get extra support through targeted intervention.
- ❑ Staff new to Year 3 or 4 and new to Monster Phonics will get external and in-house training and support in Monster Phonics.
- ❑ Group Guided Reading (GGR) sessions will model high-quality vocabulary, reading strategies and questioning to help pupils improve their comprehension skills. This will take place daily.
- ❑ Reading test data will be used to plan GGR sessions that meet pupils' needs.
- ❑ Staff will use a toolkit to support pupils' writing development throughout their learning journey.
- ❑ Writing will be taught through focused two-week "writing journeys," starting with skill development followed by a final written piece.
- ❑ Pupils' work will be collected to build a writing portfolio showcasing their progress.
- ❑ Growth walls will be used in every class from Year 1 to 6 to support literacy learning.