

Objective	Planned Impact	Process	Who/ When	Resources	Monitor?	Review and Next Steps	
Improve the amount of Outstanding Quality First Lessons	90% of lessons outstanding ? Key Focus: HA children and management of pace in lessons.	Observations and Key themes of : Engagement, Talk and Oracy, Vocabulary, Recap, Questioning, AFL Policy, Challenge	FL/RF				
Embed New Assessment for Learning Teaching Strategies Policy	All staff aware of Policy requirements All staff following and in discussion with FL.RF	Training Day input. Observations Secondary Observations	FL/RF				
Develop New Teaching Strategies using EEF support							
Ensure new behaviour curriculum has links to Learning Behaviour Learning Powers	Clear, schoolwide understanding of learning behaviour / boundaries for staff and pupils	Discussion with SLT/JN Open staff discussion	SLT/JN				
	Children entering classroom ready to learn Increasing awareness of the impact of poor learning behaviour on themselves and the learning of others. All adults in school following a standardised ethos.	Key focuses * Lining up at the end of playtime *Entry to the classroom *Standing behind chairs *Developing a learning atmosphere where those disturbing it are aware of their effect * Developing engagement strategies voice / seating / expectations / repercussions					
Embed existing Key Strategy of Learning Checks	All children regularly reminded about prior learning – recent past and longer term past.	Reminder for all staff and new staff. Secure the name Discuss how that happens / link with displays Monitor	FL/RF				

Ongoing Focii

<p>Continue to utilise the Personalised Learning model.</p>	<p>Children given support in the very short term – before the next stage of their learning. PP children to be given focussed personalised time for an aspect of their learning. Records will be kept for each child.</p>	<p>Monitoring of files for inconsistencies. Montoring of TA time to ensure enough.</p>					
<p>To ensure HA children are challenged in their learning.</p>	<p>HA children making accelerated progress through the year. Lesson observations showing HA children challenged and making good progress throughout the lesson Greater % of children reaching the Exceeding label or 100+ standardised score</p>	<p>* Focus for lesson observations *Staff discussion into strategies for the management of HA children – lesson structure / not extra work / independent work *Staff discussion into strategies within different areas Mathematics / Science – Guided R / Reading Journals / Grammar / Spelling/ HTSW and Extended Writing / Peer Editing</p>					
<p>Further engage parents in their child's learning</p>	<p>Parents aware of need for reading at home Parents supportive of quality learning requirements – eg attendance, homework, breakfast, praise, Parents feeling involved in their children's learning journey Parents feeling welcomed at school Engaging Parents Policy</p>	<p>Adult Reading Guardians The Morning Read Lesson Invites FLW and FLW events After school care Invitation to lessons / events Attendance Information Reading Information / Videos Website Updating</p>					