



**School Improvement Plan
2020-2021
Curriculum**

To ensure teacher subject knowledge is robust and enables formative assessment to be responsive in all subjects

Strategic Aim	Key tasks	Accountabilities and timescales	Evaluation of aims/tasks and next steps	Desired impact
Deepen teachers understanding of the breadth and depth of curriculum	<p>Dedicated time to read and digest the curriculum, ensuring good knowledge about what comes both before and after</p> <p>Planning advice from subjects leads</p> <p>Medium term planning feedback from subject leaders</p>	Autumn 2 (SLT)		Teachers subject knowledge is improved enabling teaching to be more responsive and close learning gaps
To strengthen the capacity of subject leaders, identifying them as expert in their field	<p>On-going Trust subject expert groups</p> <p>Mentoring of those new to subject leadership</p> <p>Develop subject leader competence to use data dashboard effectively</p>	Autumn 2 (VW/SLT)		Subject leaders have the skills and knowledge to impact positively on teaching and learning in their subject area

	<p>Use of subject associations to keep abreast of developments in leadership area</p> <p>Ensuring staff are supported with knowledge and understanding to support effective teaching and learning</p> <p>Attend pathway training</p>			
To use ongoing assessment effectively in all subjects, ensuring gaps are highlighted and closed	<p>CPD- Reaffirm the effective use of AFL in the teaching sequence</p> <p>Establish the role of review and pre teaching in the teaching cycle</p> <p>Explore the use of the 'key questions' within the compass curriculum within planning and as an assessment tool</p> <p>Further explore the use of knowledge organisers and their role in assessment</p> <p>Re-establish the use of assessment in key phases of the planning cycle to support precision and closing learning gaps</p>	Spring 1 (SLT)		Teaching is responsive and closes learning gaps
To embed French curriculum	<p>Launch Language Angels with teachers</p> <p>Key stage French protocols put together and shared with staff to establish minimum requirement of teaching</p> <p>Newsletter to include weekly French phrase</p>	Autumn 1 (LA/JL)		Improved teacher understanding and clear expectations lead to improved teaching and learning in French

	Weekly phrase used in assemblies			
To establish effective teaching of grammar and spelling that highlights and closes gaps	<p>CPD- How to effectively teach spelling</p> <p>Shared spelling planning sequences</p> <p>Clear expectations for the teaching of spelling</p> <p>Clear spelling feedback expectations</p> <p>Medium term planning expectations for grammar within the English sequence, feedback from English lead</p> <p>Reading planning expectations with regard to the modelling of grammar</p>	Spring 1 (JL)		85% of children reach expected or above in English in all year groups
To Embed maths mastery across the school	<p>Whole school CPD</p> <p>Planning feedback</p> <p>White rose planning introduced into EYFS to work alongside new framework</p> <p>(See Maths Action plan)</p>	Autumn 1 (JG)		85% of children reach expected or above in maths in all year groups