



**School Improvement Plan
2020-2021
Precision teaching**

To ensure teaching is precise and responsive and quickly closes gaps in pupil learning

Strategic Aim	Key tasks	Accountabilities and timescales	Evaluation of aims/tasks and next steps	Desired impact
<p>To use assessment effectively to accurately baseline children following periods of school closure/ absence from school</p>	<p>Ensure pre teaching and quizzing is the vital component of the planning sequence</p> <p>Revisit Rosenshine's principles with staff</p> <p>Dedicated phase time to explore the use of assessment, how is formative assessment planned for? when is diagnostic needed?</p> <p>Feedback on planning – 'why that, why then what next'</p>	<p>Autumn (Phase Leaders)</p>		<p>Children make accelerated progress as a result of precise teaching</p>

	<p>Responsive teaching based on knowledge of curriculum</p> <p>Revisit the updated feedback policy</p> <p>Regular review of teaching and learning – book looks, learning walks etc</p>			
To establish the role of oracy to engage and support learning across the curriculum	<p>Let's Think curriculum map shared with current trained teachers</p> <p>Let's Think working party:- -trial new lessons -attend network meetings -track children</p> <p>To develop debate skills through phase assemblies.</p>	Spring		Children are able to confidently articulate their thoughts and the processes involved in reaching these.
To utilise the principles within Maths Mastery to enhance teaching across the curriculum	<p>Learning sequences to be broken down into small steps</p> <p>Teachers across all year groups to support scaffolded learning through mastery lesson design</p> <p>Learning to be scaffolded with activities personalised rather than differentiated, therefore adapting practice based on a deeper understanding of how children learn</p> <p>To consider how approaches can filter across the whole curriculum,</p>	Autumn 1 (JG)		85% of children reach expected or above in maths in all year groups

	<p>including the use of Kaygan structures</p> <p>See Maths Action Plan</p>			
<p>Deepen teachers' understanding on cognitive science and how this enhances teaching and learning</p>	<p>Research within phases - wider reading – see phase action plan</p> <p>Knowledge of cognitive science and long-term memory</p> <p>Use the language of deepening understanding rather than greater depth to ensure not just an add on task</p> <p>Recap on Lets think principles and how this fits with Rosenshines</p> <p>Share core pillars and speaking frames</p>	<p>Autumn (Phase Leaders)</p>		<p>Teachers effectively adapt their practice based on a deeper understanding of how children learn.</p> <p>Children make better progress as a result.</p>
<p>To enhance the teaching of reading in the nursery</p>	<p>CPD - early reading</p> <p>Explore the structure of the day to enable regular opportunities for sharing books. Timetable adapted to introduce structured story times and equity for AM/PM children</p>	<p>Autumn 2 (CA/JL)</p>		<p>80% of children are working at age related expectations for Reading at the end of Nursery</p> <p>Children confidently talk about the books they enjoy</p>

	<p>Layout of the classroom adapted to allow for a focus table. Children to have more group time with CT</p> <p>Collaborative planning with reception teachers to set high expectations and consistency</p> <p>Embed '5 a day literacy'</p> <p>Identify key authors and stories that all children will be expected to know by end of Nursery</p> <p>Provide regular opportunities for children to talk about books they have shared at home</p> <p>Identify parents needs in relation to reading and plan workshops (virtual) to share key skills</p> <p>Set up Nursery library for adults and children to choose a book together to take home</p> <p>Continue to embed whole class phonics that is equitable to AM/PM/FT children.</p>			
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<p>To use feedback effectively to close learning gaps</p>	<p>Trust policy revised and shared with staff - school appendix revised</p> <p>Examples from children's learning shared which shows progress in writing as a result of purposeful verbal/written feedback</p> <p>To ensure feedback identifies misconceptions and provides opportunities for challenge.</p> <p>Take part in additional before and after school focus group sessions</p> <p>How to lead a focus session effectively and when are they most appropriate and how we can we ensure they are effective? Are we doing this by subject?</p>	<p>Spring (Phase Leaders)</p>		<p>Feedback in all forms is effective in accelerating pupil progress</p>