

**Priority 2** Link to Ofsted areas: Leadership and Management / Quality of Education / School Outcomes

**Outcomes**  
How will we do it?  
  
What will it look like?

**Further develop the curriculum so progression and skill development is clear in all subjects. Re-write subject policies so the rationale and intent behind the curriculum plan and the intended impact of specific initiatives/teaching sequences on outcomes are clear to all and result in improved academic outcomes.**

- Continue our review of the existing curriculum policy, timetable and plans to make sure it is broad and balanced, equipping children with the learning experiences, cultural capital and resilience to succeed.
- Introduce Progression document pro-forma, identifying when Skills and Knowledge are taught, to all subjects, beginning with English, Mathematics, Science, P.E. and PSHCE by December 2020.
- Establish 'Special Needs Tracker' to clarify SEND starting points and to set ambitious academic targets.
- Staff to develop and use agreed contents for each subject file.
- January & April Inset days to work with all staff to develop and refine 20 statements - unique to our school – which we aim for every child to achieve by the end of year six. This document to inform all curriculum planning and subject policy, rationale and implementation. 'Big Idea' curriculum plans to be completed for two years (6 plans).
- By February 2021, all teaching staff to have developed one subject-specific Skills and Knowledge Progression form: English, Mathematics, Science, PE, PSHCE to begin with.
- Training and time set aside for designated staff member (DW) to work through statutory Relationships Sex Education documents ready for statutory implementation by summer 2021 at the latest. Parent and pupil voice collected; policy and curriculum drafts to be completed by February 2021.
- Teaching staff to devise and implement simple in-house assessment system and pro-forma, in line with our existing tracking systems for core subjects, to be used in foundation subjects
- Maintain opportunities for children to accelerate progress and learn in more individualised fashion by moving to a three-group system for English and Mathematics.
- Use frequent assessment to identify pupils at risk of falling behind, or of finding work too easy; by identifying key pupil groups on all planning; by introducing lessons with clear learning objectives and success criteria and by offering the children the opportunity to reflect upon their learning via plenaries and mini-plenaries.
- **Maintaining the new programme of monitoring, evidence triangulation, evaluation and professional discussion carried out by key Governors.**
- **Giving pupils greater 'voice' in their learning and their curriculum experience by introducing termly 'pupil discussion' groups with staff and governors and the Faith Council.**
- **Conducting joint lessons for either a colleague or for a visiting governor as a means to share best practice in using assessment for learning strategies across the curriculum.**
- Performance management to contain a 'shared' objective – focussing on pupil progress and work in books from across the curriculum.
- As a result of our joint lessons, staff to amend our list of 'agreed features which support outstanding teaching and learning over time' and 'planning' documents.
- Continue to communicate with and support parents to help their child academically in the form of Parent Information Evenings, the 'December Progress Update' and progress sheets for Parents' Evening.
- Half-termly 'intervention strategies' to track the progress of and plan additional support for pupils identified as at risk of not making expected progress and also plan opportunities for More-able .

**Background** *The new Education Inspection Framework (2019) places great emphasis (rightly) on the curriculum via the new Quality of Education descriptor. Can staff explain the rationale behind curriculum provision clearly?*

**Success Criteria**  
How will we know we have achieved it?

- Attainment and progress across Key Stages will continue to be above national averages.
- The Wider Curriculum file will demonstrate that all subjects have a clear rationale and aim behind curriculum decisions; a clear policy which describes what a visitor will see in the classroom and in the workbooks.
- Knowledge and Skill Progression, and how assessment is recorded and why, will be clear in English, Mathematics, Science, PE and PSHCE by Christmas 2020 and across the curriculum by 2021.
- The 'Big Idea' of 20 outcomes staff and governors have selected which we aim for every child to achieve by the time they complete their Mugginton career will be shared and understood by all stakeholders.
- The school RSE curriculum will be designed and shared with staff and parents. Several policies related to RSE, Health, Drugs, PSHCE will be combined.
- Triangulation of the children's workbooks, the Wider Curriculum Folder and pupil and staff voice will demonstrate the clear, ambitious and broad curriculum we continue to offer our children.
- Data, scrutiny of children's workbooks, conversations with pupils and feedback from support staff will show outstanding teaching and learning over time and frequent opportunity for the children to apply their reasoning/problem solving skills to their maths and science work.
- Quality assurance of monitoring by School Improvement Partner and work with partner schools will validate judgments made by staff. SIP interviews with staff and governors will demonstrate the clear rationale behind decisions about curriculum progression in knowledge and skills and when over-learning is appropriate
- All staff will successfully achieve their performance management targets.
- In-lesson adjustment to be clearly marked in teachers' pen so children are given appropriate challenge in class.
- Internal and external data will show the three-class system for Mathematics and English leads to Outstanding pupil progress over time.

<b>Action Strategy</b> What will we do?	<b>Lead Personnel</b>	<b>Who will monitor?</b>	<b>Resources</b>
1. Review of curriculum provision (Two Year Curriculum Plan). Is our curriculum Broad and Balanced? Does our curriculum equip children with the skills, knowledge and 'cultural capital' to succeed in later life? Draw up a 'Curriculum Knowledge and Skills Progression' form to be used for each subject.	All staff <b>All Governors</b>	JG	
2. September Inset to review twenty outcomes we as a team believe should be achieved by every child at our school. January INSET to prepare knowledge and skills progression forms linked to 20 outcomes.	All staff	JG	
3. Curriculum Knowledge and Skills document to be developed for every subject, beginning with English, Mathematics, Science, PE and RSE	JG, ED, DW, AH	JG, SIP	
4. 'Wider Curriculum' portfolio to be prepared with agreed list of contents for each subject.	JG	JG (Govs)	
5. Relationships & Sex Education and Health Education policy and curriculum prepared (taking into account parent/pupil voice) and introduced by Summer 2021 at the latest. Amalgamate related policies	JG, DW	JG, DW	
6. <b>INSET in April, training with staff &amp; Governors – can we explain the rationale/aims behind key curriculum decisions to a visitor?</b>	Staff & Governors	JG, DW	
7. 'Intervention strategies' to track the progress of and plan additional interventions for pupils at risk of falling behind/the more able in both classes.	All staff	JG	

8. <b>Governors to join staff and conduct pupil discussions focussing on curriculum and what helps the children to learn. Records of Governor visits will support self-evaluation and contribute to governor visits/training log.</b>	JG, DW, CS, LG	JG, DW (CoG)	
9. Complete two years of 'Big Ideas' (6 plans) by April 2021.	All teaching staff	JG, DW (CoG)	
10. <b>Training for Staff and Governors on the new Special Needs Tracker and the Education Inspection Framework and its implications for our school</b>	JG	JG, <b>Governors</b>	

**Performance Milestones**

Date	Action and Expected Stage	Monitoring and Evaluation <i>When and who?</i>	Governing Body Monitoring and challenge
<p><b>By 23.10.20</b></p>	<ul style="list-style-type: none"> <li>• <b>Governor FGB minutes to show discussion of specific governor monitoring roles as well as more general drop-in opportunities.</b></li> <li>• Performance Management preparation. Inclusion of shared target focussing on accelerating pupil progress and work in books</li> <li>• Further training opportunities for DW and RSE governor, Dr Tatham, to be investigated. Policy and curriculum drafting.</li> <li>• Work-book scrutiny (Mathematics and English) conducted by Headteacher and individual feedback shared with three teachers. Opportunities for creativity, vocabulary usage and additional challenge to be evaluated.</li> <li>• Feedback from monitoring shared with staff and the agreed features of planning and agreed features of workbooks and planning to be reviewed and updated.</li> <li>• Staff to re-introduce lists of 30 'must reads' for different age ranges/abilities ready for draft Bronze, Silver, Gold and Platinum Reading Awards</li> <li>• Staff meetings/September INSET set aside for curriculum review and redesign/optimisation. Key questions: 'Is our curriculum broad and balanced? Introduce 'Big Idea' for the term.</li> <li>• <b>Governor training on the new Education Inspection Framework and school Special Needs Tracker as required.</b></li> <li>• Develop Knowledge and Skills Progression Pro-forma to be used across the curriculum. Staff meetings set aside to focus on rationale/aims behind curriculum decisions.</li> <li>• Complete final draft of the 20 objectives we as a staff believe should be achieved by all pupils by the time they leave Mugginton.</li> <li>• Pupil Progress Meetings in Week Seven following Assessment Week. Data to be scrutinised and intervention strategies to be jointly evaluated and re-written for spring term.</li> </ul>	<p>Governor minutes</p> <p>Work Scrutiny –All staff</p> <p>Monitoring File JG</p> <p>Agreed features sheet JG, ED, DW, AH</p>	<p><b>Autumn 1 Full Governing Body Meeting:</b></p> <p>JG provides a summary of SIP progress in HT Report for questioning.</p> <p>HT provides monitoring evidence for discussion.</p> <p>Governor visits to school to be formalised – specific purpose to be made clear to all prior to visit.</p>
<p><b>By 18.12.20</b></p>	<ul style="list-style-type: none"> <li>• <b>Monitoring activities feedback completed by Governors and records shared with Head Teacher and at Full Governing Body Meeting for discussion.</b></li> <li>• <b>Collate parent and pupil view on RSE education to inform new curriculum and policy. Merge RSE, PSHCE, PSHCE, Drugs policies</b></li> <li>• Performance Management objectives set for all staff and to include a whole school shared target focussing on accelerating pupil progress and workbooks in line with 'agreed features'. <b>An overview provided for the chair of governors.</b></li> <li>• Staff meeting to model 'Rationale'-writing of subject curricula / policy. Five subjects (English, Mathematics, Science, PE, PSHCE/RSE) to be drafted. Sections 'What you will see in the classroom' and 'What you will see in the children's books' to be included</li> <li>• Re-introduce Reading Awards to all pupils and parents with clear instructions on the aims of the initiative and parents' role in making it a success</li> <li>• Wider Curriculum portfolio to be shared with Governors and SIP.</li> <li>• School Improvement Partner to visit school and discuss curriculum-design progress with staff and governors.</li> <li>• Staff to complete Skills and Knowledge Progression sheets for English, Mathematics (JG), Science (ED), PE (JG), PSHCE (DW), EYFS/Phonics (AH, NF). All to include 'Key Vocabulary'.</li> </ul>	<p>Governor record of visits - All Governors</p> <p>Work Scrutiny – All staff</p> <p>All staff</p> <p>Monitoring/school improvement file JG</p> <p>Governors: Curriculum committee minutes</p> <p>JG, ED, HS</p> <p>JG, DW, ST, CS</p>	<p>HT provides a summary of SIP progress in HT Report for questioning.</p> <p>HT provides monitoring evidence for discussion.</p> <p>Lead Governors feedback to Full Governing Body.</p> <p>Curriculum governors sub-committee to discuss book-scrutiny procedure with JG.</p>

	<ul style="list-style-type: none"> <li>• Pupil Progress Meetings in Week Six following Assessment Week. Data to be scrutinised and intervention strategies to be jointly evaluated and re-written for spring term.</li> <li>• Work-book scrutiny (English) completed during a joint staff meeting with Brailsford, Bradley and Kirk Langley CE if possible.</li> <li>• <b>Governors to be invited to join HT and CoG for pupil interviews – questions on curriculum breadth and quality.</b></li> <li>• December Progress Updates to be prepared for all parents.</li> </ul>		
<p><b>By 12.02.21</b></p>	<ul style="list-style-type: none"> <li>• <b>Monitoring activities completed by governors and record of visit given to Head Teacher prior to Full Governing Body Meeting for discussion.</b></li> <li>• <b>JG/Govs to conduct Learning Walks looking at challenge across the curriculum, vocabulary, skills and knowledge teaching in line with curriculum documents. Findings shared with ‘curriculum’ governors. Self-evaluation Summary updated.</b></li> <li>• If possible, Visit to a local outstanding school (Gill Gorman, Kniveton CE, to be approached) to share best practice in English/comprehension teaching. How do other excellent schools promote a love of reading and breadth of vocabulary?</li> <li>• Final draft of subject curricula / policy in five subjects (English, Mathematics, Science, PE, PSHCE/RSE), including sections ‘What you will see in the classroom’ and ‘What you will see in the children’s books’ to be included</li> <li>• Wider Curriculum Portfolio 70% complete and includes sections on Cultural Capital and British Values. Staff have drawn up contents list of key documents for each subject and are agreed on common, simple method for tracking pupil progress in their subject. Skills and Knowledge Progression documents updated. <b>Progress shared with Governors.</b></li> <li>• Feedback from monitoring is given to staff. SES updated/amended as necessary. Review of progress against Performance Management Targets.</li> <li>• <b>Governors to join JG for second set of pupil discussions focussing on their Literacy (reading) and Mathematics learning.</b></li> <li>• Staff meeting used to review and amend Curriculum Policy.</li> <li>• Pupil Progress Meetings in Week Six following Assessment Week. Data to be scrutinised and intervention strategies to be jointly evaluated and re-written for spring term.</li> </ul>	<p>Governor records of visits</p> <p>Work Scrutiny –All staff</p> <p>Training evaluation and feedback at staff meeting ED JG</p> <p>Monitoring File Governors</p> <p>JG, DW, ST</p>	<p><b>Spring 1 Full GB Meeting</b></p> <p>HT provides a summary of SIP progress in HT Report for questioning.</p> <p>HT provides monitoring evidence for discussion.</p> <p>Lead Governors feedback to Full Governing Body.</p>
<p><b>By 1.04.21</b></p>	<ul style="list-style-type: none"> <li>• <b>Monitoring activities/visits completed by Governors and records given to Head Teacher prior to Full Governing Body Meeting for discussion.</b></li> <li>• Book scrutiny focussing on evidence of ‘In-lesson adjustment’ and vocabulary (green pen) to be conducted by the Headteacher and SIP.</li> <li>• RSE/PSHCE policy and curriculum shared with staff and governors and lessons taught using new plan.</li> <li>• <b>Staff will have completed at least one team-taught lesson observed by Headteacher and joined by governors if available.</b></li> <li>• <b>Progress against Performance Management objectives to be reviewed in one-to-one meeting with JG. Overview/update provided for Governing Body.</b></li> <li>• <b>Learning walk and book scrutiny demonstrates the early impact of Knowledge and Skill Progression planning on vocabulary usage and understanding in Science, Geography and History.</b></li> <li>• Tracking data demonstrates pupils’ progress and attainment is Outstanding.</li> <li>• <b>Teachers have a clear view of their own strengths, progress against appraisal targets and can explain this to governors when asked. They can talk through their Skills and Knowledge Progression and the rationale behind the decisions they have taken in their subject.</b></li> </ul>	<p>Governor record of visits All Governors</p> <p>Work Scrutiny –All staff</p> <p>Training evaluations -teachers</p> <p>Performance Management records JG, ED, DW, AH</p> <p>JG, ED, DW, AH</p> <p>JG, ED, HS, CM, RM, AH, DW</p> <p>ED, JG, DW, ST, AH</p>	<p><b>Spring 2 Full GB Meeting</b></p> <p>HT provides a summary of SIP progress in HT Report for questioning.</p> <p>HT provides monitoring evidence for discussion.</p> <p>Lead Governors feedback to Full Governing Body.</p>

	<ul style="list-style-type: none"> <li>Intervention strategies to be completed following Assessment Week and Pupil Progress Discussion.</li> <li>Easter SATS Booster for Year Six.</li> </ul>		
By 28.05.21	<ul style="list-style-type: none"> <li>Governors' records of visit are providing a robust evidence-base for school self-evaluation.</li> <li>'Cultural Capital' and 'Big Idea' display boards to be developed.</li> <li>Two years (x6) Big Ideas sheets completed</li> <li>Wider Curriculum Portfolio is complete. Each subject contains clear, consistent contents: rationale for decisions, three key actions, skills and knowledge progression, key national guidance and assessment system/tracking.</li> <li>Monitoring continues in line with monitoring timetable. This provides a robust evidence base for school self-evaluation. Written and verbal feedback given to staff.</li> <li>Foundation Subjects work scrutiny completed during a joint staff meeting with Breadsall CE if possible.</li> <li>Governors to join JG for final pupil discussions focussing on their Literacy and Mathematics learning.</li> <li>Scrutiny of the Reading Awards and Parental Feedback to evaluate impact of initiative on Reading</li> <li>Intervention strategies to be completed</li> <li>Children to apply their vocabulary, reading, reasoning/problem solving skills to their end of key stage SATS assessments.</li> </ul>	<p>Governor record of visits All Governors Monitoring File (SIP)</p> <p>Work Scrutiny –All staff</p> <p>Monitoring File JG</p> <p>JG, DW, ST, CS, SW</p>	<p>Summer 1 Full GB Meeting</p> <p>HT provides a summary of SIP progress in HT Report for questioning.</p> <p>HT provides monitoring evidence for discussion.</p> <p>Lead Governors feedback to Full Governing Body.</p>
By 22.07.21	<ul style="list-style-type: none"> <li>Special Needs Tracker demonstrates that all pupil groups, including More-Able, are making better-than-expected progress.</li> <li>Audit of PE demonstrates that 100% of children in Years 1 – 6 have had the opportunity to represent our school in a sporting fixture/event if possible (Covid).</li> <li>Evidence for school self-evaluation shows that the teaching profile is over 50% outstanding and never less than good.</li> <li>Governors, SIP and Headteacher to review Wider Curriculum folder. Do we offer a broad and balanced curriculum with experiences which provide the cultural capital necessary to succeed in life? How do we know?</li> <li>Pupil discussion demonstrates that pupils are insightful and active in their learning and show very positive attitudes to Reading and to the curriculum more generally.</li> <li>School Self-evaluation is complete, insightful and accurate and in-line with new Education Inspection Framework.</li> <li>Teachers have a sound knowledge of their own development points and strengths and can describe what strategies they use in lesson to provide challenge and how these improve outcomes for pupils.</li> </ul>	<p>Summer Review with SIP</p> <p>AH, JG</p> <p>SES analysis –Governors and headteacher</p> <p>HS, CM, RM</p> <p>ED, DW, JG, AH</p>	<p>Summer 2 Full Governing Body Meeting.</p> <p>HT provides a summary of SIP progress in HT Report for questioning. HT provides monitoring evidence for discussion.</p> <p>Lead Governors feedback to Full Governing Body.</p>