

Priority 3 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 progression of vocabulary and spelling in all subjects through cross-curricular topic work.

- Review the existing curriculum policy, timetable and plan to make sure it is broad and balanced, equipping children with the learning experiences, cultural capital and resilience to succeed in the future.
- Introduce Progression document pro-forma, identifying when Skills and Knowledge are taught, to all subjects, beginning with English, Mathematics, Science, P.E. and PSHCE. The pro-forma to include Key Vocabulary to be taught in each year group
- Maintain ‘Special Needs Tracker’ to clarify SEND starting points and to set ambitious academic targets. Baseline to include assessment using the British Picture Vocabulary Scale (BPVS) (purchased in late 2019)
- Introduce and maintain ‘Bronze’, ‘Silver’, ‘Gold’ and ‘Platinum’ Reading Awards for children reading a certain number of recommended texts at home and in school
- Half-termly visits to Waterstones Bookshop in Derby, organised by the Faith Council, to update the school library
- Junior children to prepare School Newspaper to sell at community events. Proceeds reinvested in the school library
- Subject-specific vocabulary recorded on subject plans and displayed clearly in classrooms
- All Literacy planning to involve high quality ‘class reader’ at or above the children’s current reading ages. Guided reading, comprehension strategies and vocabulary development to be taught through text
- September Inset day to work with all staff to develop 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
- Teaching staff to devise a 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.**
- Governor and staff training from School Improvement Partner on curriculum discussion, including vocabulary teaching. Aims and rationale behind key curriculum decisions**
- 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 and demonstrate school commitment to instilling a love for reading into our children
- Knowledge and Skill Progression, including vocabulary understanding, and how assessment is recorded and why, will be clear in English, Mathematics, Science, PE and PSHCE by February 2021 and across the curriculum by Summer 2021.
- SEND records and Special Needs Tracker will demonstrate that children with expressive and receptive vocabulary deficit will be identified quickly (Using the BPVS) and appropriate intervention will be put in place
- Scrutiny of Reading Awards will demonstrate that children are reading high quality, age-appropriate texts
- 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.
- Triangulation of the children’s workbooks, the Wider Curriculum Folder and pupil and staff voice will demonstrate the clear, ambitious/vocabulary-rich 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 subject-specific terminology and vocabulary skills in literacy and across the curriculum.
- 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 (green) 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.

Action Strategy <i>What will we do?</i>	Lead Personnel	Who will monitor?	Resources
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.	JG, ED, DW, AH HS, CMc All Governors	JG	Time! Whole-school sporting activities led by HT, staff and sports coaches to allow other staff non-contact time to review curriculum.
2. September Inset to draw up twenty outcomes we as a team believe should be achieved by every child at our school; January INSET to focus on first five skills/knowledge documents, including vocabulary	All staff	JG	None
3. Curriculum Knowledge and Skills document (with key vocabulary identified) to be developed for every subject, beginning with English, Mathematics, Science, PE and RSE by February 2021	JG, ED, DW, AH	JG, PS (SIP)	Time
4. ‘Wider Curriculum’ portfolio to be prepared with agreed list of contents for each subject. Performance Management Targets to focus on collation of materials	JG	JG (Govs)	
5. Screen children on SEND register and those making limited progress using the BPVS. Any child with vocabulary deficit to receive focussed intervention	JG, DW	JG, DW	£280 to purchase the BPVS

6. School Improvement Partner to work with staff & Governors – can we explain the rationale/aims behind key curriculum decisions to a visitor?	Teaching staff All Governors	JG, DW	LA School Improvement package
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. Governors to join JG and conduct pupil discussions focussing on curriculum and what heDWs the children to learn. Questions to focus on attitudes to reading	JG, DW, CS, LG	JG, DW (CoG)	
9. Introduce Reading Awards. Communicate the new initiative clearly to parents and children to promote reading further	All teaching staff	JG, DW (CoG)	Money to purchase new books in line with Reading Award lists
10. Scrutiny of lessons, planning and children's workbooks to investigate use and impact of high quality texts on literacy teaching	JG	JG Governing body	

Performance Milestones

Date	Action and Expected Stage	Monitoring and Evaluation <i>When and who?</i>	Governing Body Monitoring and challenge
By 23.10.20	<ul style="list-style-type: none"> Governor FGB minutes to show discussion of specific governor monitoring roles as well as more general drop-in opportunities. Screen 10 'at-risk' pupils using British Picture Vocabulary Scale. Explore research around best vocabulary intervention materials. 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. Feedback from monitoring shared with staff and the agreed features of planning and agreed features of workbooks and planning to be reviewed and updated. Mrs Dennis to begin her role formally, developing interventions in response to emerging pupil need. Staff to review lists of 30 'must reads' for different age ranges/abilities ready for Bronze, Silver, Gold and Platinum Reading Awards after half-term Staff meetings set aside for curriculum review and redesign/optimisation. Develop Knowledge and Skills Progression Pro-forma to be used across the curriculum. Complete final draft of the 20 objectives we as a staff believe should be achieved by all pupils by the time they leave Mugginton. 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. 	<p>Governor minutes</p> <p>Work Scrutiny –All staff</p> <p>Monitoring File JG</p> <p>Agreed features sheet JG, ED, DW, DW, AH, NF</p>	<p>Autumn 1 Full Governing Body Meeting:</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>
By 18.12.20	<ul style="list-style-type: none"> Monitoring activities feedback completed by Governors and records shared with Head Teacher and at Full Governing Body Meeting for discussion. Performance Management objectives set for all staff and to include a whole school shared target focussing on children's workbooks, identifying gaps and offering challenge to accelerate academic progress. Overview provided for the chair of governors. 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 School Improvement Partner to visit school and discuss curriculum-design progress with staff and governors. Staff to draft Skills and Knowledge Progression sheets for Science, PE and PSHCE. All to include 'Key Vocabulary'. 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. Work-book scrutiny (English) completed during a joint staff meeting with Brailsford, Bradley and Kirk Langley CE if possible. JG/Govs to conduct Learning Walks looking at vocabulary displays across the curriculum. Self-evaluation Summary updated. Governors to be invited to join HT and CoG for pupil interviews – questions on curriculum breadth and quality. 	<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"> December Progress Updates to be prepared for all parents. 		
<p>By 12.02.21</p>	<ul style="list-style-type: none"> Monitoring activities completed by governors and record of visit given to Head Teacher prior to Full Governing Body Meeting for discussion. Re-test vocabulary using BPVS on ten 'at-risk' children to measure progress and assess impact of intervention 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? Grip applications, if successful, to be planned and additional support put in place. Two staff meetings set aside for writing moderation. Wider Curriculum Portfolio 70% complete. 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. Progress shared with Governors. Feedback from monitoring is given to staff. SES updated/amended as necessary. Review of progress against Performance Management Targets. Governors to join JG for second set of pupil discussions focussing on their Literacy (reading) and Mathematics learning. Staff meeting used to review and amend the Curriculum and Marking & Feedback Policy. 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. 	<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>Spring 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>
<p>By 1.04.21</p>	<ul style="list-style-type: none"> Monitoring activities/visits completed by Governors and records given to Head Teacher prior to Full Governing Body Meeting for discussion. Book scrutiny focussing on evidence of 'In-lesson adjustment' and vocabulary to be conducted by the Headteacher and SIP, in line with 'Agreed Features' document. Mock phonics check conducted on all Reception, Year 1, Year 2 resits and children on SEND register. Additional intervention for those at risk of not making at least expected progress Staff will have completed at least one team-taught lesson observed by Headteacher and joined by governors if available. Progress against Performance Management objectives to be reviewed in one-to-one meeting with JG. Overview/update provided for Governing Body. 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. Tracking data demonstrates pupils' progress and attainment is Outstanding. 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. Intervention strategies to be completed following Assessment Week and Pupil Progress Discussion. Easter SATS Booster for Year Six. 	<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, DW, AH</p> <p>JG, ED, DW, DW</p> <p>JG, ED, HS, CM, DW, DW</p> <p>ED, JG, DW, ST, DW</p>	<p>Spring 2 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>
<p>By 28.05.21</p>	<ul style="list-style-type: none"> Governors' records of visit are providing a robust evidence-base for school self-evaluation. Monitoring continues in line with monitoring timetable. This provides a robust evidence base for school self-evaluation. Written and verbal feedback given to staff. Two staff meetings set aside for writing moderation to inform final assessment. 	<p>Governor record of visits All Governors</p> <p>Monitoring File PS</p> <p>Work Scrutiny –All staff</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>

	<ul style="list-style-type: none"> • Children to sit assessments in KS1 & 2; the Multiplication Tables Check and the Phonics Check and perform above national expectations. In event of cancellation of assessments, 2019 papers to be used and marked in-house. • Foundation Subjects work scrutiny completed during a joint staff meeting with Breadsall CE. • 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. • Scrutiny of the Reading Awards and Parental Feedback to evaluate impact of initiative • Intervention strategies to be completed • Children to apply their vocabulary, reading, reasoning/problem solving skills to their end of key stage SATS assessments. 	<p>Monitoring File JG</p> <p>JG, DW, ST, CS, SW</p>	<p>Lead Governors feedback to Full Governing Body.</p>
<p>By 22.07.21</p>	<ul style="list-style-type: none"> • Evidence for school self-evaluation shows that the teaching profile is over 50% outstanding and never less than good. • Assessment outcomes demonstrate outstanding progress and attainment. • Special Needs Tracker demonstrates that all pupil groups, including More-Able, are making better-than-expected progress. • 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? • 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. • School Self-evaluation is insightful and accurate. • 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. 	<p>Summer Review with SIP</p> <p>SES analysis – Governors and headteacher</p> <p>HS, CM</p> <p>ED, DW, JG</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>