

Woodcroft School Improvement and Development Plan 2022 - 2023							
Pupil Learning Objective (development purpose)	IMPACT Indicators of success - Improvement Measures of Progress, Attainment, Curriculum, Teaching	Key Actions (what you need to do - key jobs)	Resources / Training / Release / INSET	Costs (£)	Interim IMPACT milestones (improvement measures of progress, attainment and curriculum and quality of teaching)	IMPACT Outcomes (improvement of attainment , progress and quality of teaching)	Evaluation / Next Steps
		Teachers should be delivering lessons inline with the plans made on their BLS, and the identified 'pebbles' to allow each child to access the curriculum. Where necessary, teachers identify pupils that need resources that suit their needs (I.E a child may need a paintbrush with a grip if they have under-developed motor skills).					
DT E19DT							
We aim for all pupils to attain the outcomes specified in the Expanding Worlds blocked learning sequence unit plans	P POP Task assessments are designed to effectively demonstrate clear progression outcomes through the milestones A Every child is able to access the curriculum. Scaffolded support is provided where necessary. At least 80% of pupils achieve 'Basic' (B) attainment	Review BLS plans and POP tasks in line with Ensure curriculum resources are in place for revised unit plans.					
	C Curriculum content (knowledge and understanding) is logically sequenced and each blocked unit of study explicitly builds on prior learning	Embed DT Teaching sequence routine Part 1: Take inspiration (Explore existing designs and products) Part 2: Master practical techniques Learn and practice specified skills Part 3: Design, make, evaluate and improve					
	T Teachers uses a range of questioning strategies to check for understanding, retrieve knowledge to support retention, and collect information in order to provide						
History E19HIS							
We aim for all pupils to attain the outcomes specified in the Expanding Worlds blocked learning sequence unit plans	P POP Task assessments are designed to effectively demonstrate clear progression outcomes through the milestones A Every child is able to access the curriculum. Scaffolded support is provided where necessary. At least 80% of pupils achieve 'Basic' (B) attainment	Review BLS plans and POP tasks in line with conceptual sequence. Ensure curriculum resources are in place for revised unit plans.					
	C Curriculum content (knowledge and understanding) is logically sequenced and each blocked unit of study explicitly builds on prior learning	Identify and promote the core reading materias / texts for each unit					
	T Teachers uses a range of questioning strategies to check for understanding, retrieve knowledge to support retention, and collect information in order to provide effective pupil feedback that supports learning.						
Geography E19GEOG							
We aim for all pupils to attain the outcomes specified in the Expanding Worlds blocked learning sequence unit plans	P POP Task assessments are designed to effectively demonstrate clear progression outcomes through the milestones A Every child is able to access the curriculum. Scaffolded support is provided where necessary. At least 80% of pupils achieve 'Basic' (B) attainment	Review BLS plans and POP tasks in line with conceptual sequence. Ensure curriculum resources are in place for revised unit plans.					
	C Curriculum content (knowledge and understanding) is logically sequenced and each blocked unit of study explicitly builds on prior learning	Develop Local Study units based on Wetlands flood plain of local parks.					
	T Teachers uses a range of questioning strategies to check for understanding, retrieve knowledge to support retention, and collect information in order to provide effective pupil feedback that supports learning.	Identify and promote the core reading materias / texts for each unit					
MFL: Spanish E19MFL							
We aim for all pupils to attain the outcomes specified in the Expanding Worlds blocked learning sequence unit plans	P POP Task assessments are designed to effectively demonstrate clear progression outcomes through the milestones A Every child is able to access the curriculum. Scaffolded support is provided where necessary. At least 80% of pupils achieve 'Basic' (B) attainment	Re-launch 'Language Angels' (September 2022) https://docs.google.com/presentation/d/17h_niUPIFX5lqgh4zRQSNgHgZ_XmNcxgNm8IQHso/edit?usp=sharing Implement MFL Friday schedule (Autumn 2022)	Language Angels Subscription	212.00			
	C Curriculum content (knowledge and understanding) is logically sequenced and each blocked unit of study explicitly builds on prior learning	Align Language Angels EUAs to milestone progression and review Arbor assessment outcomes at end of term (Autumn 2022)					
	T Teachers uses a range of questioning strategies to check for understanding, retrieve knowledge to support retention, and collect information in order to provide effective pupil feedback that supports learning.	Complete Subject Leader Review (Spring 2023)					

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RE E19RE							
We aim for all pupils to attain the outcomes specified in the Expanding Worlds blocked learning sequence unit plans	P POP Task assessments are designed to effectively demonstrate clear progression outcomes through the milestones	Implement new Scheme of Work	Purchase	400.00			
	A Every child is able to access the curriculum. Scaffolded support is provided where necessary. At least 80% of pupils achieve 'Basic' (B) attainment	Organise INSET with Adam Smith (scheme creator)	INSET - Autumn 2022				
	C Curriculum content (knowledge and understanding) is logically sequenced and each blocked unit of study explicitly builds on prior learning	Ensure BLS have been updated in line with new Scheme of work					
	T Teachers uses a range of questioning strategies to check for understanding, retrieve knowledge to support retention, and collect information in order to provide effective pupil feedback that supports learning.	Observe RE lessons throughout the school.					
SMSC / PSHE E19SMSC							
We aim for all pupils to attain the outcomes specified in the Expanding Worlds blocked learning sequence unit plans	P POP Task assessments are designed to effectively demonstrate clear progression outcomes through the milestones	Maintain STARS Gold Level Accreditation					
	A Every child is able to access the curriculum. Scaffolded support is provided where necessary. At least 80% of pupils achieve 'Basic' (B) attainment	Ensure that Healthy Schools Silver Award is achieved by the spring term					
	C Curriculum content (knowledge and understanding) is logically sequenced and each blocked unit of study explicitly builds on prior learning	Discuss with HT opportunities for re-introducing School Council/ Travel Ambassadors taking into account staggered lunch times.					
	T Teachers uses a range of questioning strategies to check for understanding, retrieve knowledge to support retention, and collect information in order to provide effective pupil feedback that supports learning.						
Foundation Stage E19FDEV							
We aim for all pupils to attain the outcomes specified in the Expanding Worlds blocked learning sequence unit plans	P POP Task assessments are designed to effectively demonstrate clear progression outcomes through the milestones	Review BLS and POP Tasks inline with new EYFS curriculum.					
	A Every child is able to access the curriculum. Scaffolded support is provided where necessary. At least 80% of pupils achieve 'GLD' attainment	Ensure limiting factor in GLD - Writing & Reading is prioritised through continuous setting, set up two writing stations and more opportunities for writing, train staff in Talk Boost, (Nursery & Reception) and set up Parent Workshops to support curriculum.	Talk Boost Training (Nursery & Reception)	£300			
	C Curriculum content (knowledge and understanding) is logically sequenced and each blocked unit of study explicitly builds on prior learning	Review curriculum following Curriculum feedback from Helen Cheung, invite back to review curriculum and progression. Train staff regarding Tracking progress.	Tapestry	£300			
	T Teachers uses a range of questioning strategies to check for understanding, retrieve knowledge to support retention, and collect information in order to provide effective pupil feedback that supports learning.	Develop questioning and instruction pedagogy to support language development, through Walkthrus.					
Total				612.00			