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centre of a pupils to attain the outcomes cified in the Expanding Worlds blocked learning levice unit plans A Every child is able demonstrate clear milestones A Every child is able control of the con		Sue Lloyd	3	(.,	3,	3,	
schefolded support least 80% of pupils C Curriculum conte logically sequenced explicitly builds on processory and processory	k assessments are designed to effectively e clear progession outcomes through the	Monitor books, particularly independent writing at end of each unit, using Milestone threshold expectations.	INSET - 'The Write Stuff feedback				
logically sequenced explicitly builds on process of the control of	of pupils achieve 'Basic' (B) attainment	Embed use of phonic reading books (Sounds Write) throughout the school, including KS2. Monitor books to see what scaffolded support is in place.	INSET - Phonics and Sounds-Write	Sounds- Write books (£1,000) Dandelion books (£300)			
this E19MATH aim for all pupils to attain the outcomes celled in the Expanding Worlds blocked learning puence unit plans A Every child is all support least 80% of pupils confective pupil feedt explicitly bulds on present the Expanding Worlds blocked learning puence unit plans A Every child is all support least 80% of pupils C Curriculum content logically sequenced explicitly bulds on present the Expanding Worlds blocked learning puence unit plans A Every child is all the control of the Expanding Worlds blocked learning puence unit plans A Every child is all the control of the Expanding Worlds blocked learning puence unit plans A Every child is all the control of the Expanding Worlds blocked learning puence unit plans A Every child is all the control of the Expanding Worlds blocked learning puence unit plans A Every child is all the control of the Expanding Worlds blocked learning puence unit plans A Every child is all the control of the Expanding Worlds blocked learning puence unit plans A Every child is all the control of the Expanding Worlds blocked learning puence unit plans A Every child is all the control of the Expanding Worlds blocked learning puence unit plans A Every child is all the control of the Expanding Worlds blocked learning puence unit plans A Every child is all the control of the Expanding Worlds blocked learning puence unit plans A Every child is all the control of the Expanding Worlds blocked learning puence unit plans A Every child is all the control of the Expanding Worlds blocked learning puence unit plans A Every child is all the control of the Expanding Worlds blocked learning puence unit plans	m content (knowledge and understanding) is quenced and each blocked unit of study iilds on prior learning	Monitor English BLS plans/Write Stuff sequences. Check sequences for English on curriculum scope.	Weekly release time				
aim for all pupils to attain the outcomes cified in the Expanding Worlds blocked learning guence unit plans A Every child is pab Scarffolded support least 80% of pupils Courriculum context edear, milestones at 80% of pupils Courriculum context edear (price of the course). Teachers uses a check for understar retention, and colle effective pupil feedt earlier of the Expanding Worlds blocked learning guence unit plans P POP Task assess demonstrate clear prilestones. A Every child is abit Scaffolded support least 80% of pupils and the Expanding Worlds blocked learning guence unit plans P POP Task assess demonstrate clear prilestones. A Every child is abit Scaffolded support least 80% of pupils to attain the outcomes explicitly builds on grant plans. The course of the prilestones are check for understar retention, and colle effective pupil feedt explicitly builds on grant plans. The context of the pupil feedt explicitly builds on grant plans. The prilestones are checked for understar retention, and colle effective pupil feedt effective pupil	uses a range of questioning strategies to nderstanding, retrieve knowledge to support nd collect information in order to provide pil feedback that supports learning.	Observe lessons throughout the school. Compile collection of questioning strategies. Monitor whole class reading.	Weekly release time				
aim for all pupils to attain the outcomes cified in the Expanding Worlds blocked learning unerce unit plans A Every child is pabs Scarfolded support least 80% of pupils Councilum context edear, milestones at 80% of pupils Councilum context edear (and the experiment) and the experiment of the experi							
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logically sequenced explicitly builds on processing the process of the pupil feed	ild is able to access the curriculum. support is provided where necessary. At of pupils achieve 'Basic' (B) attainment	Communicate a model lesson through Inset	3 x morning releases for Milestone walkabouts				
check for understare retention, and colle- effective pupil feedt se aim for all pupils to attain the outcomes ecified in the Expanding Worlds blocked learning quence unit plans A Every child is able Scaffolded support least 80% of pupils C Curriculum conte logically sequenced explicitly builds on g T Teachers uses a check for understare check for understare retention, and colle- effective pupil feedt seffective pupil feedt pupil	m content (knowledge and understanding) is quenced and each blocked unit of study uilds on prior learning	Develop agreed scaffolding strategies for a Woodcroft Maths lesson	Source and release termly summative assessments Y2-Y6: Spring term (alligned with English summative assessments)				
e aim for all pupils to attain the outcomes confided in the Expanding Worlds blocked learning fluence unit plans P POP Task assess demonstrate clear milestones A Every child is abl Scaffolded support least 80% of pupils C Curriculum content logically sequence explicitly builds on grading and properties of the content	uses a range of questioning strategies to nderstanding, retrieve knowledge to support nd collect information in order to provide pil feedback that supports learning.	Observe and support Maths teaching					
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Scaffolded support least 80% of pupils C Curriculum conte logically sequenced explicitly builds on p T Teachers uses a r check for understar retention, and collestification of the content of the conten	e clear progession ducomes through the	Ensure that there is a common and agreed system and procedure for choosing/ designing/ creating pop Tasks by providing a framework of reference, through which teachers can find examples of, and options for pop these which dependent along militation provides.					
bigically sequenced explicitly builds on gradient explicitly builds.	ild is able to access the curriculum. support is provided where necessary. At of pupils achieve 'Basic' (B) attainment	- Hold inset wherein good examples of lessons are discussed and agreed.					
check for understar retention, and colle- effective pupil feedt amputing E19COMP aim for all pupils to attain the outcomes ecified in the Expanding Worlds blocked learning quence unit plans A Every child is ab Scaffolded support least 80% of pupils C C Unriculum conte logically sequence explicitly bulbes of explicitly bulbes of explicitly bulbes of explicitly bulbes of	m content (knowledge and understanding) is quenced and each blocked unit of study iilds on prior learning	- Streamline BLS and progression documentation					
ecified in the Expanding Worlds blocked learning demonstrate clear projection and the state of t		 Reiterate importance of substantive knowledge being key, to be checked through regular quizing and delivery of lessons derived from principles of instruction learning model. 					
actified in the Expanding Worlds blocked learning demonstrate clear projection in the project of							
actified in the Expanding Worlds blocked learning demonstrate clear projection in the project of							
cified in the Expanding Worlds blocked learning interest of the Expanding Worlds blocked learning interest on the Expanding Worlds is ab Scaffolded support least 80% of pupils C C Curriculum conte logically sequenced explicitly builds on p							
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cified in the Expanding Worlds blocked learning milestones milestones A Every child is abl Scaffolded support least 80% of pupils C Curriculum conte logically sequence explicitly builds on gentlest on the sequence of the		Dan Guest					
Scaffolded support least 80% of pupils C Curriculum conte logically sequenced expicitly builds on p	e clear progession outcomes through the	Prepare template for POP Task Monotoring Form - class teachers to contribute examples of pupil outcomes and brief POP tast description for each unti.					
logically sequenced explicitly builds on p	ild is able to access the curriculum. support is provided where necessary. At of pupils achieve 'Basic' (B) attainment	Monitoring of Arbor assessments in line with BLS (Connect, Collect & Communicate. Monitoring of Code. org task completion and assessement analysis.					
	quenced and each blocked unit of study uilds on prior learning	Monitoring of Computing BLS integration into topic plans via POP Task Monitoring Form / request samples of work from all topics.					
check for understar retention, and collec	uses a range of questioning strategies to nderstanding, retrieve knowledge to support nd collect information in order to provide pil feedback that supports learning.	Create CKQ for Code, Collect, Connect & Communicate. Check pupil understanding via whole- school monityoring proforma					

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
				-			
E E19PE		Ben Taylor					
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 progession outcomes through the milestones	BLS plans and POP tasks to be carefully prepared by subject lead	subject lead release time (1 session per half term)				
	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 curriculum resources are up-to date and readily available	P.E equipment order				
	C Curriculum content (knowledge and understanding) is logically sequenced and each blocked unit of study explicitly builds on prior learning	Embed routine of following BLS plans and Woodcroft teaching systems	INSET sessions and progress audits				
	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.	Train staff/coaches on implementing BLS plans	INSET/meetings				
rts E19AIM		Rhiannon Baldwyn					
RS ET9AIM		Recordings, books, photographs, quizes, displays oin					
le aim for all pupils to attain the outcomes pecified in the Expanding Worlds blocked learning squence unit plans	P POP Task assessments are designed to effectively demonstrate clear progession outcomes through the milestones	gallery coridors used as a means of POP task assesment ongoing throughout the year. Weekly Arts assemblies and quizzes throughout each milestone hosted to identify milestone progression.					
sequence um pans	A Every child is able to access the curriculum. Scaffolded support is provided where necessary. At least 80% of pupils achieve 'Basic' (8) attainment	Arts assemblies hosted using a wide variety of material accessible to all. Shared with Class teachers to revisit and support. Range of resources, performances, experiences available to all children across the school to deepen understanding of the curriculum.					
	C Curriculum content (knowledge and understanding) is logically sequenced and each blocked unit of study explicitly builds on prior learning	BLS refered to in Arts milestone assemblies. Quizes during the assemblies to deepen knowledge and demonstrate understanding.					
	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.	Quizzes during Arts assemblies. Reviews on school performances. Use of BLS and POP tasks to demonstrate understanding.					
lusic E19MUS		Rhiannon Baldwyn					
le aim for all pupils to attain the outcomes	PPOP Task assessments are designed to effectively demonstrate clear progession outcomes through the milestones	Identify way to record POP tasks / performances. (Record performances/ compositions? Google forms for KS2 with knowledge questions)	Chromebooks for teachers / pupils to record.				
equence unit pians	A Every child is able to access the curriculum. Scaffolded support is provided where necessary. At least 80% of pupils achieve 'Basic' (B) attainment	Monitor in line with BLS building on schema. Discuss resources available to teachers to support learning for individual classes.	Inset to demonstrate available resources				
	C Curriculum content (knowledge and understanding) is logically sequenced and each blocked unit of study explicitly builds on prior learning	New curriculum scheme roll out to staff.	Inset to train staff on using the scheme / Charanga resources.				
	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.	Use prompt questions on Charanga as base for questioning / opening up discussions					
t E19ART		Jade Hargreaves					
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 progession outcomes through the milestones	Sketchbooks relaunch. Guidence drafted and distrubuted to teachers.	Assembly to pupils: how to use a sketchbook				
	A Every child is able to access the curriculum. Scaffolded support is provided where necessary. At least 80% of pupils achieve 'Basic' (B) attainment	Resources to be distributed in class boxes tailored to the unit and the art made as a result.					
	C Curriculum content (knowledge and understanding) is logically sequenced and each blocked unit of study explicitly builds on prior learning	Implement learing sequence for art: students take inspiration, develop ideas, then master techniques.					
	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.	Create a skills and mediums progression grid.					

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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 paintbush with a grip if they have under-developed motor skills).	·			v	
DT E19DT		Katharine Gignac					
		Review BLS plans and POP tasks in line with					
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 progession outcomes through the milestones	Treview bits plans and 1 of tasks in line with					
	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 curriculum resources are in place for revised unti 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		David Rees					
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 progession outcomes through the milestones	Review BLS plans and POP tasks in line with conceptual sequence.					
,	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 curriculum resources are in place for revised unti 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		David Rees					
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 progession outcomes through the milestones	Review BLS plans and POP tasks in line with conceptual sequence.					
	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 curriculum resources are in place for revised unti plans.					
	C Curriculum content (knowledge and understanding) is logically sequenced and each blocked unit of study explicitly builds on prior learning	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		Craig Tallom					
III L. OPAINSII E ISMFL		Re-launch 'Language Angels' (September 2022) https:					
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 progession outcomes through the milestones	//docs.google. com/presentation/d/17fn_niUPIFX5logh4IzROSNgHqsZ XmNcxgNnm8IQHso/edit?usp=sharing	Language Angels Subscription	212.00			
	A Every child is able to access the curriculum. Scaffolded support is provided where necessary. At least 80% of pupils achieve 'Basic' (B) attainment	Implement MFL Friday schedule (Autumn 2022)					
	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 progession 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)					
		,					

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
RE E19RE		Jackie Valoti					
We aim for all pupils to attain the outcomes	P POP Task assessments are designed to effectively	Jackie valoti					
specified in the Expanding Worlds blocked learning	demonstrate clear progession outcomes through the						
sequence unit plans	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		Jackie Valoti					
We aim for all pupils to attain the outcomes	P POP Task assessments are designed to effectively	Jackie valoti					
specified in the Expanding Worlds blocked learning sequence unit plans	demonstrate clear progession 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		Mark Russell					
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 progession outcomes through the milestones	Review BLS and POP Tasks inline with new EYFS curriculum.					
S Ic Ic Ic T C	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.		£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 Total			Total Costs	612.00			