

Pupil Learning Objective (development purpose)	IMPACT Indicators of success - Improvement Measures of Progress, Attainment, Curriculum, Teaching	Key Actions /Outcomes (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
English E19ENG		Sue Lloyd					
We aim for all pupils to attain the outcomes specific in the Expanding Worlds Curriculum as outlined in blocked learning sequence unit plans	P POP Task assessments are designed to effectively demonstrate clear progression outcomes through the milestones and include 'Golden Writing' Outcomes	Look at BLS plans to ensure that final independent writing task covers concepts taught during that unit. Check progress against threshold concept milestones for each key stage. Support teachers with planning units.	Release: Monday pm, Tuesday pm, Wednesday 9am - 10.30 (cover already provided). Writing curriculum INSET, 18/11/24.				
	A Every child is able to access the curriculum. Teachers employ strategies to check for understanding . Scaffolded support is provided where necessary. SEND and EAL pupils are sufficiently challenged.	Support staff with the use of specific Pebbles (scaffolded support) in their plans and that these align with the concepts taught in each unit. Ensure that SEND children's work is independent (ie. not copied) and that it has contained a level of challenge (compare to children's previous work) - compare work to what is on the curriculum.	Sounds-Write and Dandelion reading books	£1150 (S-W & D) £600 Updated s			
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	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.	Monitoring in class to observe questioning strategies. Support staff with questioning strategies specific to English.	Release: Monday pm, Tuesday pm, Wednesday 9am - 10.30 (cover already provided).				
Maths E19MATH		Charlotte Jackson					
We aim for all pupils to attain the outcomes specific in the Expanding Worlds Curriculum as outlined in blocked learning sequence unit plans	P POP Task assessments are designed to effectively demonstrate clear progression outcomes through the milestones and include 'Golden Writing' Outcomes	Embed weekly/fortnightly POP tasks that relate to maths units. Ensure teachers are pre-teaching vocabulary. Develop fluency reading in Maths where necessary.	monitoring and follow up INSET				
	A Every child is able to access the curriculum. Teachers employ strategies to check for understanding . Scaffolded support is provided where necessary. SEND and EAL pupils are sufficiently challenged.	Consistent expectations for modelling, scaffolding and checking for understanding strategies to teachers e.g. I do we do you do. Appropriate adaptations implemented in lessons for SEND pupils	1 x INSET				
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	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.	Introduce five minute fluency tasks suggest variety of activities to support the teaching of fluency knowledge including the using of cumulative knowledge quizzing in maths					
Science E19SCI		Huw Richards					
We aim for all pupils to attain the outcomes specific in the Expanding Worlds Curriculum as outlined in blocked learning sequence unit plans	P POP Task assessments are designed to effectively demonstrate clear progression outcomes through the milestones and include 'Golden Writing' Outcomes	Fine tune our POP Tasks including Pebbles pop tasks with a view to them having opportunities for Golden Writing but also opportunities to answer a Working Scientifically based question. I would also like to take a CPD course with this focus and another with Working Scientifically based question.	Monitoring scheduled for November the 18th usually followed by an inset which could be a good time to discuss some of these ideas.	CPD course?			
	A Every child is able to access the curriculum. Teachers employ strategies to check for understanding . Scaffolded support is provided where necessary. SEND and EAL pupils are sufficiently challenged.	Continue the roll out of quizzes: Ideally there will be a Quizzes quiz for each unit across KS1&2 in Science by the end of the school year. Also, I will encourage teachers in other year groups to use quizzes which are already there to start their new units with a recap of previous years. I would also like to check that cover pages in each Science unit are SEND and EAL friendly and that there is a SEND/EAL version of each POP task in KS1&2.	Discussed as part of next monitoring/ inset	na			
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	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.	- Support teachers to ensure that key knowledge is sufficiently explored and forms the basis of high quality questioning	Discussed as part of next monitoring/ inset	na			
Computing E19COMP							
Ben Taylor / Huw Richards							
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PE E19PE							
Ben Taylor							
We aim for all pupils to attain the outcomes specific in the Expanding Worlds Curriculum as outlined in blocked learning sequence unit plans	P POP Task assessments are designed to effectively demonstrate clear progression outcomes through the milestones and include 'Golden Writing' Outcomes	Review POP Tasks for each unit. Implement fluency readers for P.E. Consider where writing opportunity can be implemented in the P.E curriculum when updating BLS'.	Time to meet with head teacher and P.E coaches. Regular INSET updates.	TBC			
	A Every child is able to access the curriculum. Teachers employ strategies to check for understanding. Scaffolded support is provided where necessary. SEND and EAL pupils are sufficiently challenged.	Update / refine each BLS (focus on sequencing, question sets and pebble support/options). Order essential equipment.	Time to meet with head teacher and P.E coaches. Regular INSET updates.	TBC*			
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	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.	Update / refine each BLS (focus on sequencing, question sets and pebble support/options). Set up Quizziz for P.E?	Time to meet with head teacher and P.E coaches. Regular INSET updates.	TBC			
Music E19MUS							
Rebecca Stewart							
We aim for all pupils to attain the outcomes specific in the Expanding Worlds Curriculum as outlined in blocked learning sequence unit plans	P POP Task assessments are designed to effectively demonstrate clear progression outcomes through the milestones and include 'Golden Writing' Outcomes	In spring term all BLSs will be the new updated version. Review POP tasks, check for progression. Continue to encourage class teachers to record POP tasks, to give the children a sense of purpose and performance.					
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	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.	Teachers use quizzex for checking, retrieval and retention. Writing and practical POP tasks impimneted for each unit.					
Art E19ART							
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DT E19DT							
We aim for all pupils to attain the outcomes specific in the Expanding Worlds Curriculum as outlined in blocked learning sequence unit plans	P POP Task assessments are designed to effectively demonstrate clear progression outcomes through the milestones and include 'Golden Writing' Outcomes	Check all BLS' to ensure the pop tasks match each unit of work and have a golden writing outcome.	Subject leader release needed.				
	A Every child is able to access the curriculum. Teachers employ strategies to check for understanding . Scaffolded support is provided where necessary. SEND and EAL pupils are sufficiently challenged.	Ensure all BLS' have milestone and pebble sections completed. Any year groups that have gaps I will provide support and suggestions to complete. Check resources that need to be ordered.					
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	T Teachers uses a range of questioning strategies to check for understanding, retrieve knowledge to support retention, and collect information in order to provide	Ensure all units have a practical POP task and a writing element. Provide support to year groups that are missing these.					
History E19HIS							
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Geography E19GEOG							
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MFL: Spanish E19MFL							
We aim for all pupils to attain the outcomes specific in the Expanding Worlds Curriculum as outlined in blocked learning sequence unit plans		Craig Tallon					
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RE E19RE							
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RHE / PSHE E19PSHE							
We aim for all pupils to attain the outcomes specific in the Expanding Worlds Curriculum as outlined in blocked learning sequence unit plans		Jackie Valoti					
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Foundation Stage E19FDDEV		Hina Khan					
We aim for all pupils to attain the outcomes specific in the Expanding Worlds Curriculum as outlined in blocked learning sequence unit plans	P POP Task assessments are designed to effectively demonstrate clear progression at the end of a unit of work.	Continue to refine and imbed POP Task Assessments in Reception that are recorded in books at the end of a unit of work.		0.00			
	A Every child is able to access the curriculum. Teachers employ strategies to check for understanding. Scaffolded support is provided where necessary. SEND and EAL pupils are sufficiently challenged.	Create an enabling environment providing open ended resources and activities that are stimulating and motivating. Take into account the indoor environments, outdoor environments and the emotional environments.	Water tray to be purchased. EYFS Insets	£280			
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	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.						
Total			Total Costs	0.00			