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	, , , , , , , , , , , , , , , , , , ,		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	3,	
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 <b>check for</b> 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	Sounds-Write and Dandelion reading books	£1150 (S-W & I £600 Updated			
	C Curriculum 'core' content (knowledge and skills) is logically sequenced. Each blocked unit of study explicitly builds on prior learning to facilitate progression from EYPS to Y6. Core concepts are mapped to enable explicit fretireal, reinforcement and retention e.g. via core knowledge quizzes for each BLS unit.	Check BLS plans against previous years' to ensure progression from year to year, including quizzes for core knowledge. Provide examples of questions for each year group, aligned to NC and Milestones. Introduce Kinetic Letters in Year 3. By going into classes and hearing a sample of children read. Support staff with the progression and timetabling of reading for those that need it individually. Compile list of Pebbles' Readers - support staff furing week of 7/10/24. Work with staff to set up phonics and reading intervention groups.	Monitoring of phonics and early reading, week beginning 7/10/24 and Feb 2025.  Kinetic Letters training for Year 3 (led by KS1) 23/9/24.  Monitoring of handwriting KS1 and spelling KS2, week beginning 13/1/25.  Reading curriculum INSET, 11/11/24.	£617.50 (CGF £191.27 (Kine			
	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 'Goldon Writing' Outcomes 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.	Embed weekly/fortnightly POP tasks that relate to maths units. Ensure teachers are pre-teaching vocabulary. Develop fluency reading in Maths where necessary.  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 puijls	monitoring and follow up INSET				
	C Curriculum 'core' content (knowledge and skills) is logically sequenced. Each blocked unit of study explicitly builds on prior learning to facilitate progression from EYFS to Y6. Core concepts are mapped to enable explicit retrieval, reinforcement and retention e.g. via core knowledge quizzes for each BLS unit.	To improve maths fluency across the school by mapping out fluency knowledge for each year group and introduce 5 minute fluency in lessons					
	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 activies 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 P OP 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 fear, and applicability with Modeline.	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 KS182 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 KS182.	Discussed as part of next monitoring/ inset	na			
	C Curriculum' core' content (knowledge and skills) is logically sequenced. Each blocked unit of study explicitly builds on prior learning to facilitate progression from EYFS to Y6. Core concepts are mapped to enable explicit retrieval, reinforcement and retention e.g. via core knowledge quizzes for each BLS unit.	- Continue the roll out of quizzes and other changes from		na			

	IMPACT Indicators of success - Improvement				Interim IMPACT milestones (improvement	IMPACT Outcomes (improvement of	
	Measures of Progress, Attainment, Curriculum,	Key Actions /Outcomes (what you need to do - key			measures of progress, attainment and	attainment , progress and quality of	
Pupil Learning Objective (development purpose)	Teaching	jobs)	Resources / Training / Release / INSET	Costs (£)	curriculum and quality of teaching)	teaching)	Evaluation / Next Steps
	T Teachers uses a range of questioning strategies to check for understanding, retrieve knowledge to support	- Support teachers to ensure that key knowledge is					
	retention, and collect information in order to provide	sufficiently explored and forms the basis of high quality					
	effective pupil feedback that supports learning.	questioning	Discussed as part of next monitoring/ inset	na			
Computing E19COMP		Ben Taylor / Huw Richards					
We aim for all pupils to attain the outcomes specific in the Expanding Worlds Curriculum as outlined in	P POP Task assessments are designed to effectively demonstrate clear progression outcomes through the						
blocked learning sequence unit plans	milestones and include 'Golden Writing' Outcomes						
	A Every child is able to access the curriculum.						
	Teacher's employ strategies to check for understanding. Scaffolded support is provided where necessary. SEND						
	and EAL pupils are sufficiently challenged.						
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	retention, and collect information in order to provide						
	effective pupil feedback that supports learning.						
PE E19PE		Ben Taylor					
		Review POP Tasks for each unit. Implement fluency					
We aim for all pupils to attain the outcomes specific	P POP Task assessments are designed to effectively	readers for P.E. Consider where writing opportinity can	Time to meet with head teacher and R.F. cocches. Regular				
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 opportinity 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			
in the Expanding Worlds Curriculum as outlined in	demonstrate clear progression outcomes through the milestones and include 'Golden Writing' Outcomes  A Every child is able to access the curriculum.	readers for P.E. Consider where writing opportinity can be implemented in the P.E curriculum when updating	Time to meet with head teacher and P.E coaches. Regular INSET updates.	TBC			
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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
	T Teachers uses a range of <b>questioning strategies</b> to check for understanding, retrieve knowledge to support retention, and collect information in order to provide	Teachers use quizzez for checking, retrieval and retention.  Writing and practical POP tasks impimneted for each					
	effective pupil feedback that supports learning.	unit.					
Art E19ART	DDOD'T I WAS A STATE OF THE STA	Charlotte Jackson					
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						
	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.						
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	T Teachers uses a range of <b>questioning strategies</b> to check for understanding, retrieve knowledge to support retention, and collect information in order to provide effective pupil feedback that supports learning.						
DT E19DT		Amy Burns					
We aim for all pupils to attain the outcomes specific	P POP Task assessments are designed to effectively	Check all BLS' to ensure the pop tasks match each unit					
in the Expanding Worlds Curriculum as outlined in blocked learning sequence unit plans	demonstrate clear progression outcomes through the milestones and include 'Golden Writing' Outcomes	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.					
	C Curriculum 'core' content (knowledge and skills) is logically sequenced. Each blocked unit of study explicitly builds on prior learning to facilitate progression from EYFS to '6. Core concepts are mapped to enable explicit retrieval, reinforcement and retention e.g. via core knowledge quizzes for each BLS unit.	Check and update all vocabulary on BLS'. Check all BLS' are following the same lesson structure to build consistency.	INSET needed.				
	T Teachers uses a range of <b>questioning strategies</b> 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		David Rees					
	P POP Task assessments are designed to effectively demonstrate clear progression outcomes through the milestones and include 'Golden Writing' Outcomes						
	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.						
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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.						
Geography E19GEOG		David Rees					
in the Expanding Worlds Curriculum as outlined in	P POP Task assessments are designed to effectively demonstrate clear progression outcomes through the						
blocked learning sequence unit plans	milestones and include 'Golden Writing' Outcomes						

	IMPACT Indicators of success - Improvement				Interim IMPACT milestones (improvement	IMPACT Outcomes (improvement of	
upil Learning Objective (development purpose)	Measures of Progress, Attainment, Curriculum, Teaching	Key Actions /Outcomes (what you need to do - key iobs)	Resources / Training / Release / INSET	Costs (£)	measures of progress, attainment and curriculum and quality of teaching)	attainment , progress and quality of teaching)	Evaluation / Next Steps
ph Zearming Objective (development purpose)	A Every child is able to access the curriculum.	jezej	Treeseases Training Treesease Treesease	500tb (L)	curriculum and quanty or touching)	touorinig/	Evaluation / Noxt Otopo
	Teachers employ strategies to check for understanding. Scaffolded support is provided where						
	necessary SEND and EAL pupils are sufficiently						
	challenged.						
	C Curriculum 'core' content (knowledge and skills) is logically sequenced. Each blocked unit of study						
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	core knowledge quizzes for each BLS 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.			_			
L: Spanish E19MFL		Craig Tallon					
aim for all pupils to attain the outcomes specific	P POP Task assessments are designed to effectively						
he Expanding Worlds Curriculum as outlined in cked learning sequence unit plans	demonstrate clear progression outcomes through the milestones and include 'Golden Writing' Outcomes						
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	Teacher's employ strategies to check for understanding. Scaffolded support is provided where						
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	retention, and collect information in order to provide						
	effective pupil feedback that supports learning.			_			
E E19RE							
e aim for all pupils to attain the outcomes specific	P POP Task assessments are designed to effectively						
the Expanding Worlds Curriculum as outlined in ocked learning sequence unit plans	demonstrate clear progression outcomes through the milestones and include 'Golden Writing' Outcomes						
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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
Foundation Stage E19FDEV		Hina Khan					
in the Expanding Worlds Curriculum as outlined in	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 environements, outdoor environments and the emotional environments.	Water tray to be purchased. EYFS insets	£280			
	C Curriculum 'core' content (knowledge and skills) is logically sequenced. Each blocked unit of study sexplicitly builds on prior learning to facilitate progression from EYFS to Y6. Core concepts are mapped to enable explicit retrieval, reinforcement and retention e.g via core knowledge quizzes for each BLS unit.	that mirrors the Reception curriculum, where knowledge and skills lay the foundation for Reception.	EYFS Insets Thursday release time	0.00			
	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.						
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Total			Total Costs	0.00			