



WLP Action Plan for 2021/22

Owner(s): Elizabeth Smith Last revisited: Sept 2021

<u>Intention</u> <u>Data, Recovery programme, resources, staffing including pedagogy, innovation</u>	<u>Implementation</u>	<u>Implementation Time frame/ Staff involved</u>	<u>Proposed Impact</u>	<u>Evidence towards proposed impact</u>
<p><u>PP children</u> have opportunities to develop and enhance life experiences – identified as a growing concern as a direct consequence of Lock down.</p> <p>Plan experiences for all children; extend opportunities for PP children</p>	<p>Teachers will...</p> <ul style="list-style-type: none"> ✓ Identify opportunities that can enhance experiences and book these accordingly. All opportunities have completed Risk assessments. <p>Wider learning team will...</p> <ul style="list-style-type: none"> ✓ Support staff by sign posting teachers to explore trips which will support the WLP and widen experiences for all children. 	<p>All staff – half term ahead to plan for visits. Expectations of a minimum of 1 trip and or 2 engaging opportunities annually.</p>	<ul style="list-style-type: none"> ➤ Through pupil voice children share experiences of trips and classroom experiences with good knowledge, high enthusiasm and extended vocabulary. ➤ Through pupil voice Pupil premium children know and remember more as a direct outcome of planned experiences, with high enthusiasm and improved vocabulary. 	
<p>Displays & Environment to support learning in WLP</p>	<p>Wider Learning team will...</p> <ul style="list-style-type: none"> ✓ Monitor displays in classrooms – are they moving children on? What is pupil voice saying? Does it support their learning? How? Reminders to staff to ensure displays enhance learning and are current. ✓ Monitor fiction and non-fiction books to support WLP for book cases and as part of displays 	<p>All staff- First half term to be up and running with current displays to support current learning. Wider learning team to monitor each term with oral feedback,</p> <p>Staff will ensure that their books on the book cases and on display are</p>	<ul style="list-style-type: none"> ➤ Displays to support learning in WLP ➤ Environments stimulating and engaging. ➤ Children recognise and use displays to remember and know more. ➤ Children are doing more as part of their WLP lessons. 	



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	<p>Teachers will ...</p> <ul style="list-style-type: none"> ✓ Plan engaging lessons to support doing, remembering and knowing more. ✓ 	<p>engaging, age appropriate and link to the WLP adequately.</p> <p>WLP – to order books gaps are evident. (Autumn 2021)</p> <p>ES – pupil voice questions (Spring 22)</p>	<ul style="list-style-type: none"> ➤ A clear audit identifies where resources are needed in priority order, over time. 	
Update <u>WEBSITE</u> to reflect schools policies and practices in WLP	<p>Wider Learning team will ...</p> <ul style="list-style-type: none"> ✓ Create a WLP page to include; a learning yearly overview, KKO's, Pupil voice videos 	<p>Teaching staff/ middle leaders- by the end of Autumn Term 2021 and continue throughout the year.</p>	<ul style="list-style-type: none"> ➤ Parents are able to access and support the learning with their child linked with WLP on the school website. 	
<p><u>Planning/ Resourcing/staff pedagogy?</u></p> <p>Staff to ensure they include the Assessment bubbles as part of each WLP lesson</p>	<p>Wider Learning team will ...</p> <ul style="list-style-type: none"> ✓ Remind staff and share the bubbles/reflection sheets again. ✓ Ensure that Assessment bubbles reflect improved understanding and subjects and purpose. ✓ Evidence through lesson observations that this part of the lesson is happening. ✓ Monitoring of the Bubbles to evidence progress in knowledge 	<p>Staff- Weekly addressing of the bubbles</p> <p>ES – monitoring throughout the year.</p>	<ul style="list-style-type: none"> ➤ Pupil voice articulates the use of assessment sheets on their learning ➤ Evidence shows that Assessment sheets supports children in their journey of remembering is knowing more. 	



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<p><u>Planning/Resourcing/staff pedagogy?</u></p> <p>KKO's are up to date, support the learning and the curriculum that is mapped out for each WLP</p> <p>Class page and website prior to the start of the projects share the KKO</p>	<p>Teachers will ...</p> <ul style="list-style-type: none"> ✓ Amend KKO's as they are taught – to be shared with parents. <p>Wider Learning team will...</p> <ul style="list-style-type: none"> ✓ Monitor class page, curriculum coverage with KKO <p>Children will...</p> <ul style="list-style-type: none"> ✓ Use the KKO's in their learning ✓ Evidence that their learning matches and links with KKO's. 	<p>Staff / ES- Half termly to be monitored</p>	<ul style="list-style-type: none"> ➤ Parents are well informed ➤ Website is up to date with information regarded learning in Wider Learning 	
<p><u>Pupil Voice</u> – evidence gathered; what are the children at SMA saying about the teaching & learning in Wider learning lessons?</p> <p>Pupil voice correctly informs staff about</p>	<p>Wider Learning team will...</p> <ul style="list-style-type: none"> ✓ Gather evidence of group pupil voice in each year group. <p>Teachers will ...</p> <ul style="list-style-type: none"> ✓ Use pupil voice time to gather information linked with WLP ✓ Share specific subjects with children and avoid acronyms. 	<p>ES – Termly</p> <p>Staff - Termly</p>	<ul style="list-style-type: none"> ➤ SLT are aware of what the children are saying about their learning linked WLP. ➤ Children are able to identify the skills and the understanding of why they are learning and what they are learning in WLP; how it links to our school specifically. 	



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Teaching & Learning in Wider Learning. Previous pupil voice is shared and acted on.	✓ Show more purpose of what children are learning and that they are involved in their own journey impacting on the planning.			
<u>Reduce gaps in 2021/2022 between girls and boys in writing within WLP</u>	<p>Teachers will</p> <ul style="list-style-type: none"> ✓ Identify interests within the cohort and plan writing opportunities to encourage both narrative and non-fiction across both curriculum areas; English & WLP lessons. ✓ Recognise the boy/girl agenda using data shared with them in writing – Termly monitoring (ES/SP/COH) of books/examples of writing and planning. 	Staff to monitor termly addressing the gaps ES/SP/COH to look at evidence and monitor that the gaps are reducing due to increased opportunities.	<p>Year 6 - Trend in girl/ boy 76% G /54% B ARE is reduced. Maintain existing and build on ARE writers with particular attention to boys.</p> <p>Year 5 - Trend in girl/ boy 83% G /77% B ARE and 33% G/15% B GD. Maintain existing and build on HA Boy writers.</p> <p>Year 4 - Trend in girl/ boy broadly equivalent acknowledging Boy /Girl Ratio(73% B: 84% G) ARE Accelerate with additional and different support next year ; what will this look like?</p> <p>Year 3 - Boys are underachieving when compared to girls and when compared with national data (78% ARE G: 50% ARE B) LA boys to show progress.,</p> <p>Year 2- Trend in girl/ boy Boys are underachieving when compared to girls (79% ARE G: 69% ARE B) LA PP boys to show progress.</p> <p>Year 1 - Trend in girl/ boy Progress strong: 4 boys underachieving compared with 2 girls. Accelerated expectations in specific areas have ensured exciting writing opportunities has been delivered.</p>	