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| Intention  Data, Recovery programme, resources, staffing including pedagogy, innovation | Implementation | Implementation Time frame/ Staff involved | Proposed Impact | Evidence towards proposed impact |
| To develop opportunities for ‘hands on’ resources and enrichment opportunities | * Resource audit * Trip and visitor audit * Plans for this academic year in conjunction with personal development strategic overview * Art gallery consideration – potential of printing | Autumn 1  SLT and teachers | * Learning is brought alive by rich experiences, opportunities and resources. * Children are able to draw on prior enriching experiences to know and remember more |  |
| To develop staff use of assessment   * To develop subject leaders’ role in supporting teachers to use assessment well enough to check that pupils fully understand what they have been taught, in order for them to build knowledge securely on what they already know, eradicating any gaps in knowledge. To support teachers in using assessment strategies effectively in all subjects to support pupils’ next steps in learning | * Continue to embed in the moment assessment, live feedback, questioning skills and developing children’s answers as a primary assessment tool * CPD time to support with ‘Proof of Progress’ style new assessment format * Monitoring time to gauge the impact – pupil voice, book look * To develop and refine effective use of assessment, including children’s own understanding ensuring it is having an impact on adaptations for future teaching and learning and next steps * Ensure that well-focussed formative assessment identifies the extent to which children have learned the curriculum and consequently teachers using this to inform future curriculum design and adaptation * Develop and embed opportunities for deliberate repetition for children to develop and retrieve subject content | From autumn 2  SLT and teachers | * Children are confident in articulating what they have learnt and remembered, skills and knowledge * Staff are confident in setting purposeful learning objectives and assessing children across foundation subjects against NC age related standards |  |
| * To develop the monitoring of the teaching of curriculum subject areas to regularly include evidence of staff’s increased knowledge and understanding of CPD – pedagogy; retrieval practices, vocabulary instruction, questioning and planning. * To embed the role of subject leaders, ensuring that they systematically check and quality assure how well the curriculum is being delivered and how well pupils are achieving. Monitor curriculum provision and develop strategies to support pupils to recall the key knowledge and vocabulary set out in the curriculum. | * Leader to research and fully understand curriculum content choices and can evaluate the effectiveness of these choices * Time to monitor the curriculum provision, planning and pupil’s learning and make adaptations as necessary * Monitoring time for the impact of the foundation subjects – children’s knowledge and vocabulary * Website and class pages promote and communicate the ambitious, broad and balanced curriculum offer * Displays and environment support learning in WLP, e.g. vocabulary bricks and instruction * Monitoring in line with pedagogy programme of staff CPD | Ongoing monitoring each half term to quality assure and make adaptations according to assessment information | * Children are receiving all subject entitlements and a broad and balanced curriculum in line with our vision and intent * Teacher subject knowledge is improved with support |  |

**Discussion notes from APU across the year**