

WLP Action Plan for 2025/26 owner(s): NH, TR, GF Last revisited:

Your School Action plan should include SDP objectives and actions



<p style="text-align: center;"><u>Intention</u></p> <p><u>Data, Recovery programme, resources, staffing including pedagogy, innovation</u></p>	<p style="text-align: center;"><u>Implementation</u></p>	<p style="text-align: center;"><u>Implementation Time frame/ Staff involved</u></p>	<p style="text-align: center;"><u>Proposed Impact</u></p>	<p style="text-align: center;"><u>Evidence towards proposed impact</u></p>
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Continue to embed AFL, in the moment and lesson by lesson assessment, live feedback, questioning skills and developing children's answers as a primary assessment tool CPD time to support with POP tasks and more diagnostic assessment against end points 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 	<p>From autumn 2</p> <p>SLT and teachers</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Pop tasks and quizzes are possibly going to be used Questions mapped across the WLP/year groups. Coloured questions – including greater depth questions. Computing assessment questions will be yearly rather than key stage. Interleaving and spaced practice

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<p>ry, geography, art, DT</p>	<ul style="list-style-type: none"> • Use of 'SMA outstanding' grid to monitor and develop the use of retrieval practice across art, DT, history and geography • Evaluate the use of 'Forget-Me-Nots' – are they emphasising the foundational and most important knowledge and skills? 	<p>NH, TR, GF</p>	<ul style="list-style-type: none"> ➤ Children are knowing and remembering the key components and golden threads for each subject area, in order to build and link new knowledge upon. ➤ Children are aware of skills and careers associated with each subject discipline (Who is God calling me to be? slides) 	<ul style="list-style-type: none"> ➤ Pop tasks can be planned after awhile of teaching
<p>To develop opportunities for 'hands on' resources and enrichment opportunities</p> <p>To monitor and improve active learning within learning sequences</p>	<ul style="list-style-type: none"> • Resource audit • Trip and visitor audit • Plans for this academic year in conjunction with personal development strategic overview 	<p>Spring</p> <p>SLT and teachers</p>	<ul style="list-style-type: none"> ➤ Learning is brought alive by rich experiences, opportunities and resources. ➤ Children are able to draw on prior enriching experiences to know and remember more 	<ul style="list-style-type: none"> ➤ History resources have been purchased. ➤ Opportunities to develop enquiry
<p>To develop the planning of deeper and more profound questions to identify precisely where pupils are in their understanding and extend their learning, with a focus on high expectations for children's answers (developing confident speakers and listeners)</p>	<ul style="list-style-type: none"> • Use of Blooms taxonomy and previous questioning cpd to support teachers with planning these deeper questions and eliciting appropriate and detailed responses 	<p>Staff inset time and planning time</p>	<ul style="list-style-type: none"> ➤ Children's communication and language, vocabulary and oracy skills will improve as well as an awareness of how to tackle more evaluative and analytical questions 	<ul style="list-style-type: none"> ➤
<ul style="list-style-type: none"> • To develop the monitoring of the teaching of WLP to regularly include evidence of staff increased knowledge and understanding of CPD – pedagogy; retrieval practices, vocabulary instruction, questioning and planning. 	<ul style="list-style-type: none"> • Planning surgeries to support sequencing of learning • Quality assurance of lessons and the sharing of good practice • Leader to research and fully understand curriculum content choices and can evaluate the effectiveness of these choices • Evaluate the impact of WLP monitoring with follow up – has it had the desired effect? 	<p>Ongoing monitoring each half term to quality assure and make adaptations according to assessment information</p>	<ul style="list-style-type: none"> ➤ Children are receiving all subject entitlements and a broad and balanced curriculum in line with our vision and intent ➤ Teacher subject knowledge is excellent and delivery of the curriculum is thorough and effective 	<ul style="list-style-type: none"> ➤ Book looks – autumn 2

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<p>Spaced Practice- <i>Ensuring there are opportunities to recall and review and eradicate gaps in knowledge.</i></p>	<ul style="list-style-type: none"> ➤ Audit current curriculum maps and lesson sequences to identify natural points for recall and review. ➤ Develop a wide spaced review schedule after initial teaching. ➤ Identify this spaced practice on recorded grids. ➤ Embed low-stakes quizzes and other strategies for quick retrieval tasks at the start/end of lessons. ➤ Provide staff training on strategies for retrieval practice (e.g., flashcards, brain dumps, concept maps). <ul style="list-style-type: none"> • Use formative assessment data to identify and address gaps in knowledge promptly. 	<p>Management time – see management cycle;</p> <p>Lesson observations and learning walks, Review of planning and assessment outcomes over time. Monitor the impact of the recorded grids with staff. Pupil voice surveys on recall strategies. APU meetings to review impact and adjust practice.</p>	<ul style="list-style-type: none"> ✓ Students regularly demonstrate recall of prior learning without reliance on notes. ✓ Evidence in lesson observations of retrieval opportunities across all key stages. ✓ Reduced knowledge gaps evident in assessment analysis. ✓ Students report increased confidence in remembering and applying prior learning. 	<p>➤</p>
<p>Interleaving- <i>Consolidating and mastering detailed skills, knowledge, and rich vocabulary across the curriculum.</i></p>	<ul style="list-style-type: none"> ➤ Map opportunities for interleaving key concepts, skills, and vocabulary across year groups on developed grids ➤ Review schemes of work/resources for evidence of interleaving opportunities. ➤ Ensure assessment tasks require children to draw upon knowledge and skills from multiple units. ➤ Revise on KKO's the vocabulary lists that are revisited throughout topics. ➤ Identify and encourage cross-curricular links and collaborative planning with other subject areas where appropriate. <ul style="list-style-type: none"> • Monitor work through book look/observe lesson using IRIS to evidence vocabulary 	<p>Management time – see management cycle;</p> <p>Lesson observations and learning walks, Review of planning and assessment outcomes over time. Monitor the impact of the recorded grids with staff. Pupil voice surveys on recall strategies. APU meetings to review impact and adjust practice.</p>	<ul style="list-style-type: none"> ✓ Students can apply knowledge and skills across units and topics rather than in isolation. ✓ Assessments show improved ability to transfer learning to new contexts. ✓ Use of subject-specific vocabulary is accurate and consistent. ✓ Teachers identify higher ability/ greater depth development and knowledge transfer. ✓ Pupil voice to check understanding of links across topics. 	<p>➤</p>

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Discussion notes from APU across the year