|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Intention | Implementation | Implementation Time frame/ Staff involved | Proposed Impact | Evidence towards proposed impact |
| ***PP children***  Reflect on current opportunities to develop and enhance life experiences and extend language  Provide scaffolding to support new vocabulary; | Teachers will…   * Identify opportunities that can enhance experiences and book these accordingly. All opportunities have completed Risk assessments. * Using KKO’s, learning cycle poster through learning session   Wide learning team will…   * SS & ES to support staff by sign posting teachers to explore trips, which will support the WLP and widen experiences for all children. | All staff – half term ahead to plan for visits. Expectations of a minimum 2 trips or and a visitor into classes over the year. These provide engaging opportunities. | * 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 including recognition of vocabulary as a direct outcome of planned experiences, with high enthusiasm and embedded new vocabulary. * Children familiar with the vocabulary section on each KKO * Evidence in written work in assessment grids and WLP exercise books includes specific vocabulary linked with WLP. |  |
| Displays & Environment to support learning in WLP | Wider Learning team will…   * Monitor displays in classrooms – they should be moving children on in their learning. They include assessment bubbles to demonstrate progress in learning – remembering and knowing more. Returning to these bubbles/grids will occur. Key Knowledge organisers are frequently used to refer and recall knowledge. 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 * WLP display in hall to include links with vocabulary and KKO | 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.  Staff will ensure that their books on the book cases and on display are engaging, age appropriate and link to the WLP adequately.  WLP – to order books gaps are evident. (Autumn 2023)  Ensure hall WLP displays the current agenda at SMA  (Autumn – Vocabulary) | * Displays 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. * Clear evidence of the children’s progress with week 1 and final week demonstrates the children have learnt and remembered more. * A clear audit identifies where resources are needed in priority order, over time. * Links made with SDP to ensure vision is shared |  |
|  |
| ***Planning/ Resourcing/staff pedagogy?***  Regularly update SMA WEBSITE to reflect WLP experiences  Staff to ensure they recall prior learning including the Assessment bubbles as part of each WLP lesson through retrieval strategies  Staff to plan sequential lessons to build on knowledge; ensure their knowledge is embedded.  Staff to ensure the planning builds on prior knowledge to ensure there is a learning journey with in each WLP  Staff include different practice & retrieval strategies within WLP lessons  Staff to know the SMATT’s linked with each WLP and use these more when teaching a lesson.  Historic resources will be purchased to support learning and develop skills in specific year groups | Wider Learning team will …   * Continue to use the WLP page to inform stake holders include; a learning yearly overview, KKO’s, Pupil voice videos. * Enthuse observers of the website in how we teach WLP in school – this should be felt when looking at the website. * Monitor class pages in other year groups - to ensure they are updated. , curriculum coverage with KKO   Wider Learning team will …   * Remind staff and share the bubbles/reflection sheets frequently. * Ensure that Assessment bubbles reflect improved understanding and subjects and purpose. * Evidence through lesson observations that recall and referral to assessment bubbles/grids are occurring during each lesson. * Monitoring of the Bubbles to evidence progress in knowledge   WLP Team will..   * Ensure SMATT planning is on the back of the KKO’s and added to the WLP books.   Staff will ..   * Ensure learning objectives are purposeful to the SMATT and are taken form the branch planning * Recall prior learning for previous lesson   Teachers will …   * Plan engaging lessons to support doing, remembering and knowing more. Plan using pedagogy learnt form CPD (Autumn Term) * Inform ES of which artefacts for History, Geography, resources for DT/Art to be ordered to support development of skills. | Teaching staff/ middle leaders- by the end of Autumn Term 2023 and continue throughout the year – website and class pages are up to date with relevant KKO’s.  Staff- Weekly addressing of the assessment grids/bubbles  ES – monitoring throughout the year.  Staff- Collate and evidence final examples of week 1 and final weeks. Keep in A1 folders these examples. (July 2024)  Staff / ES- Half termly to be monitored  ES – complete the SMATT’s/KKOs (July 2024)  ES – Autumn Term; ensure children are familiar with the skills linked with WLP by knowing the SMATT’s | * Parents are able to access and support the learning with their child linked with WLP on the school website. * Parents and other stake holders are well informed * Website is up to date with information regarded learning in Wider Learning * 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. * Children’s learning will be secure and sequential. * Children will be able to make links in their prior learning. * Good quality evidence collected both in books and A1 folders to demonstrate progress. * Resources will grow and support teaching and learning * Lessons will be engaging and stimulating – bringing learning alive. |  |
|  |
| ***Pupil Voice***  Evidence gathered; what are the children at SMA saying about the teaching & learning in Wider learning lessons?  Pupil voice correctly informs staff about Teaching & Learning in Wider Learning. Previous pupil voice is shared and acted on. | Wider Learning team will…   * Gather evidence of group pupil voice in each year group.   Teachers will …   * Use pupil voice time to gather information linked with SMATT (teacher Threads) * Use correct subject words when teaching a WLP lesson * Show more purpose of what children are learning and that they are involved in their own journey impacting on the planning. | Staff – Twice a year | * 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. * Increased awareness of the SMATT’s |  |

**Notes for APU**