



Quality of education			
What?	Why?	How?	When?
To continue to achieve the best possible outcomes in phonics through our work with Kernow English Hub (KEH) on developing RWI teaching in school	We know that pupils learning to read quickly and efficiently is key to their education success. At Sennen our reading is good; staff are well trained and we are well resourced. This opportunity allows us to have the most up to date training and replace all our old resources with high quality texts.	<ul style="list-style-type: none"> <li>Attend 6x reading leader training days</li> <li>Take part in 6x development days with the English Hub. Will fully engage in the sessions (which include CPD) and act on feedback to develop best possible practise.</li> <li>Use grant from KEH to subscribe to portal and buy new resources</li> <li>Hold termly 'phonics focus' in staff meetings (Teachers and TAs) to refresh and refine practise in key areas of the programme</li> <li>Hold parent workshop (for new parents) to set out the principles and practises of RWI, including how they can support at home.</li> </ul>	Termly  Termly Autumn term
To continue to achieve the best outcomes in reading at the end of KS2 (either above or in line with national) by ensuring there is clear sequencing of progression within KS2, in line with the new Reading Framework.	The new reading framework has been released and it sets out new recommendations for the teaching of reading. This is based on the most up-to-date research. We see this as an exciting opportunity to look at our practise, and rewrite our planning to suit the needs of the pupils in our school.	<ul style="list-style-type: none"> <li>Research on current best practise (including the new reading), utilising support of TPAT reading lead.</li> <li>Following research, revamp book corners to show relevant books for the topics.</li> <li>During staff meeting – review and map out texts use. Ensure they provide breadth of genre and are matched to both reading spines and topics.</li> <li>Using NC statements, questioning sequence and text map, create document citing which objectives will be covered in each term. Ensure coverage</li> <li>Create proforma for mid termly plan &amp; share</li> <li>Create exemplar PPT to show structure of each lesson &amp; share</li> <li>Monitoring of lessons and books to ensure content is being covered correctly and effectively.</li> </ul>	Autumn term  Spring term  Ongoing
To further improve outcomes in writing (including greater depth) by developing our writing progression to ensure it is rich and relevant for our children	As with reading, we want to make sure that we are keeping up to date with current thinking and practice with writing to be able to achieve the best possible outcomes. Working with an expert in the field will enable us to plan the highest quality curriculum that is suitable for our school.	<ul style="list-style-type: none"> <li>In staff meeting, look at current genre map and discuss relevance.</li> <li>Use assessments on target tracker to identify what the school is doing well and what our weaker areas are.</li> <li>Attend GPS training from Grammarsaurus as a means of securing subject knowledge and exploring planning ideas.</li> <li>Work with Grammarsaurus to adapt our writing curriculum to better suit our topics and needs (based on assessments).</li> <li>Ensure all progression and planning docs are in place.</li> </ul>	Autumn term  Spring term



		<ul style="list-style-type: none"> <li>Carry out regular coaching and monitoring of new plans to help ensure success.</li> </ul>	Summer term
To raise the profile of poetry across the school	Poetry is a wonderful, but often forgotten genre so we want to make sure pupils getting a broad range of literary experiences by bringing poetry to the forefront.	<ul style="list-style-type: none"> <li>When reviewing reading and writing planning, ensure coverage of high-quality poetry (across all styles such as rhyming, free verse, haiku etc)</li> <li>Ensure book corners, front porch and library have a selection of high-quality poems in.</li> <li>Engage in local and national poetry initiatives (national poetry day, local poetry competitions etc) and celebrate our achievement with the wider school community.</li> </ul>	Spring term  Ongoing
Secure declarative knowledge in maths	Declarative knowledge is the children's ability to recall number facts such as number bonds and timetables. By being able to recall number facts quickly reduces the pupil's cognitive load, and frees up more working memory to be able to tackle to problem.	<ul style="list-style-type: none"> <li>To secure declarative knowledge – focus on the four operations, arithmetic and times tables. Ensure all children can retain knowledge in long term memory and have rapid recall of key facts.</li> <li>Teachers to plan into daily lesson time fluency sessions focusing on these skills</li> <li>Plan assessment opportunities and recapping time over the year (link to assessment)</li> </ul>	Spring term
To ensure all disadvantaged (SEND, Pupil premium and those who don't quite meet threshold) are able to achieve in line with their peers	At Sennen we believe that all pupils are entitled to a full and rich curriculum. We need to make sure that when pupils fall behind, we put the best support possible in place to enable them to catch up and keep up.	<ul style="list-style-type: none"> <li>Use pupil progress meetings to identify pupils who are falling behind</li> <li>Ensure these pupils are part of the NTP catch up tuition sessions.</li> <li>Engage in the Advantage project to 'level playing field' and ensure equal opportunities for all.</li> <li>Use PP money to make sure pupils have access to the wider curriculum</li> <li>Ongoing</li> </ul>	Termly
Develop teacher's adaptive teaching techniques by ensuring appropriate SEND adaptations are in place for all subjects	Every child is unique, and whilst we have a wide range of adaptations available to us, we need to make sure we are picking the adaptations that specifically suit the pupils we have in school.	<p>Using Trust documents on adaptive teaching, alongside needs of pupils on the record of need, select resources and techniques suited to our children in our setting.</p> <p>Create easily to use documents for staff to be able to access.</p> <p>Carry out staff training on documents, specifically any techniques that are unfamiliar to them.</p> <p>Use pupil progress meetings and lesson visits to track the progress of our SEND pupils, adapting documents as necessary.</p>	Spring term  Termly



<p><u>Staff research project</u></p> <p>To support pupils' ability to remember more over time by introducing Dual Coding systems into our practise</p>	<p>Staff feel that keeping up to date with current research and thinking is the best way to continue high-quality teaching. Staff love to get involved in research and implementing new initiatives into our school.</p>	<ul style="list-style-type: none"> <li>• Staff to take part in online training course to develop knowledge of dual coding, its benefits and how to put into practise. Look into resources and books (Oliver Caviglioli)</li> <li>• Visit another school who has this system in place and look at impact</li> <li>• Create implementation plan – work collaboratively through staff meeting sessions to agree a process/system to match the needs of the children at Sennen.</li> </ul>	<p>Spring term</p>
<p>To ensure robust and effective systems are in place to formally track progress of pupils</p> <p>(Making the switch from TT to Arbor, aligning formative assessment with other schools in the trust, looking for effective methods for assessing foundation subjects)</p>	<p>We want to make sure that we make the best use of our time as teachers, and only gather the data that will make an impact on the pupil's development.</p>	<ul style="list-style-type: none"> <li>• To research the different methods of formative assessment and look at how other schools have implemented assessment opportunities throughout the wider curriculum.</li> <li>• Evaluate current practice and summative assessment and data practice.</li> <li>• To plan out assessment opportunities in all areas of the curriculum and finalise a system/timeline for recapping in the wider curriculum.</li> <li>• Staff meetings and collaborative work to formalise approach to formative assessment in the wider curriculum. Create a structure for assessment in each topic – Quizzes, starters, recaps, knowledge organisers, Key vocab and share on PP as reference to teachers.</li> <li>• Implementation of strategies</li> </ul>	<p>Autumn term</p> <p>Spring term</p> <p>Ongoing</p>
<p>To develop the arts curriculum (art, D&amp;T and music) to ensure clear scope and sequencing in place</p>	<p>Since Covid, we have been working hard to close gaps in learning for the core subjects. Now that we have made great progress in this area, we are turning our attention towards the wider curriculum. The arts have many benefits for children, from promoting creativity and developing self-esteem, to supporting pupils' mental health</p>	<ul style="list-style-type: none"> <li>• Meeting with curriculum lead for TPAT to discuss current position and priorities</li> <li>• Adapt art and DT curriculums to match needs of pupils and ensure clear progression of skills</li> <li>• Carry out sketch book training to support staff and pupils with their use</li> <li>• Ensure full resourcing of both art and DT to enable staff and pupils to create high quality pieces.</li> </ul>	<p>Termly</p> <p>Spring term</p> <p>Summer term</p>