



Quality of education, including strategic planning for post-Covid			
What?	Why?	How?	When?
To align curriculum and vocabulary development	There are very strong links between vocabulary development and successful academic outcomes. We want the children at Sennen to be confident, articulate pupils, who can express themselves in any situation.	Using long term plans and progression documents to support, map out tier 1, 2 and 3 vocabulary that needs to be specifically taught. Create long term plan Share with all staff, add to website and share with parents.	Timeframe: Science & Computing – Sept 22 History & Geog- Nov 22 Art & DT – Jan 22 Music & MFL – Mar 22
Incorporate assessment opportunities into the assessment cycle. This will allow for timely formative assessments that identify gaps in learning and inform the next stage of pupils' development in each subject.	Whilst having exciting and interesting lessons is great, we want to make sure that the knowledge and understanding is embedded in their long-term memory. By continually revisiting concepts, we can check knowledge and understanding, and put interventions in place if needed.	Using long term plans and progression documents to support, map out where each topic needs to be revisited to check for understanding and inform planning. These docs will then for part of our long-term planning and progression and enable staff to target planning and intervention appropriately. Ensure this is carried out in a staff meeting to ensure all staff are aware and have input.	Timeframe: Science & Computing – Sept 22 History & Geog– Nov 22 Art & DT – Jan 22 Music & MFL – Mar 22
To develop systems for supporting pupils' retrieval and memory of taught content		-For each subject, look at a lesson design and create a set of 'non-negotiables' to be included in each lesson. -Create a range of in-lesson strategies to prompt retrieval, reflection and discussion -Inter-year group peer discussion and sharing of learned context sessions to take place once per topic (during topic landings) -Exercise book monitoring and pupil conferencing by subject leaders, SENCo, SLT and Governors Pre-and post-topic assessments support retrieval and memory	Oct 22  Nov 22 Termly  Ongoing  Ongoing
To improve maths outcome across the school, including the development of pupils' declarative knowledge.	Maths is a subject where lockdown had a negative impact. Certain concepts were either misunderstood or missed out entirely. This yea we want to improve pupils' confidence in maths, develop their ability to recall number facts and support them to develop their problem solving and reasoning skills. We also feel that we need to work alongside parents with this to make sure everyone feels confident and speaks positively about maths.	-Ensure coverage of key objectives in line with the National Curriculum, Ready to Progress and mastery materials -Improve children's fluency and arithmetic skills through daily practice, retrieval quizzes, home learning and problem-solving practise. This should help commit learning to long term memory. -Help all children in Year 4/5/6 to know their times tables fluently through TT Rockstars competitions, times table focus and earning of times table badges -Increase reasoning and problem-solving opportunities across the school through mastery teaching to allow children to demonstrate their understanding in a variety of methods, and use relevant vocabulary and sentence stems to show understanding -Build SATS questions into lessons to develop confidence and skills -Older children to have sessions with younger to work together -Increase opportunities to challenge greater depth children by looking into projects and events for children to take part in and having extension tasks readily available in class for children to complete	Sept 22  Ongoing  Ongoing  Ongoing  Ongoing  Termly



		<ul style="list-style-type: none"> <li>-Close the gaps/support children who are falling behind by using pupil progress meetings to assess where support should be targeted.</li> <li>-Take advantage of tutoring programme using well trained staff.</li> <li>-Use precision teaching to support SEND pupils Oct 22 set up then ongoing</li> <li>-Support parents with Maths at home by providing them information and strategies</li> </ul>	<p>Sept 22 then ongoing Sept 22 then ongoing Jan 23</p>
To improve writing outcomes across the school by developing pupils' competence with accurate transcription.	As with maths, writing was challenging to support in lockdown. We want children to love writing for a range of purposes, and do so eloquently, creatively and accurately. By supporting children with their transcription, we aim to give them the confidence to write freely and creatively.	<ul style="list-style-type: none"> <li>-Review whole school overview document showing progression in writing skills across each genre</li> <li>-Develop presentation non negotiables to raise the standard of presentation across the school</li> <li>-We will improve transcriptions skills in KS1 through early intervention.</li> <li>-We will improve transcription skills in LKS2 through small group and targeted support.</li> <li>-Update whole school progression document showing genres and texts covered in each year group for CYCLE A.</li> <li>-Highlight the link between the statutory words &amp; their application in writing.</li> </ul>	<p>Termly Oct 22 Sept 22 Oct 22 Sept 22 then ongoing Sept 22 then ongoing</p>
To ensure exposure to a range of texts by developing reading spines for each year group.	Children's reading outcome at Sennen continue to be strong. We want to make sure that children continue to love reading, and are exposed to a wide range of texts, both from past and current authors. By mapping this out, we can ensure a full range of coverage, link to topics where possible, and avoid overlap.	<ul style="list-style-type: none"> <li>-Read research to understand the importance of developing a clear reading structure.</li> <li>-Carry out a parent survey to see which books they remembered reading as a child, that they would like to see incorporated into the curriculum</li> <li>-As a staff, use the research materials, along with the results from parent survey and local texts to map out texts linked to our topics</li> <li>-Create text map to run alongside topics and share with staff and wider community.</li> <li>-Look at the list and use fundraising money to purchase some of the texts for our library.</li> </ul>	<p>Oct 22 Oct 22 Nov 22 Nov 22 Dec 22</p>
Ensure all learners are able to achieve, by making pupils' additional needs explicit, including strategies to show how they learn best.	We understand that although pupils all have different needs, everyone is entitled to the support to be the best they can be. We want to make sure that each child has their strengths and development points known, and that this is shared with all who come into contact with them.	<p>Ensure record of need is fully up to date and disseminate Consult with other SENDCOs within TPAT on good examples of one-page profiles &amp; create templates. Work alongside class teachers to create one page profile and intervention records for each pupil on the record of need &amp; share with all involved. (These need to be kept in a prominent place in the classroom. During pupil progress meetings, update information and targets set on one-page profiles</p>	<p>Sept 22 Oct 22 Oct 22 Ongoing</p>