

Duke Street Primary School Improvement Plan Outline Priorities 2019 / 2020

Quality of Teaching, Learning & Assessment

- **Priority 1: Inspire and raise attainment in non-core subjects providing a broad and rich curriculum to meet the needs of all the children at Duke Street Primary with a particular focus on establishing clear skills progression, non-negotiables and improving children's recorded outcomes,**
- Subject leader action plans to clearly demonstrate intent, implementation and impact across the whole school.
- Use stakeholder views in all subjects to inspire and meet the needs of all Duke Street children (this would include preview learning tasks, themed days, extra-curricular opportunities, visits and visitors and to establish a "Duke Street Primary Bucket List")
- Maximise opportunities during termly department planning meetings to steer the curriculum
- Class teachers to plan opportunities for all children including Special Educational Needs and Disabilities children and Disadvantaged Pupils (SEND/ DAPs) Gifted Talented Able (GTA) pupils. (The impact needs to be monitored by subject leaders)
- Utilise Chorley Heads In Partnership (CHIP) and Local Authority (LA) Networking opportunities to share good practise, develop the curriculum and work collaboratively to raise standards
- Subject leaders to complete termly monitoring, which will include book sampling, pupil conferencing, observations. This will evaluate the impact of key actions and will be reported to staff, Senior leadership Team (SLT) and governors.
- In-house and cluster moderation / book sharing to ensure application of non-negotiables, and consistency within school and across cluster, in regard to skills and knowledge progression
- Use creative ways to gather evidence to demonstrate progress, to show the impact of children's learning. (written work in individual and floor books, iBooks, video footage which illustrates children using subject related vocabulary)
- Use research in the areas of Cognitive Load Theory /Knowledge Organisers to maximise learning outcomes.
- Class teachers to regularly track the progress of working towards and greater depth focus groups, to ensure accelerated progress.

Priority 2: Raise Attainment in English with a focus on reading. To increase the number of children reaching the expected standard and greater depth across school.

- To create an Early Reading environment in Early Years Foundation Stage (EYFS), ensuring the classroom promotes and inspires children to read.
- To provide children in EYFS with weekly reading and writing enhancements, to raise standards in early Literacy.
- To provide more opportunities within the classroom setting for children to read and have exposure to a range of quality texts, through daily Everyone Reading In Class time (ERIC) and class novel time. Encourage all children to read books by different authors and to try unfamiliar reading texts.
- To create more opportunities in guided reading sessions in (Key Stage 1) KS1 to have access to a range of different texts and to have more opportunities to respond to different question types, helping to prepare them for end of year tests.
- To have standalone grammar punctuation and spelling (GPS) sessions to help cover specific skills in more detail. This will allow for children to demonstrate their understanding and apply individual skills into their writing. Focus to be on ensuring the basics (Y2 - Y6 secure and revisit GPS objectives) before covering all other skills.
- To continue to incorporate dictation into English lessons, ensuring all children are exposed to common exception words (CEW) on a weekly basis. Dictation to be used to improve stamina for writing across the school.
- To continue to use No Nonsense spellings from Years 2-6 ensuring all children are exposed to end of year expectations. Additional spelling resources to be incorporated into English lessons as the beginning of x4 sessions weekly, to help improve spellings.
- To use vocabulary jars, and other resources within lessons, to expose and extend children's language. Children to be challenged to incorporate advanced vocabulary in their writing.
- Intervention / progress groups to take place daily, in order to identify key children who did not meet the learning objective during the morning's session. The teacher to work with these children to clarify misconceptions and provide further opportunities for key children to consolidate and extend their understanding.
- To raise the standards of writing in non-core subjects so it is in line with writing produced in English books and Polished Portfolios.
- To use the Ebb and Flo reading scheme to help provide quality texts throughout the school and to organise author visits throughout the school year. The 'Lets Read' boxes to be used to help motivate and inspire our children to read.
- To continue to promote and monitor home reading throughout the school, aiming to increase the overall percentage. Each class to have high expectations of home reading and to aim for a minimum target of 80% each week. To share reading updates with parents and to upload a range of different resources on the website to help support children with their reading.
- Class teachers to ensure SEND/AN children are provided with appropriate resources in order for them to make progress.

Priority 3: Raise attainment in Mathematics, through high quality teaching for mastery, with a focus on increasing the number of children reaching the expected standard and greater depth across the school.

- Introduce daily 'Early Bird Maths' (EBM).
- Use focused daily mental and oral starters to teach EBM focus and year group arithmetic expectations.
- Ensure concrete apparatus is available in table top maths boxes during every lesson and intervention group.
- EYFS Maths display board to be present in both classrooms to reinforce and promote understanding of number.
- To ensure main teaching embeds conceptual understanding and is rich in key mathematical vocabulary
- To secure early retention of key facts through regular practice within mental and oral sessions, monitored through the use of Maths Superhero league, football league and Times Table Rock Stars (TTRS).
- Numberblocks to be used to further develop numeracy in EYFS.
- EYFS Maths Long Term Plan to be implemented each half term to ensure coverage of objectives throughout the year.
- To increase daily opportunities for maths in the outdoors (EYFS)
- To develop resilience and promote growth mindset
- Build opportunities for additional teaching, within the daily maths lesson, that clarifies new learning, to support the understanding of children who are working towards expectations. (focus groups)
- Daily progress group intervention led by class teacher to swiftly address daily misconceptions
- Start maths lessons with a problem in order to explore the maths needed to tackle the problem.
- Working wall to contain key vocabulary for the week, problem solving strategies, concrete/pictorial models and images to support the development of conceptual understanding.
- To continue to use the maths characters to promote questioning and reasoning
- Class teachers to regularly track the progress of working towards and greater depth focus groups, to ensure accelerated progress
- Class teachers to ensure SEND/AN children are provided with appropriate resources in order for them to make progress.
- Plan a series of lessons which focus on the problem solving area identified each term
- Use the maths floor books in all KS1 & KS2 classrooms to capture reasoning responses.

