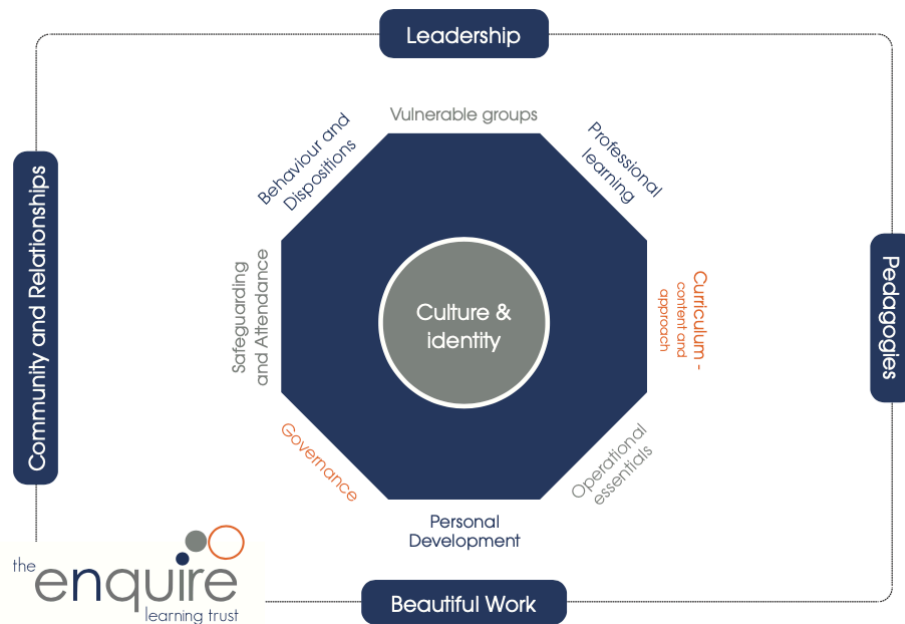


# Enquire Learning Trust

## Academy improvement plan 2022-2023

### Welholme Academy



Welholme  
Academy

### Our Vision:


Our aim is that Welholme Academy is a safe and nurturing place, where all children, staff and visitors feel welcome and valued and believe that together we can achieve anything. Children learn best when they are happy and confident and we want every child to achieve the very best they can. We encourage them to challenge themselves and to be proud of all their achievements.



## Improvement Plan 2022-2023


**Priority 1:** How do we maximise our opportunities to develop children's oracy skills?

**Priority 2:** How do we ensure our children have the skills needed to be confident and fluent writers?

**Priority 3:** How do we ensure our signature pedagogies are evident in all curricular areas?

<p><b>Enquire Learning Trust</b> <b>Welholme Academy</b> <b>Improvement Plan</b> <b>2022/2023</b></p> 	<p><b>Priority 1</b></p> <p>How do we maximise our opportunities to develop children's oracy skills?</p>	<p><b>Impact – What is the desired outcome for this priority?</b></p> <p>Children are able to articulate their thoughts using an increasing vocabulary to express their views They can organise their thoughts so that they are reasoned, structured and fluent Children can work collaboratively – listening to others points of view and respond respectfully</p>
<p><b>Leadership Activities</b></p>		<p><b>How will practice and provision look if we are successful in this priority?</b></p>
<ul style="list-style-type: none"> <li>• Leaders will monitor teaching for the application of our oracy document 'Silence is not golden'. Good practice to be identified and shared across the school.</li> <li>• Early identification of those children who have needs in relation to speech, language, communication and interaction in order to plan for interventions both internally and externally.</li> <li>• Interventions to be established and reviewed regularly (half termly).</li> <li>• EY leader to facilitate training and research with Nursery and Reception staff to identify the key elements of quality interventions in order to ensure all interaction are purposeful in all areas of EY provision. This will be done using the EEF / NEL Literacy Development materials.</li> <li>• NELI programme to be established (Autumn 1) – children screened and needs identified, then run across the year</li> <li>• Staff training to look at how we maximise opportunities for talk in all lessons that demand pupil engagement and ensure meaningful activity: <ul style="list-style-type: none"> <li>- Review talk phrases</li> <li>- Draft menu of feedback devices</li> </ul> </li> <li>• Staff to be aware of how they can explicitly promote collaborative working: talk partners / group roles / envoying / doughnut sharing / think-pair-share / etc.</li> <li>• Training on effective questioning for all staff – open vs closed questioning / no hands up / not answering a question, but requiring children to think</li> <li>• Subject leaders to provide subject specific guidance on how oracy can be developed within their subject.</li> <li>• Building Learning Power (BLP) language to be incorporated across the curriculum to support children in their understanding of HOW they learn and to be able to express this.</li> <li>• RWInc. CPD to continue – daily / weekly monitoring by Phonics Leader, Development Days with Ruth Miskin staff (twice per year).</li> <li>• Reading Spine to be monitored for fidelity to the approach. Provision reviewed to ensure alignment with the Welholme Curriculum and that the needs of all children are being met.</li> <li>• Parents awareness of the importance of oracy to be raised and then given opportunity to speak with external providers and experts to help them develop skills to support their children (e.g. Communication &amp; Interaction / RWInc.)</li> </ul>		<p><b>Pupils will be able to participate in deep learning activities where they can exchange ideas, explore new areas and challenge assumptions.</b></p> <p><b>Staff will be confident in using a range of strategies to help facilitate talk and support learning.</b></p> <p><b>Our classrooms will be lively places with meaningful talk activities. Children will be confident and engaged in lessons. All children including those with SEND and our most disadvantaged will be able to articulate their views.</b></p> <p><b>Children will listen attentively to the speaker (whether it is an adult or one of their peers). They will respond appropriately and respect the views of others.</b></p> <p><b>Children will be able to use technical vocabulary with accuracy and use a growing vocabulary to express themselves effectively, confidently and fluently.</b></p>
<p><b>Autumn Milestones (What needs to happen this term to be on track with the priority?)</b></p> <ul style="list-style-type: none"> <li>• All screening to be completed and interventions established (RWI / NELI / Communication &amp; Interaction / SaLT / SEN)</li> <li>• Interventions reviewed each half term (at least) – outcomes and impact shared in PPM's</li> <li>• All observations and enquiries to monitor the implementation of our oracy document.</li> <li>• Parent workshop in Autumn 2.</li> <li>• CPD: Talk strategies / RWInc, development day / BLP</li> <li>• EY team meeting: development session</li> </ul>	<p><b>Spring Milestones</b></p> <ul style="list-style-type: none"> <li>• Interventions reviewed each half term (at least) – outcomes and impact shared in PPM's</li> <li>• CPD: effective questioning / RWInc. development day / BLP</li> <li>• Subject leaders to present subject specific guidance on oracy</li> <li>• EY team meeting: development session</li> </ul>	<p><b>Summer Milestones</b></p> <ul style="list-style-type: none"> <li>• Interventions reviewed each half term (at least) – outcomes and impact shared in PPM's</li> <li>• CPD: BLP</li> <li>• EY team meeting: development session</li> </ul>
<p><b>Collaborative Advantage</b></p> <ul style="list-style-type: none"> <li>• Trust CPD offer</li> </ul>		

<p><b>Enquire Learning Trust</b>  <b>Welholme Academy</b>  <b>Improvement Plan</b>  <b>2022/2023</b></p>  	<p><b>Priority 2</b></p> <p>How do we ensure our children have the skills needed to be confident and fluent writers?</p>	<p><b>Impact – What is the desired outcome for this priority?</b></p> <p>Standards in writing improve for all children across the academy – narrowing the gap between our most able learners and the bottom 20% and with national outcomes (minimum of 5% per year group). Children take pride in their work – reflected in the standards of presentation seen.</p>
<p><b>Leadership Activities</b></p>		<p><b>How will practice and provision look if we are successful in this priority?</b></p>
<ul style="list-style-type: none"> <li>• ‘The Write Stuff’ training to be completed by all teaching staff.- implementation of programme as of 5.9.22.</li> <li>• English lead to provide overview training to all support staff on ‘The Write Stuff’ – by the end of September 2022</li> <li>• English lead to provide an expectations checklist for staff</li> <li>• Opportunities to be provided for staff to observe ‘The Write Stuff’ in action – internally and at other Trust schools</li> <li>• Termly surgeries to address on-going issues and review implementation / agree any changes</li> <li>• Writing deep dive and book scrutiny each term to check on fidelity of implementation</li> <li>• Moderation to be undertaken within phases each half term, whole school moderation to be undertaken each term (whole school template document to be provided by subject lead – completed over the year by each year group)</li> <li>• SENDCo’s to monitor the impact of ‘The Write Stuff’ on those children with SEND – progress and attainment levels, as well as confidence and engagement. Is the gap between the bottom 20% and the rest of the cohort narrowing?</li> <li>• New handwriting scheme to be embedded across the school using the new books with line guides printed within them</li> <li>• Handwriting lead to monitor termly and provide feedback to staff regarding issues and inconsistencies</li> <li>• Spelling programme to be embedded across the school – linked to homework in KS2</li> <li>• Spelling lead to monitor termly and provide feedback on issues and inconsistencies</li> </ul>		<p>Every writing lesson is treated as an opportunity for vocabulary development, and there is a strong emphasis on the children developing a repertoire of words which enable them to extend detail and description.</p> <p>Writing at Welholme will be well-organised and structured and include a variety of sentence structures. We aim for all our children to have excellent transcription skills to ensure that their writing is well-presented and punctuated and spelt correctly using their knowledge of spelling patterns and rules. Throughout the writing process, our children will edit and redraft their work, responding to feedback from teachers and peers.</p>
<p><b>Autumn Milestones (What needs to happen this term to be on track with the priority?)</b></p> <ul style="list-style-type: none"> <li>• All staff trained / aware of ‘The Write Stuff’ – implemented</li> <li>• Moderation with phases (x2) and whole school (x1)</li> <li>• Spelling &amp; handwriting to be monitored: feedback provided</li> <li>• Writing deep dive (including book scrutiny and lesson observation)</li> <li>• SENDCo lesson observation / book scrutiny to look at impact of spelling, handwriting and ‘The Write Stuff’ on SEND</li> </ul>	<p><b>Spring Milestones</b></p> <ul style="list-style-type: none"> <li>• Moderation with phases (x2) and whole school (x1)</li> <li>• Spelling &amp; handwriting to be monitored: feedback provided</li> <li>• Writing deep dive (including book scrutiny and lesson observation)</li> <li>• SENDCo lesson observation / book scrutiny to look at impact of spelling, handwriting and ‘The Write Stuff’ on SEND</li> </ul>	<p><b>Summer Milestones</b></p> <ul style="list-style-type: none"> <li>• Moderation with phases (x2) and whole school (x1)</li> <li>• Spelling &amp; handwriting to be monitored: feedback provided</li> <li>• Writing deep dive (including book scrutiny and lesson observation)</li> <li>• SENDCo lesson observation / book scrutiny to look at impact of spelling, handwriting and ‘The Write Stuff’ on SEND</li> <li>•</li> </ul>
<p><b>Collaborative Advantage</b></p> <ul style="list-style-type: none"> <li>• Opportunity for staff to observe ‘The Write Stuff’ in other Trust schools – Keelby, Enfield &amp; Middlethorpe</li> <li>• Trust CPD offer</li> </ul>		

<p><b>Enquire Learning Trust</b>  <b>Welholme Academy</b>  <b>Improvement Plan</b>  <b>2022/2023</b></p> 	<p><b>Priority 3</b></p> <p>How do we ensure our signature pedagogies are evident in all curricular areas?</p>	<p><b>Impact – What is the desired outcome for this priority?</b></p> <p>The signature pedagogies identified as key strategies to support our pupils will be evident across the curriculum and across the school. Staff will utilise them in their teaching to support pupil learning.</p>
<p><b>Leadership Activities</b></p>		<p><b>How will practice and provision look if we are successful in this priority?</b></p>
<ul style="list-style-type: none"> <li>Leaders will monitor teaching for the application of our signature pedagogies (oracy, AfL, recall &amp; retention) and good practice to be identified and shared across the school.</li> <li>Subject leaders to provide subject specific guidance on how oracy, AfL and recall &amp; retention can be developed within their subject.</li> <li>EY leader to facilitate training and research on integrating the signature pedagogies into EYFS.</li> <li>Signature Pedagogy groups to conduct further research and provide further staff training to look at how we maximise opportunities for the use of oracy, AfL and recall &amp; retention in all lessons: <ul style="list-style-type: none"> <li>Draft menu of strategies</li> </ul> </li> <li>Building Learning Power (BLP) to be introduced as a means of enabling children to articulate their learning.</li> <li>Good practice in the use of our signature pedagogies to be identified in all observations and enquiries.</li> <li>SLT to hold pupil voice focus groups each week to review the learning that has taken place and how children can articulate this and make links with previous learning.</li> <li>All teaching staff to be included in triad groups to develop recall and retention strategies: within phases (Autumn), cross phase (Spring) and across the Trust (Summer).</li> <li>Feedback strategies to be discussed and agreed / clarified.</li> <li></li> </ul>		<p>All lessons will allow children to demonstrate good long-term memory skills recalling and applying what they know to new learning situations.</p> <p>Children will confidently articulate their learning and make links to previous learning.</p> <p>Teachers will know where children are and where they need to go next in their learning which is demonstrated through accurate assessments and by adapting teaching where necessary by providing appropriate scaffolds.</p>
<p><b>Autumn Milestones (What needs to happen this term to be on track with the priority?)</b></p> <ul style="list-style-type: none"> <li>Staff triad group to develop recall &amp; retention strategies (phases)</li> <li>All observations and enquiries to monitor the implementation of our oracy, AfL and recall &amp; retention documents.</li> <li>Pupil voice groups held by SLT (TC, KG, LL)</li> <li>Signature pedagogy CPD: Recall &amp; Retention</li> </ul>	<p><b>Spring Milestones</b></p> <ul style="list-style-type: none"> <li>Staff triad group to develop recall &amp; retention strategies (cross phase)</li> <li>All observations and enquiries to monitor the implementation of our oracy, AfL and recall &amp; retention documents.</li> <li>Pupil voice groups held by SLT (TC, KG, LL)</li> <li>Signature pedagogy CPD: AfL / BLP</li> </ul>	<p><b>Summer Milestones</b></p> <ul style="list-style-type: none"> <li>Staff triad group to develop recall &amp; retention strategies (trust wide)</li> <li>All observations and enquiries to monitor the implementation of our oracy, AfL and recall &amp; retention documents.</li> <li>Pupil voice groups held by SLT (TC, KG, LL)</li> <li>Signature pedagogy CPD: Oracy</li> </ul>
<p><b>Collaborative Advantage</b></p> <ul style="list-style-type: none"> <li>Link with Southcoates, Buckingham, Eastfield, Springfield to explore strategies for 'recall &amp; retention' / pupil voice</li> <li>Link with Southcoates and Enfiled to explore strategies for AfL</li> <li>Trust CPD offer</li> </ul>		