

Priority 1: 

To further raise attainment and progress in maths, reading and writing with a particular focus on increasing proportion of pupils meeting ARE by: -

- Increasing reading stamina, vocabulary and embedding our reading for pleasure culture
- Developing a mastery approach to writing pedagogy, targeting teaching to secure and deepen essential skills and knowledge children need to be strong writers, including a consistent approach to supporting spelling application in writing
- Further building on rising standards in mathematics by embedding a small steps approach to learning and Mastery teaching

Priority 2: 

Ensure children's knowledge, skills and understanding increase progressively across the curriculum over time

Priority 3: 

Ensuring latest research is being used to continue to develop pedagogy to maintain outstanding teaching and learning across the curriculum with a key focus on:-

- Further developing children's self-regulation and metacognition across the curriculum with a focus on dialogic teaching
- Keep proactively auditing school against recommendations from emerging EEF guidance reports, acting to further improve practice where appropriate

Peover Superior Primary School – Academy Development Plan 2019- 20 - Key Priorities and Associated Success Criteria

<p>To further raise attainment and progress in maths, reading and writing with a particular focus on increasing proportion of pupils meeting ARE by: -</p> <ul style="list-style-type: none"> Increasing reading stamina, vocabulary and embedding our reading for pleasure culture Developing a mastery approach to writing pedagogy, targeting teaching to secure and deepen essential skills and knowledge children need to be strong writers, including a consistent approach to supporting spelling application in writing Further building on rising standards in mathematics by embedding a small steps approach to learning and Mastery teaching 	
Key Strategies to secure success	Success Criteria
<ul style="list-style-type: none"> Developing ‘Reading Teachers’ with expertise in engaging children in reading and developing stamina Engaging in OU trial to further engage parents in reading with children to further develop enjoyment, stamina and vocabulary Tight tracking of identified pupils and use of diagnostic assessment to target teaching Developing a consistent approach to support reading, writing and spelling through Word Study and Word Aware Consistent teaching of high frequency words Agreeing key objectives for ARE in writing in each year group and coaching and monitoring to ensure teaching is prioritised to deepening key skills Agreeing and embedding a consistent approach to supporting pupils in application of accurate spelling in writing CPD on NCETM materials and support in application Ensuring leaders at all levels are monitoring to ensure improvements in practice are sustained over time 	<ul style="list-style-type: none"> Attainment at ARE in reading, writing and maths to rise – decrease in children currently on border of ARE as they move to evidencing ARE Clear agreed key skills for writing in each year group have been identified and monitoring and improved outcomes evidence impact of small steps approach Improvements in children’s application of spelling to their writing Increase in knowledge of key vocabulary and it being applied in writing Decisions taken by leaders are evidence informed and leading to improved outcomes across the curriculum Improvements in practice are sustained over time
<p>ADP Priority 2: Ensure children’s knowledge, skills and understanding increase progressively across the curriculum over time</p>	
Key Strategies to secure success	Success Criteria
<ul style="list-style-type: none"> Implementing the knowledge, skills and vocabulary curriculum we have designed Ensuring revisiting of key knowledge and language is leading to children knowing more and remembering more Strategically engaging with evidence informed practice and best practice across the Trust to support further improvement in outcomes across the curriculum Monitoring to ensure implementation is effective and impacting on outcomes across the curriculum 	<ul style="list-style-type: none"> School are delivering a well-structured, progressive curriculum that is evidenced to be increasing children’s knowledge, skills and understanding progressively over time The cognitive science of learning is reflected in pedagogy to support children in knowing more and remembering more Improvements in practice are sustained over time
<p>ADP Priority 3: Ensuring latest research is being used to continue to develop pedagogy to maintain outstanding teaching and learning across the curriculum with a key focus on:-</p> <ul style="list-style-type: none"> Further developing children’s self-regulation and metacognition across the curriculum with a focus on dialogic teaching Keep proactively auditing school against recommendations from emerging EEF guidance reports, acting to further improve practice where appropriate 	
Key Strategies to secure success	Success Criteria
<ul style="list-style-type: none"> Developing children’s metacognition and self-regulation strategies to maximise their ability to learn – with a focus on dialogic teaching Strategically engaging with evidence informed practice and best practice across the Trust to support further improvement in outcomes 	<ul style="list-style-type: none"> Dialogic talk is evident in practice and securing improved outcomes, especially for children on the cusp of ARE Improved staff understanding of metacognition and self-regulation is supporting curriculum pedagogy resulting in children knowing more and remembering more Decisions taken by leaders are evidence informed and leading to improved outcomes across the curriculum