

**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: -

- Ensuring accelerated learning for all pupils to ensure all year groups are back on track relative to where they were pre lockdown
- Embedding reading stamina, vocabulary and embedding our reading for pleasure culture
- Deepening 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, building on rationale and progression developed during lockdown

**Priority 2:** 

Implement and embed redesigned foundation subject curriculum, ensure children's knowledge, skills and understanding increase progressively across the curriculum over time, developing subject leader skills to ensure impact

**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:-

- Embedding our approach to the implementation of approaches to develop children's self-regulation and metacognition across the curriculum with a focus on dialogic teaching
- EYFS – implementation of the Early Adopter foundation stage curriculum



## Peover Superior Primary School – Academy Development Plan 2020 - 21 - Key Priorities and Associated Success Criteria

<p><b>ADP Priority 1:</b> 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"> <li>Ensuring accelerated learning for all pupils to ensure all year groups are back on track relative to where they were pre lockdown</li> <li>Embedding reading stamina, vocabulary and embedding our reading for pleasure culture</li> <li>Deepening 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</li> <li>Further building on rising standards in mathematics by embedding a small steps approach to learning and Mastery teaching, building on rationale and progression developed during lockdown</li> </ul>	
<b>Key Strategies to secure success</b>	<b>Success Criteria</b>
<ul style="list-style-type: none"> <li>Tight tracking of identified pupils and use of diagnostic assessment to target teaching</li> <li>Developing a consistent approach to support reading, writing and spelling through Word Study and Word Aware and Power of Reading</li> <li>Agreeing and embedding a consistent approach to supporting pupils in application of accurate spelling in writing</li> <li>CPD on implementation of school’s rationale and scheme of work</li> <li>Ensuring leaders at all levels are monitoring to ensure improvements in practice are sustained over time</li> </ul>	<ul style="list-style-type: none"> <li>Attainment at ARE and GDS in reading, writing and maths to be at least in line with pre lockdown</li> <li>Improvements in children’s application of spelling to their writing</li> <li>Increase in knowledge of key vocabulary and it being applied in writing</li> <li>Decisions taken by leaders are based on evidence of monitoring and leading to improved outcomes across the curriculum</li> <li>Improvements in practice are sustained over time</li> </ul>
<p><b>ADP Priority 2:</b> Implement and embed redesigned foundation subject curriculum, ensure children’s knowledge, skills and understanding increase progressively across the curriculum over time, developing subject leader skills to ensure impact</p>	
<b>Key Strategies to secure success</b>	<b>Success Criteria</b>
<ul style="list-style-type: none"> <li>Implementing the knowledge, skills and vocabulary curriculum we have designed</li> <li>Ensuring revisiting of key knowledge and language is leading to children knowing more and remembering more</li> <li>Strategically engaging with best practice across the Trust to support further improvement in outcomes across the curriculum</li> <li>Further develop the role of subject leader, ensuring monitoring of implementation is effective and impacting on outcomes across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>School are delivering a well-structured, progressive curriculum that is evidenced to be increasing children’s knowledge, skills and understanding progressively over time</li> <li>The cognitive science of learning is reflected in pedagogy to support children in knowing more and remembering more</li> <li>Improvements in practice are sustained over time</li> </ul>
<p><b>ADP Priority 3:</b> 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"> <li>Embedding our approach to the implementation of approaches to develop children’s self-regulation and metacognition across the curriculum with a focus on dialogic teaching</li> <li>EYFS – implementation of the Early Adopter foundation stage curriculum</li> </ul>	
<b>Key Strategies to secure success</b>	<b>Success Criteria</b>
<ul style="list-style-type: none"> <li>Embedding children’s metacognition and self-regulation strategies to maximise their ability to learn – with a focus on dialogic teaching</li> <li>Strategically engaging with best practice across the Trust and beyond to support further improvement in outcomes</li> <li>Implement the new Early Adopter EYFS Framework, ensuring children make at least good progress</li> </ul>	<ul style="list-style-type: none"> <li>Dialogic talk is evident in practice and securing improved outcomes, especially for children on the cusp of ARE</li> <li>Improved staff understanding of metacognition and self-regulation is supporting curriculum pedagogy resulting in children knowing more and remembering more</li> <li>EYFS outcomes strong</li> </ul>