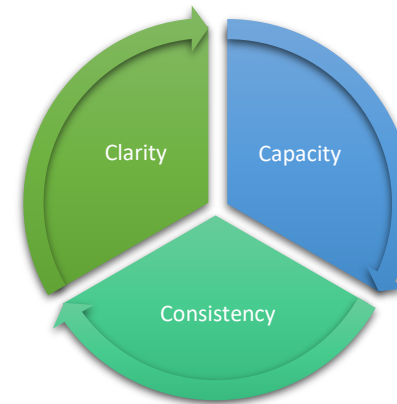
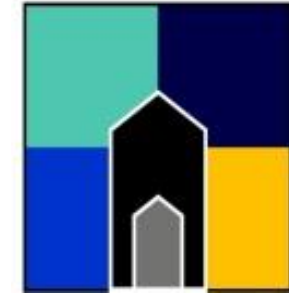


Gateway to Learning



An Daras
Multi Academy Trust



An Daras Multi-Academy Trust Academy Improvement Plan 19/20 (Jan 19 – Jan 20)

Status: Draft/Approved	
School:	Prinetown Community Primary School
Version:	V2
Statutory:	Yes
Approved by LGAB:	Jan 19
Final Review by LGAB:	Jan 20
Advisory Committee:	Local Governing Advisory Board ADMAT Teaching, Learning and Achievement Committee
Linked Documents and Policies:	PPG Provision Map 18/19, PE Funding Map 18/19, SEF 18/19, ADMAT Consultant Reports 18/19, Babcock School Improvement Reports, OFSTED Data, ISDR/ASP Reports 18, ADMAT SI Strategy 18, MAT Improvement Capacity Framework

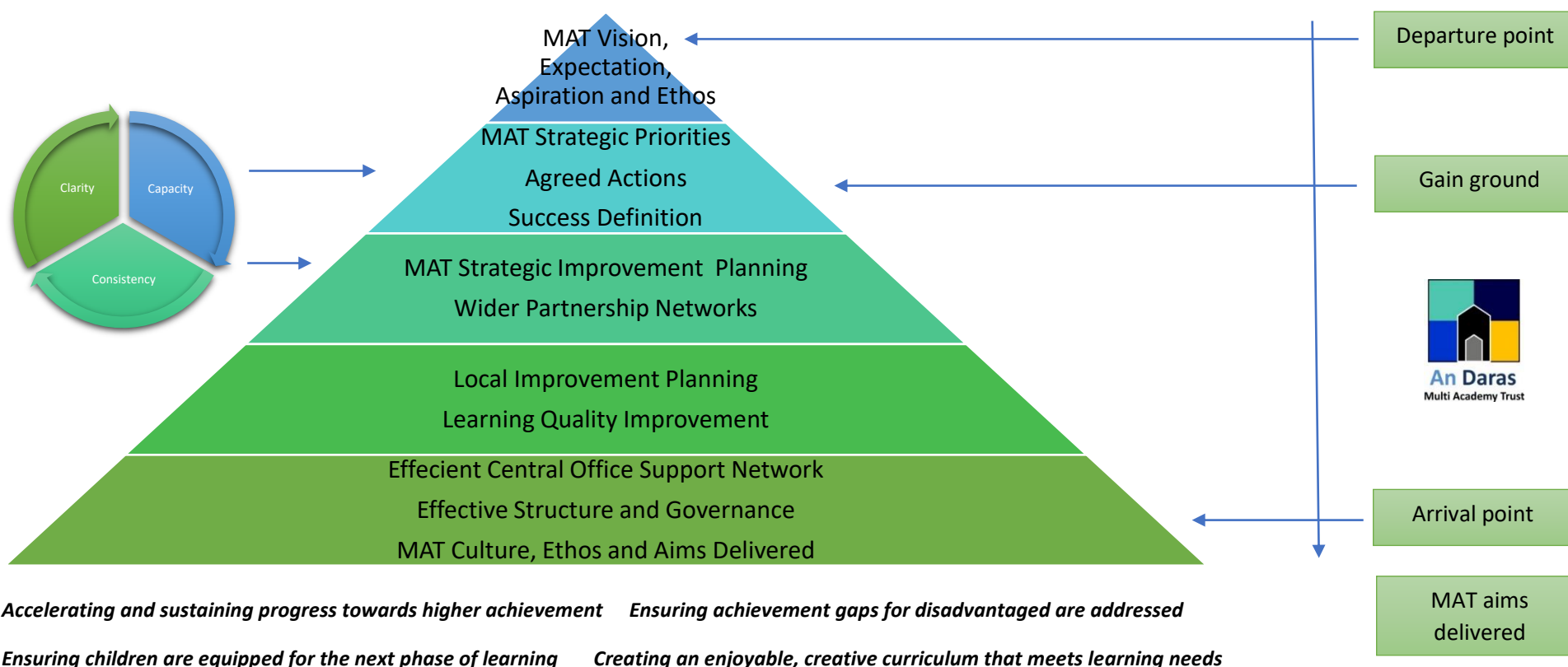
A. Improvement – ADMAT Model

- **Our strategy model** is structured around establishing sustainable improvement “building blocks” of **capacity, consistency and clarity** in school operations delivered through interlinked improvement strategies informed by MAT, national and local school **contexts**. We define these essential building blocks as;
 - ✓ **Capacity** – *the ability to design, deliver and lead change within an agreed strategic vision*
 - ✓ **Consistency** – *the ability to standardise systems, process, protocols and standards to*
 - ✓ **Clarity** – *the rigorous application of school improvement models, CPD programmes and*
 - ✓ **Context** – *the identification of MAT and local priorities which deliver gain and value added for stakeholders*
- This annual AIP document exemplifies the MAT’s approach to delivery of school improvement “building blocks” which lead into five overall MAT prime improvement areas - *Vision and Culture, People and Leadership, Curriculum and Assessment, Teaching and Learning, Governance and Accountability*.
- **MAT self-assessment system** (see MAT Risk Register/SEF) used to risk manage the latest achievement/context of a school on an annual basis. Levels of support, resource deployment and challenge will then be decided by the MAT in partnership with local school leadership. Schools will be reviewed against the following criteria;

Seriously underperforming school	The need is for rescue or recovery: rapid control, arrest of decline, assessment of priorities, firm action, injection of systems and staff, critical decisions sand modelling what is needed
School that requires improvement to be judged good	A school requiring reinforcements: building capacity, harnessing good practice and improving that which is not, developing and empowering staff, ensuring consistency, raising aspirations, designing and implementing a strategy for creating a school that is good or better
Good to outstanding	The need for refinement: ensuring that all teaching and learning is good and that an increasingly high proportion is outstanding, refining monitoring and evaluation, ensuring the needs of every pupil are met, growing leaders, reducing achievement gaps and maximising progress and outcomes
Sustaining excellence	A school requiring renewal: not simply sustaining outstanding practice but building on it, innovating, fine tuning and spreading the schools influence more widely

B. Creating Shared Vision, Aspiration and Expectation

- ADMAT Key Vision – “To be the primary gateway for life-long learning, ensuring every child in the Trust is ready for present and future success”.
- MAT schools will focus on delivering school improvement programmes closely linked to their local need and the MAT priorities – providing a “departure” point and “arrival” point to measure success and gain. School improvement is always identified with raising the quality of learning and standards. SI needs will be identified by using the full range of MAT self-evaluation tools. The pyramid indicates the overall SI implementation strategy;



C. ADMAT SI Model – School Building Blocks;

Context - Local, MAT, National

ADMAT AIP – Gateway to Learning

3

MAT Improvement Delivery =

MAT Standardisation

MAT Non-Negotiable
Expectation

School Building Blocks

Clarity

Capacity

Consistency

Risk Management

Time Scale

MAT Applied Strategy

IMPACT: Improved Outcomes



D. Academy Improvement Plan 19/20 Whole MAT Improvement Plan Priorities 19/20: <ul style="list-style-type: none"> • Increase writing/spelling attainment/progress for boys/vulnerable groups (Teaching and Learning) • Extend consistent impact of visible learning strategies across all schools (Curriculum and Assessment) • Increase skills/capacity of middle leadership to deliver improvements in curriculum effectiveness (People and Leadership) • Improve parental engagement with learning to ensure effective reach to all families (Vision and Ethos) • Embed Trauma Informed School (TIS) strategies across all MAT schools (Teaching and Learning) 		MAT Resource Support: Advice from KS1 Moderator in relation to Maths Support from AIO Advice from MAT EYFS lead Attendance at moderation / subject leader meetings MAT Visible Learning Training		
Progress Benchmark KS2: Mathematics - -4.09 Reading - +5.72 Writing - -1.78		Start/End Date: January 2019 – December 2019		
2018 School Attainment Benchmark KS2: Mathematics – 33% Expected 0% GDS Reading – 67% Expected 17% GDS Writing – 33% Expected 0% GDS EGPS - 67% Expected 0% GDS Combined – 33% Expected 0% GDS		2018 National Benchmark KS2: Mathematics – 75% Expected 24% GDS Reading – 75% Expected 28% GDS Writing – 78% Expected 20% GDS EGPS - 77% Expected 34% GDS Combined – 64% Expected 10% GDS		
		LGAB Links: <u>Data / Improvement</u> IEB member: Pauline Robins SGB member: Phil Griffin <u>Safeguarding</u> IEB member: Jane Greaves SGB member: Emma Burchell <u>SEND</u> IEB member: Jane Greaves SGB member: Emma Burchell <u>Curriculum</u> IEB member: Pauline Robins SGB member: Shelia Manning		
Time Frame Key Amber – 1 st 100 days Green – 2 nd 100 days (into SI plan content below)		ADMAT Vision Delivery: To be the primary gateway for life-long learning ensuring every child in the Trust is ready for present and future success. We are committed to improving life chances by delivering high quality academic, spiritual, social, economic and experiential learning to raise aspirations and contribute effectively to positive personal development. School Vision Delivery: Through creative teaching and learning, we strive to build a school community where our children develop resilience and independence, they have a healthy sense of self, take responsibility, can persevere and have a 'can do' attitude when faced with a challenge.		
Explaining Context (rationale/evidence/SEF for priority)	Achieving Consistency (actions/tasks delivering consistency)	Achieving Capacity (actions/tasks/costs/resources/training/personnel delivering capacity)	Staged Outcome/Impact (define success/measurable KPIs including pupil achievement targets)	Monitoring of Impact (triangulation/key questions)
Priority 1: Teaching and Learning Standards Raise pupil outcomes in Maths in all	-Pupil progress meetings at least termly – set formats focus on progress in	-HofS to lead Pupil progress meetings – (supply cover to release teachers - £255) -Target pupils not on track for intervention in KS2 using Mastery Maths approach/fluency practice	Raised pupil, including the most able, SEND and those with previously low attainment, outcomes in	-LGAB – HofS to feedback on progress in Maths in terms of monitoring and data at each LGAB meeting. -Maths (Curriculum) to meet with Maths

<p>year groups by ensuring positive progress in line with the MAT vision 'every child is ready for present and future success'</p> <p>Rationale – -'deepening pupils' mathematical reasoning and problem-solving skills systematically through the curriculum' (OFSTED, 2017) -Progress for maths from KS1 to KS2 2018 - negative (-4.09) -33% of Y6 (2018) achieved ARE in Maths compared to the National Average of 76%. (SI Document 1.4). -Average scaled score for Maths in 2018 is 93 compared to 88.57 in 2017 (ASP) -20% of PPG achieved expected in Maths at KS2 (Y6 2018) (Perspective) -KS1 to KS2 progress score for disadvantaged pupils is -5.05 (ASP) -In KS1, 0% achieved expected in Maths (Perspective) -In EYFS, 25% (1/4) achieved a GLD in 2018 (Perspective). This is an 8.3% point drop since 2017 and 15% points drop since 2016 (Perspective). - In EYFS, 50% (2/4) achieved the ELG in Maths in 2018. This has dropped since 2017, when it was 67% (4/6) who achieved the ELG in Maths. -Achievement data shows that disadvantaged pupils are underperforming compared to other pupils (Pupil Tracker/Baseline Sept 2018) -In Q5 (100-65% indicative performance banding RED) for Maths in KS1 and KS2, including disadvantaged (School on a Page, Oct</p>	<p>Maths and specific groups</p> <ul style="list-style-type: none"> -Every member of staff to have Maths as performance management target -Monitoring to focus on Maths -Follow WR units and Calculation policy -Attendance to Maths ADMAT CPD staff meetings -ADMAT maths moderation meetings to follow agreed format -Teachers to attend moderation training - SLE Maths support - Develop roll of Maths Subject Leader (attendance to Babcock Training) - Monitoring visits by AIO and Babcock 	<p>(2 hours per week - £912)</p> <ul style="list-style-type: none"> -Release for Maths subject leader (6 days a year) £900 -Purchase resources to deliver improvement – physical resources, Times Table Rockstars £500 -Subject leader to attend training - £195 -Cost of Y6 boosters £500 -Pre/post teaching -Use baseline data to target children not on track to reach GLD for Maths in EYFS -Maths SLE support £1050 -Purchase of ITrack as Assessment and Tracking tool £360 	<p>Maths in all year groups.</p> <p>Improved pupil outcomes for the disadvantaged: to be in line with other pupils.</p> <p>Progress to be at least 0 (previously -4.09)</p>	<p>lead in Spring 1 and Summer 1.</p> <ul style="list-style-type: none"> -EHT – data analysis -HofS – data analysis and through pupil progress meetings -HofS to monitor impact of interventions <p>Key Questions: What are the barriers to learning / progress? What do we need to put in place to overcome these barriers? What has been the impact of...?</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>2018).</p> <p>Priority 2: Curriculum and Assessment Implement 'Visible Learning' strategies effectively within the classroom to support positive gains in learning outcomes.</p> <p>Rationale – https://visible-learning.org/ - 'The behaviour of pupils is not consistently good. Some pupils lack the resilience to concentrate fully on their learning.' (Ofsted 2017) MAT Vision: Ensuring children are equipped for next phase of learning. - 'What makes a good learner?' activity – 0% (0/15 pupils in Buzzards' Class) could confidently list/explain the learning dispositions. They focused on behaviour. - Pupil Survey Aut 18 – 65% (22/34 pupils) knew what to do when they get stuck in their learning.</p>	<ul style="list-style-type: none"> - Start the VL journey from Jan 19. Training delivered by DS (ADMAT AIO) - Conduct impact cycles and report findings - Develop a whole school approach - Develop a whole school 'shared' language - Development of learning environments to reflect VL and support learners - All teachers to attend training - 1 member of staff to be the VL coach - VL coach to give CPD to support staff 	<ul style="list-style-type: none"> - All staff to attend Visible Learning training (beginning Jan 19). No charge for this training. - Supply costs to cover VL coach to attend extra training and deliver CPD to support staff £450 - Resources to support VL journey, e.g. John Hattie books. £200 	<ul style="list-style-type: none"> - A shared language for learning used by all staff and pupils - Staff to model and pupils to use Visible Learning strategies (these are to be used consistently throughout the school) - Pupils to be able to list, explain and begin to demonstrate the different learning dispositions - Impact positively on pupil progress 	<ul style="list-style-type: none"> - LGAB-Feedback from impact coach and HoS - AIO- Monitoring visit to review targets <p>Key Questions: <i>Are VL strategies beginning to have an impact?</i> <i>Are pupils making progress?</i> <i>Can pupils talk about their learning?</i> <i>Can pupils talk about the different learning dispositions?</i> <i>Can pupils explain what to do when they get stuck in their learning?</i></p>
<p>Priority 3: Vision and Culture To increase parental engagement to ensure parents are partners in their children's learning.</p> <p>Rationale – www.championingchildren.org MAT Vision: Working positively with stakeholders and partners to provide an integrated educational experience for children and families.</p> <p>PCPS vision: We strive to build a school community. -97% (33/34) attendance to Aut parents' meetings. -Attendance to end of topic parent showcase (Aut 1)</p>	<ul style="list-style-type: none"> - HoS initial meeting with Championing Children Coach - Staff meeting with Championing Children coach - Timetable termly 30 minute parent consultation meetings - Maths Fridge magnets to be produced - Parental engagement club to be planned - Letter sent to parents - Resources to be bought - Club to be timetabled 	<ul style="list-style-type: none"> - Release for parent evenings – 30mins to meet with each parent termly (2 teachers, 2 days a term) £70 - Resources for club to be purchased (Dependent on grant) - Salary for staff member to run club (Dependent on grant) 	<ul style="list-style-type: none"> - 100% attendance at parent's consultation meetings in each class - Positive response in surveys - Progress in maths to improve (0+) 	<ul style="list-style-type: none"> - LGAB – HoS to feedback on parental engagement - LGAB- to feedback survey results <p>Key Questions: What are the barriers to parental engagement? How can these be overcome?</p>

<p>Whole School: 56% (19/34 pupils) Owls (EYFS/KS1): 73% (11/15 pupils) Buzzards (KS2): 42% (8/19 pupils) -49% (11/23) families completed Aut Parent Survey</p>	<p>-Parental engagement survey to be sent out (termly) -West Devon Learning workshops to run</p>			
<p>Priority 4: Safeguarding To improve attendance for all pupils. Rationale – 'Working closely with parents and outside agencies to reduce the persistent absence of a small number of pupils.' (Ofsted, 2017) - Whole school average for 2017/18: 95.2% (national average: 96.1%) - Boys' average for 2017/18: 95.1% - Girls' average for 2017/18: 95.3% - Disadvantaged average for 2017/18: 95.5% - SEND' average for 2017/18: 94.2% - Persistent absence for 2017/2018: 15% (5 pupils with attendance of 15%). MAT Vision: Provide a safe, stimulating but challenging learning environment.</p>	<p>-Monitoring monthly attendance on spreadsheet (with breakdown of groups) - HoS to meet EWO at least once per half term -Promotion of attendance (on newsletter and weekly award in celebration assembly) -Attendance badges given to pupils with attendance of 98%+ -End of term attendance cup given to class with the highest attendance -Possible support from Early Help regarding lates/attendance</p>	<p>Purchase attendance badges £100.</p>	<p>- Attendance to be at least in line with national average. Challenging target set to 97% for whole school average 2018/19. -All other groups to be in line with this, particularly for disadvantaged and SEND pupils. - Reduce the persistent absence of a small number of pupils.</p>	<p>Safeguarding Governor – to feedback attendance Key Questions: How has a child's attendance affected their learning?</p>
<p>Priority 5: People and Leadership Increase skills/capacity of middle leadership to deliver improvements in curriculum effectiveness. Rationale – 'Newly established middle leaders improve their analysis of performance information to contribute fully to raising standards.' (Ofsted 2017) MAT Vision: Creating an enjoyable,</p>	<p>-Every action plan to include a target for improving Maths -New action plan format in line with AIP -Dedicated focused time for all subject leaders termly -Attendance at MAT subject leader meetings -MAT training for Middle Leaders</p>	<p>-Release time for Maths and English leads (6 days £900) -Implement ITrack for tracking and assessment £370 -Staff Training £195 -Curriculum Time for subject leaders to review subject in relation to the holistic curriculum £250 - Resources for curriculum £250</p>	<p>-Subject leaders to be able to show impact through a clear review of action planning. -Improved achievement and progress data. -Be able to report on subject to HoS/EHT/LGAB with regard to actions and impact. -Lead CPD to improve teaching and provision. -Accurate judgements in relation to quality of teaching</p>	<p>HofS to review through monitoring LGAB: To monitor through HofS reports and governor visits. Key Questions: How are you as a subject leader contributing to the holistic curriculum? How effective? How do you know? Next steps?</p>

creative curriculum that meets learning needs.	-Attendance to Babcock Subject Leader training		and assessment.	
Review Evidence:				

E. AIP Monitoring Schedule

1st 100 days (January – July)		First 20 Days (up until 1 st Feb)	Second 20 Days (up until 8 th March)	Third 20 Days (up until 5 th April)	Fourth 20 Days (up until 21 st May)	Fifth 20 Days (up until 25 th June/end of term)	Notes
LGAB	Activity	Assessment Point data with HOS and Chair Health, Safety and Welfare Governor to meet with HOS Feedback to governors on maths ladders	Monitoring of standards through HOS report to governors Subject leaders for Maths/English meet with governor	Assessment Point data with HOS and Chair	Monitoring of standards through HOS report to governors	End of Year data analysis with HOS and Chair Full LGAB meeting	
	Focus/Priority	Progress/achievement data for Maths	Teaching standards – areas of strength and areas to develop	Progress/achievement data for Maths	Teaching standards – areas of strength, areas to develop	Progress/achievement data for Maths from R – Year 6	
Head	Activity	Data Analysis Pupil Progress Meetings Attendance Book scrutiny/learning walk, including pupil voice. Monitoring visit with AIO Maths SLE visit and feedback Data gathering for VL, including pupil voice.	Book scrutiny/learning walk – learning behaviours, including pupil voice. Monitoring visit with SIP (Babcock) Attendance Data gathering and feedback for VL, including pupil voice.	Data Analysis Pupil Progress Meetings Book Scrutiny/Learning Walk – Maths, including pupil voice. Attendance Pupil/Parent/Staff Surveys	Book scrutiny/learning walk –Maths (differentiation), including pupil voice. Attendance	Data Analysis Pupil Progress Meetings Attendance Pupil/Parent/Staff surveys	

	Focus/Priority	<p>Progress/achievement data for R W and M</p> <p>Overall attendance and groups</p> <p>How effective is Maths Mastery?</p> <p>Ask pupils: What are you learning and why?</p> <p>What they are learning and why? What they are getting better at during the learning sequence? How do they know? Something that the teacher has written in their books to help them make progress.</p>	<p>Maths – do the children understand what they are learning?</p> <p>What learning behaviours do the children demonstrate?</p> <p>Overall attendance and groups</p> <p>What they are learning and why? What they are getting better at during the learning sequence? How do they know? Something that the teacher has written in their books to help them make progress.</p>	<p>How effective is Maths Mastery?</p> <p>Progress/achievement data for R W and M</p> <p>Overall attendance and groups</p> <p>How satisfied are pupils, parents and staff?</p> <p>What they are learning and why? What they are getting better at during the learning sequence? How do they know? Something that the teacher has written in their books to help them make progress.</p>	<p>Is there enough challenge in their books? Are they challenged in lesson?</p> <p>Overall attendance and groups</p> <p>What they are learning and why? What they are getting better at during the learning sequence? How do they know? Something that the teacher has written in their books to help them make progress.</p>	<p>Progress/achievement data for R W and M</p> <p>Overall attendance and groups</p> <p>How satisfied are pupils, parents and staff?</p>	
SLT	Activity	N/A	N/A	N/A	N/A	N/A	
	Focus/Priority	N/A	N/A	N/A	N/A	N/A	
Middle Level Leaders	Activity	<p>Data analysis</p> <p>Book scrutiny</p> <p>VL strategies in class and subject</p>	<p>Learning walk</p> <p>Book scrutiny</p> <p>VL strategies in class and subject</p>	<p>Data Analysis</p> <p>Book Scrutiny</p> <p>VL strategies in class and subject</p>	<p>Learning walk</p> <p>Book scrutiny</p> <p>VL strategies in class and subject</p>	<p>Data Analysis</p> <p>Book Scrutiny</p> <p>VL strategies in class and subject</p>	
	Focus/Priority	<p>Maths – maths scores - any improvements.</p> <p>English - SPAG scores - any improvements.</p>	<p>Maths – implementation of maths mastery</p> <p>English – Spelling/punctuation</p>	<p>Maths – progress made for all pupils</p> <p>English – progress made for all pupils in</p>	<p>Maths- use of manipulatives and models</p> <p>English – interaction with resources and learning</p>	<p>Maths – progress made for SEN and PPG children</p> <p>English - progress made for SEN and PPG children</p>	

		Evidence of taught punctuation and spelling patterns. Consistency in expectations across whole curriculum. What they are learning and why? What they are getting better at during the learning sequence? How do they know?	displays - how are the children being supported? Strategies for independence. What they are learning and why? What they are getting better at during the learning sequence? How do they know?	phonics/spelling and writing Are the learning dispositions being demonstrated in class/subjects?	walls. Are the learning dispositions being demonstrated in class/subjects?	in phonics/spelling and writing What impact is VL having on English/Maths?	
AIO/MAT	Activity	MAT Subject leaders MAT Maths Training Visible Learning Training	MAT AIO with Eng/Maths leaders Visible Learning Training	MAT AIO with SENDCO MAT Maths Moderation Visible Learning Training	MAT Subject Leaders Visible Learning Training	MAT Writing Moderation Visible Learning Training	
	Focus/Priority	Specific Subject Elements	EEF Guidance. Implementation Projects	SEN assessment/moderation/ EEF guidance	Assessment of other subjects/EEF guidance/Implementation projects	Assessment Samples of ARE and GDS	

2nd 100 Days (September – December)		First 20 Days	Second 20 Days	Third 20 Days	Fourth 20 Days	Fifth 20 Days	Notes
LGAB	Activity	Assessment Point data with HOS and Chair Health, Safety and Welfare Governor to meet with HOS Feedback to governors on maths ladders	Monitoring of standards through HOS report to governors Subject leaders for Maths/English meet with governor	Assessment Point data with HOS and Chair	Monitoring of standards through HOS report to governors	End of term data analysis with HOS and Chair Full LGAB meeting	
	Focus/Priority	Progress/achievement data for Maths	Teaching standards – areas of strength and areas to develop	Progress/achievement data for Maths	Teaching standards – areas of strength, areas to develop	Progress/achievement data for Maths from R – Year 6	
Head	Activity	Data Analysis Attendance	Book scrutiny/learning walk – learning behaviours/feedback,	Data Analysis Pupil Progress Meetings	Book scrutiny/learning walk –Maths (differentiation), including	Data Analysis Pupil Progress Meetings	

		Book scrutiny/learning walk, including pupil voice Monitoring visit with AIO Data gathering for VL	including pupil voice Monitoring visit with SIP (Babcock) Attendance Data gathering and feedback for VL	Book Scrutiny/Learning Walk – Maths, including pupil voice Attendance	pupil voice Attendance	Attendance	
	Focus/Priority	Progress/achievement data for R W and M Overall attendance and groups What they are learning and why? What they are getting better at during the learning sequence? How do they know? Something that the teacher has written in their books to help them make progress.	Maths – do the children understand the importance of feedback? How is feedback effective? Overall attendance and groups What they are learning and why? What they are getting better at during the learning sequence? How do they know? Something that the teacher has written in their books to help them make progress.	How effective is Maths Mastery? Progress/achievement data for R W and M Overall attendance and groups What they are learning and why? What they are getting better at during the learning sequence? How do they know? Something that the teacher has written in their books to help them make progress.	Is there enough challenge in their books? Are they challenged in lesson? Overall attendance and groups What they are learning and why? What they are getting better at during the learning sequence? How do they know? Something that the teacher has written in their books to help them make progress.	Progress/achievement data for R W and M Overall attendance and groups	
SLT	Activity	N/A	N/A	N/A	N/A	N/A	
	Focus/Priority	N/A	N/A	N/A	N/A	N/A	
Middle Level Leaders	Activity	Data analysis Book scrutiny VL strategies in class and	Learning walk Book scrutiny VL strategies in class and	Data Analysis Book Scrutiny VL strategies in class and	Learning walk Book scrutiny VL strategies in class and	Data Analysis Book Scrutiny VL strategies in class and	

		subject	subject	subject	subject	subject	
	Focus/Priority	<p>Maths – maths scores - any improvements.</p> <p>English - Reading scores - any improvements. Evidence of taught reading skills.</p> <p>What they are learning and why? What they are getting better at during the learning sequence? How do they know?</p>	<p>Maths – use of mathematical reasoning.</p> <p>English – Reading displays - how are the children being supported? Strategies for independence.</p> <p>What does feedback look like in English/Maths?</p>	<p>Maths – progress made for all pupils</p> <p>English – progress made for all pupils in reading and writing</p> <p>How do pupils respond to feedback in English/Maths?</p>	<p>Maths- use of maths mastery</p> <p>English – interaction with resources and learning walls.</p> <p>How can feedback be more effective in Maths/English?</p>	<p>Maths – progress made for SEN and PPG children</p> <p>English - progress made for SEN and PPG children in reading and writing</p> <p>Has quality feedback improved outcomes and progress in English/Maths?</p>	
AIO/MAT	Activity	<p>MAT Subject leaders</p> <p>MAT Maths Training</p> <p>Visible Learning Training</p>	<p>MAT AIO with Eng/Maths leaders</p> <p>Visible Learning Training</p>	<p>MAT AIO with SENDCO</p> <p>Visible Learning Training</p>	<p>Visible Learning Training</p>	<p>MAT Subject Leaders</p> <p>MAT Writing Moderation</p> <p>Visible Learning Training</p>	
	Focus/Priority	<p>Specific Subject Elements</p>	<p>EEF Guidance. Implementation Projects</p>	<p>SEN assessment/moderation/EEF guidance</p>	<p>Assessment of other subjects/EEF guidance/Implementation projects</p>	<p>Assessment Samples of ARE and GDS</p>	