

school improvement plan 2023 - 2026



Bigland
Green
Primary
School



September 2023 to July 2026

(Financial costings are for one year. However, not all costing will be equal over the three years depending on the nature of the tasks involved. The costing for the first year has been incorporated into the budget for 2023/24)

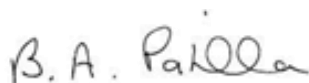
Bigland Green ~ a great place to learn & grow

Bigland Green's commitment to staff well-being


The mission of Bigland Green is to increase children's life chances. Governors and staff members prioritise the educational needs and welfare of pupils. The school considers staff well-being and manageable workload as central to achieving the mission. Ensuring a healthy life-work balance while delivering the identified school improvement priorities is one of the key principles underpinning this plan. The school has identified 10 particular support for staff well-being for effective implementation of this improvement plan.

	Unique features of Bigland Green	Approx. cost	Benefits for teachers	Benefits for class-based support staff
1	PPA cover provided in one block and for all the teachers in the Year group at the same time.	£55K	<ul style="list-style-type: none"> Shared expertise & workload High quality planning High quality conversation Better use of non-directed time 	<ul style="list-style-type: none"> High quality planning for the class Greater consistency for team teaching
2	Set teacher in every Year group across the school. KS1 & 2 have three teachers in every Year group to teach English and mathematics.	£155K	<ul style="list-style-type: none"> Shared discussion/ planning Reduced work-load Less time spent on adapting teaching 	<ul style="list-style-type: none"> Support for small groups Pupils making better progress Reduced workload
3	Specialist teachers for (a) art & design; (b) music; (c) PE; (d) Spanish. Classteacher not having to plan, teach or assess for these subjects.	£110K	<ul style="list-style-type: none"> Reduced workload for planning, teaching and assessment More time to focus on interventions 	<ul style="list-style-type: none"> Opportunity to work with different teachers Able to observe subject specialist adapting learning for pupils
4	A full-time Teaching Assistant in every class – from Nursery to Year 6.	£330K	<ul style="list-style-type: none"> High quality support for teaching & learning, and related admin tasks 	<ul style="list-style-type: none"> Job satisfaction and fulfilment – in same class Taking pride in work
5	A specialist team of support staff comprising of (a) specialist reading support; (b) speech and language support; and (c) mentoring support for all pupils in the school.	£95K	<ul style="list-style-type: none"> Better access to curriculum for pupils Targeted support for pupils Able to draw on strategies Better pupils progress 	<ul style="list-style-type: none"> Able to focus on curriculum Able to focus on different priorities and support interventions
6	Exceptional CPD opportunities during directed/working time as well as chances to attend training/courses provided by external providers.	£20K	<ul style="list-style-type: none"> Opportunities to develop Support for professional growth Supporting pedagogy and subject knowledge 	<ul style="list-style-type: none"> Opportunities to refresh and gain new knowledge. Better understanding of other Year groups and pupils in the school.
7	A class budget for trips and visits as well as a class budget for general expenditure which teachers spend as they see fit.	£15K	<ul style="list-style-type: none"> Reduced mental load Curriculum enrichment Cultural capital for pupils Resources for classroom 	<ul style="list-style-type: none"> Useful resources for class Able to get best possible resources to support great learning
8	A full-time computing technician providing technical and learning support. Up-to-date technology to support learning.	£20K	<ul style="list-style-type: none"> Reduced teacher stress Support with development of IT skills 	<ul style="list-style-type: none"> Support available when needed Equipment ready for use CPD opportunities for all
9	A spacious and modern working environment with a designated school library.	£10K	<ul style="list-style-type: none"> Space to work with groups and individuals Conducive environment 	<ul style="list-style-type: none"> Pleasant environment Able to support pupils learning
10	Leadership structure – all AHTs involved in teaching and having an insight into the challenges faced by teachers on a daily basis	—	<ul style="list-style-type: none"> Supportive and caring leadership Personal and professional support Leading by example 	<ul style="list-style-type: none"> Learning from experienced teachers Receiving good quality support and professional advice

The school is fully committed to ensuring the highest level of well-being for all staff members, and will ensure that everyone benefits from the above at Bigland Green.


Barbara Patilla
 Chair of Governors


Tanzila Hussain
 Staff Governor


Abdul-Hayee Murshad
 Headteacher

The Mission

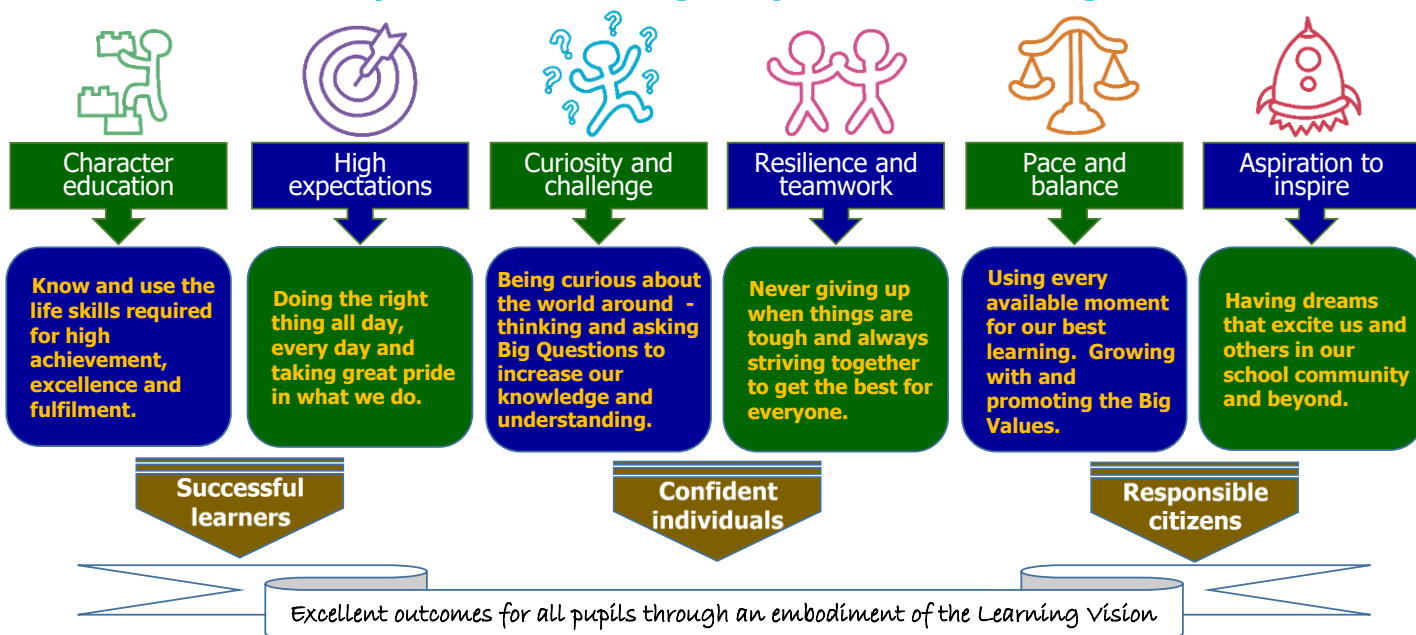
Bigland Green aims to improve children's life chances by providing them with the knowledge, skills and care to be:

- **successful learners** who enjoy learning, make progress and achieve;
- **confident individuals** who are able to live safe, healthy and fulfilling lives, and;
- **responsible citizens** who make a positive contribution to society and the world.

The Learning Vision

The school has identified six steps to achieving its mission. These six steps to success are encapsulated in the school's **Learning Vision**. All key stakeholders (pupils, staff, parents, governors and volunteers) will strive for the full and effective implementation of the Learning Vision.

Six steps to success @ a great place to learn and grow



Key Improvement Priorities

The area for improvement in the last inspection report (Ofsted, September 2017) was to 'ensure that teachers consistently move pupils on in their learning as soon as they have mastered a task' which was addressed in the previous SIP. The current objectives aim to build on the great learning and ensure that the quality of education is outstanding under the education inspection framework (EIF).

Priority 1	Priority 2	Priority 3
Further strengthen the planning and delivery of writing to enhance learning across the curriculum. Teach pupils how best to use the knowledge gained from reading to improve their writing. Reinforce how to use skills taught in English to improve writing in other subjects.	Carefully consider and adapt learning (e.g. planning/ resourcing/ support) prior to the lesson and adjust teaching strategies during the lesson to ensure that all pupils know more and remember more. To continue to ensure that pupils with SEND achieve the best possible outcomes.	Make sure that pupils have a better understanding of mathematical language and that they are able to apply mathematical knowledge to solve problems of a complex nature. Support pupils to make meaningful connections across the curriculum so that they learn and remember more.

The Plan

This school improvement plan (SIP) and the three priorities are for three academic years starting from September 2023. It has a SMART¹ goal setting process. The identified objectives and the planned actions for each of the objectives will be reviewed on an on-going manner. An extensive review will take place during June/July each year, and the plan will be updated as necessary.

The school will pursue the actions contained in this plan towards achieving its mission and realising its vision. The budget mentioned is the yearly amount and will be adjusted at the beginning of each year. It will cost £68,300 to implement this plan during the first year which has been planned into the budget for 2023-2024.

Monitoring, evaluation and review of this plan

Monitoring, evaluation and review of this plan are not isolated actions, they are parts of the same process. However, they will not be done by the same group of people. Please see below for details.

Monitoring	<i>Monitoring</i> of this plan will be an ongoing process of regularly collecting and analysing relevant information to make sure the school is doing what it set out to do. It will happen continuously, but sets of information may be gathered together at regular intervals, for example half-termly.	<ul style="list-style-type: none"> ▪ Teachers ▪ Subject leads ▪ TLR post-holders
Evaluation	To <i>evaluate</i> , the school will assess whether the actions taken are really making the difference as intended. It will be less frequently, for example termly or yearly.	<ul style="list-style-type: none"> ▪ TLR team ▪ SLT members linked to subjects ▪ Linked governors ▪ Partner schools
Review	To <i>review</i> , the school will look at the results of an evaluation and decide whether it needs to change. Information from monitoring may also prompt a review of a small area of the SIP, but a substantial review can only take place once a proper evaluation of the effectiveness has taken place. This plan will be reviewed yearly.	<ul style="list-style-type: none"> ▪ SLT ▪ THEP consultant ▪ GB Committee ▪ Full GB

Glossary and accronyms

10 for T	Ten minutes training sessions for staff
AHT	Assistant Headteacher / Team Leader
CPA	Concrete, pictorial and abstract
CPD	Continous professional development
CT	Classteacher
DSR	Daily supported reading
EHCNA	Education health care needs assessment
EHCP	Education health care plan
EYFS	Early Years Foundation Stage
GB	Governing body
HT	Headteacher
KS1	Key Stage One
KS2	Key Stage Two
MTP	Medium term plans

LSA	Learning support assistant
PDC	Professional development centre
PiXL	Partnership in Excellence
PLC	Personalised learning checklist
PPA	Planning, preparation and assessment
QE	Quality of education
SENCo	Special educational needs and disabilities co-ordinator
SEND	Special educational needs and disabilities
SLA	Service level agreement
SLT	School leadership team
SSP	Systematic, synthetic phonics
TA	Teaching assistant
THEP	Tower Hamlets Education Partnership
TLR	Teaching and learning responsibility

¹ Specific; Measureable; Agreed upon; Realistic; Time-bound

Priority 1 ~ Writing

Objective 1: Ensure that the reading curriculum is carefully monitored and evaluated to ensure that pupils read books and literature that supports their writing.

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
1.1	Class teachers to carefully choose reading material for (a) Read to Learn, (b) story time, (c) book corners and books taken home to ensure that these enrich pupils' learning in class and their cultural capital over time. E.g., teachers have a clear rationale for chosen texts for read aloud sessions (story time).	PDC books ordered in advance by all CT. Read to Learn activities in the context of the unit of learning. Story time books to build on pupils' interest over time.	PDC books and SLA £16,000 to purchase books.	At the start of every unit – normally every half-term	Eng TLRs
1.2	Each Year group to be provided with a 'must-read' list of texts/books to be read to the pupils in classes. In EYFS children have <i>core book</i> . Teacher to follow this and provide feedback to the English leads so that the 'must-read' list can be updated each term.	Pupil voice Reading records Learning walks Observe story time	Core bank of high-quality texts (fiction, non-fiction and poetry). Directed time	In place by Sept 2023 Review at the end of the year July 2024	Eng TLR1
1.3	Class teachers to carefully select appropriate, diverse and engaging books for their book corners.	PAL Space book drive, beginning of year Allocate time in the calendar Assign roles to pupils	Directed time CPD time	At the end of each term starting from July 2023	Eng TLR team
1.4	All teachers to visit the PDC library in the Autumn term and select varied and appropriate reading resources to support learning.	Allocate time in the school calendar	Directed time	Autumn 2023 onwards	Team Leaders
1.5	Ensure all staff have received CPD on the reading programmes used (Little Wandle SSP, DSR and DTR) e.g. new colleagues or colleagues changing year group.	Lead SLT to organise training opportunities/ see the practice in action especially for new members of staff	Directed CPD time Cover £2,800	On-going	SLT lead Eng TLR1 EYFS + KS1 Eng TLR2 KS2
1.6	To recruit or have an SLA for a school librarian who is able to support the development of interest in pupils' reading. This would support action 1.1 above where teachers can also be advised on choice of books for their classes.	Half-termly review to the SLT.	£8,000	From Autumn 2023 or at the earliest	HT

Objective 2: Provide training so that writing is taught to ensure that key knowledge and skills enables pupils to become independent writers over time.

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
2.1	Provide training so that all teachers have a clear understanding of the common language, make the necessary adjustments and ensure that it is implemented consistently across the school. Ensure the English curriculum clearly states what language and structural features are needed for each genre.	Sentence types to be evident within a unit of learning and this is to be evidenced in the monitoring of writing by all TLRs post-holders.	CPD revisiting common language and how to apply it in English and other subjects.	October 2023 On-going for new staff & yearly refresher	SLT Eng TLRs
2.2	Magpie books and magpie walls to be used to support learning in a more consistent manner across the school in order for pupils to independently apply precise language in appropriate contexts. Pupils to be provided with opportunities during writing to share their choice of vocabulary and composition with a learning partner.	Quality checks of magpie books and walls every term by the TLRs. Curriculum monitoring cycle Lesson visits Pupils learning in books	CPD time Directed time	Autumn 1, Sept 2023 On going	Learning Books (TLR2) Learning Walls (TLR1)
2.3	Ensure that teachers are following the agreed school method of planning and delivering a unit of writing, including the editing and up-levelling process.	Weekly Planning Learning in books Lesson visits	Planned CPD sessions	On-going	Eng TLRs
2.3	Pupils in KS1 and KS2 to be explicitly taught about the processes involved in editing a piece of writing. Pupils to have regular opportunities to apply the learnt skills for editing and discuss/share their choice of composition (as well as transcription) with a learning partner leading to meaningful understanding.	Learning in pupils' books Lesson visits	Teachers' CPD time Weekly outlook time TA CPD time	On-going from Sept 2023	Eng TLR2
2.4	Provide training so that teachers and TAs are clear about the expectations of the delivery of the writers' workshop and outcomes.	Weekly Planning Learning and outcomes in books	Bank of resources/ scrapbook of stories CPD time	From Spring 2	Eng TLRs

Objective 3: Continue to develop teacher's planning of writing opportunities so that pupils are able to apply their knowledge across the curriculum.

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
3.1	<p>Classteachers to identify opportunities where writing skills can be applied to support learning in the science and foundation subjects at the beginning of each half-term.</p> <p>TLR to review and ensure that there is a sharp focus in terms of the intended outcomes.</p>	<p>Teachers to explicitly model transferrable (writing) skills.</p> <p>Subject leads revise MTPs to include possible non-fiction writing tasks which pupils have been taught/ previously</p>	PDC books	Before the start of every unit at the beginning of each half-term	Eng TLRs
3.2	<p>Use the 'curriculum training day' to enrich staff (teachers/TAs) subject knowledge so they can effectively teach pupils and support their understanding of writing for different contexts, audiences and purposes across the curriculum.</p> <p>Use the teachers/TAs CPD session to provide support on particular aspects of writing. e.g. WMG scientific writing etc.</p>	Curriculum monitoring cycle to be used by TLR of different subjects.	<p>Training Day</p> <p>CPD sessions</p>	<p>Autumn 1 Sept 2023</p> <p>On-going</p>	Science + Foundation TLRs
3.3	<p>Classteachers to ensure effective implementation of the updated handwriting policy so that pupils have a good grasp of the transcriptional aspects of writing which then allows them to put greater concentration on the composition.</p> <p>Teaching of handwriting to be carefully monitored across the school, particularly in Nursery, Reception, Year 1 and 2.</p>	<p>EYFS pencil grip, media, letter/number formation.</p> <p>Presentation in learning books.</p> <p>Evidence that pupils are concentrating on composition and transcription (i.e. handwriting) is not affecting the flow of their thoughts when writing.</p>	<p>Planned CPD</p> <p>Directed time</p> <p>TLR time</p>	On-going from Sept 2023	Eng TLR2
3.4	<p>Parents of children in Nursery, Reception, Years 1 and 2 to be provided with a whole school and small group sessions on the teaching of handwriting so that they can support their children's learning at home (and not teach writing in a manner that impedes learning).</p> <p>All parents of the above pupils to be provided with a resource pack to support learning at home.</p>	<p>Presentation in pupils' books to show writing being consistent with the school policy on handwriting.</p> <p>Team Leaders and Eng TLRs to monitor this regularly, particularly during the autumn term.</p>	<p>Time for parents meeting</p> <p>Directed time by CT</p> <p>Resources £3,000</p>	<p>Sept 2023 for all parents.</p> <p>Then for small groups in classes for 10/15 minutes</p>	Team Leaders

Objective 4: Sequence units in English so that non-fiction writing skills are taught systematically throughout the curriculum.

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
4.1	Create a bank of sentence stems on particular genre of writing that can be used in different subjects to articulate understanding and produce high quality learning as sequenced.	Agreed progression document of sentence stems e.g. use science stems but refined	Directed time	2024 Summer 2 audit Autumn 1 INSET	Eng TLR2
4.2	Review the Bigland Green English curriculum so that non-fiction units are taught earlier in the academic year where possible which will allow for writing to support other subjects.	Review of curriculum QE Pupil voice Curriculum monitoring cycle	Directed time	Autumn 1	Eng TLR1
4.3	To ensure there are high quality non-fiction books in classes and in the school library that are 'knowledge-rich' and support pupils to produce high quality learning across the sequenced curriculum.	Book corner and library to include high quality non-fiction books Non-fiction to be read during story time Non-fiction book audit in book corners	Use the book budget to support any purchases. Use of class budget for book orders.	On-going	Eng TLRs

Priority 2 ~ Learning for All

Objective 1: Continue to develop and explore a range of strategies to present learning to pupils so that all pupils achieve the intended outcomes.

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
1.1	Provide staff members (teachers, TAs/LSAs) with opportunities to see 'good practice' in terms of <i>adapting learning</i> for all pupils within and beyond the school. Build on the 'exploration' sessions from this academic year.	Learning walk TL Conversations Planning support PPA 10 for T	Timetable Cover cost £2,700	Autumn 2, Oct 2023 onwards - termly	SLT
1.2	TLR leads to create a repertoire of learning for all strategies/ resources that teachers can use in their classes. (<i>extension to the adaptive teaching pedagogy</i>)	TL Conversations whole school reflection in CPD/Training Day	CPD Training Days	Spring 2024 – ongoing	All relevant TLRs/ SLT
1.3	Use the partnership with the University of Derby to implement research findings about strategies that are effective for inclusive education. Explore opportunities for classteachers to take part in <i>action research</i> involving their classes.	Curriculum monitoring and QE to show that all pupils are benefiting from learning being adapted. Published data to show that achievement of pupils are inline or above the national average across all areas.	CPD & training Partnership cost £5,000	Oct 2023 Ongoing	SENCo
1.4	TLR to identify and build network links with 1 or 2 local schools and work in partnership with these schools to monitor and evaluate the QE in their subjects or areas.	TLR meeting Subject reviews Curriculum monitoring	Directed time THEP SLA	Sept 2023 onwards	TLR leads
1.5	Make better use of school and local library to provide pupils with the opportunities to increase their <i>cultural capital</i> and build on their knowledge over time.	Discussion with pupils Subject reviews & school council	Planned CPD for staff	Autumn 2 Oct 2023 onwards	Eng TLRs
1.6	TLRs to further explore ways in which new technology can be used to support the learning of pupils so that they have access to the full curriculum at all times. Work with the computing lead to ensure that these are	Learning walks TL Conversations	Curriculum budgets Computing budgets to be used as appropriate	On-going	TLR leads (Computi ng)

	effectively used across the school.				
1.7	Arrange half-termly short curriculum presentations to <i>show case</i> pupils' learning to parents so that they have a better understanding of their children's learning and how they can support this through extra-curricular activities.	Newsletter Parent hub	Directed time Curriculum budgets	From December 2023 onwards Half-Termly	TLR leads

Objective 2: SEND-first approach to adapting the teaching strategies

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
2.1	Establish what <i>SEND-first</i> approach looks like at Bigland Green and incorporate this into the adaptive planning and teaching pedagogy.	Week planning TL Conversations Pupil Learning Journey 10 for T	EEF – The 5 a day approach CPD	Autumn 2023 onwards	SENCo
2.2	All lessons to be planned so that they meet the learning needs for all pupils and ensure that they are able to engage at their level and acquire the planned learning outcomes.	Weekly planning Learning walks Adaptive teaching pedagogy	Directed time	On-going	All TLRs for their areas
2.3	All teachers to ensure that they teach all pupils including those with needs on a regular basis. Additional adults to be deployed effectively and flexibly to meet the needs of all pupils of all abilities.	Weekly planning Learning walks Lesson visits	TA CPD	Autumn 1 2023	Team Leaders
2.4	Develop a communication friendly environment across all classes in the school so that all pupils are able to engage and learn regardless of their needs.	Learning walk TL Conversations	Speech and language support CPD		SENCo

Objective 3: Provide high quality CPD to staff members to ensure that they have the necessary expertise and confidence to achieve the best possible outcomes for all pupils, including those with SEND

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
3.1	Use <i>Weekly Outlook</i> for teams to take turns and briefly gather thoughts about ways in which to support pupils with different needs. Use the ideas	Learning in class Weekly Planning Children learning in books	External members to lead CPD if needed	Ongoing from Sept 2023	Team Leaders

	to develop policies and strategies that can be used across the school.			Review in July 2024	
3.2	Ensure that staff members share learning and strategies from external CPD with their teams so that everyone is on the same page. Where relevant, allow staff to share this with the wider school.	TL Conversations Additional team PPA Support DLR	Cover External CPD Training cost £4,500	Ongoing	Team Leaders
3.3	TLC to be used to support individual teachers to address key aspects e.g. planning, teaching, pedagogy and assessment so that all pupils receive high quality learning across the school.	Weekly planning Feedback of TLC TL Conversations	Cost of cover £9,500	Ongoing	Team Leaders
3.4	Handover for all staff members when there is a change in responsibilities during the year as well as at the beginning of the academic year. TAs/LSAs to be fully briefed about the needs of individuals and the strategies to be used with particular pupils by the Classteacher and the SENCo.	Staff induction and feedback Learning walks Support staff appraisal /lesson observations	Cover cost £2,500 Directed time CPD time	Ongoing	SENCo

Objective 4: Develop brief profiles and use alongside IEPs so that pupils working at the higher level and those with SEND receive the targeted support they need.

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
4.1	Classteachers, with the support of team leaders, to identify ways in which pupils' learning will be supported while needs are being assessed with the resources (including staff) that are available to them.	TLC with team leaders show that staffing available is being used creatively. Teachers are solution focused and not dependent on number of adults.	Directed time CPD time Training	On-going	HT & SENCo
4.2	Ensure all relevant staff members contribute to the EHCNA process and in the formation of a profile to support their learning while the assessment is in progress.	Transitional points will be smoother/clearer Planning better informed	CPD Planning Support	Ongoing	SENCo

4.3	Consult staff about the essential information that is needed for pupils with SEND. Then review the current one-page profile for pupils with EHCP to include the suggested change. Ensure that the profile is updated every term and used to support learning on a daily basis.	Specific CPD time allocated to review SEND profiles Evaluate with Outreach or EP as appropriate	CPD Directed time	Sept 2023 – ongoing	SENCO
4.4	On-going discussions about pupils learning needs (including SEND, GD and other) and how they are being addressed as part of the 'Pupils Learning Journey'. Classteachers to make regular provision for parents to be able to contribute and engage in a meaningful discussion to support their child's learning and education.	TL Conversations Pupil Learning Journey Evaluate with Outreach or EP as appropriate	CPD Directed time	September onwards	Class teachers

Priority 3 ~ Mathematics

Objective 1: Teach pupils to grasp the fundamental skills in mathematics make connections between different areas of mathematics.

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
1.1	Consistent use of White Rose scheme ensuring that small steps are used when planning for maths in line with the BG curriculum.	Weekly planning MTPs (White Rose only used for KS1 and KS2)	White Rose scheme Concrete resources £3,500	Sept 2023 (ongoing)	Ma TLRs
1.2	Provide CPD to all teaching staff in how to teach using the CPA approach where necessary so that the curriculum (including the calculation policy) can be taught effectively.	CPD Monday outlook Team planning Weekly planning	CPD Weekly Outlook Maths lead cover CPD for White Rose £3,800	Sept 2023 (use of Weekly outlook/ Thursday team PPA)	Ma TLRs
1.3	Teaching to incorporate opportunities for real life application and the importance of learning such skills	MTPs Weekly planning (include application to real life within plans)	Link with White Rose where necessary	On-going	Ma TLRs
1.4	Classteachers to have a clear understanding of the needs to the lowest attaining pupils to ensure that they are taught the necessary skills during teaching and interventions.	Weekly planning Interventions/ PLC's	Directed time	On-going	Team leaders
1.5	Implement the <i>ready to progress criteria</i> for each unit of learning so that teachers are aware of what the key knowledge and skills are for pupils.	Outlook session to see how this being used		October/ November 2023 onwards	Ma TLRs
1.6	Teacher to have a clear understanding of the learning, and plan accordingly, so that they can support pupils to make connections with prior learning.	MTP's Weekly plans Learning/outcomes in pupils' books Learning environment	CPD for all staff	Autumn 2- on going throughout the year	Ma TLRs
1.7	Continue to raise the profile of mathematics by providing enrichment opportunities and parental workshops to support children's learning (e.g number partners, BEE, Count on Us, maths competition, resource packs).	The enriched learning to be evidenced in termly QE and subject evaluations.	Directed time	Autumn term- on going	Team leaders

Objective 2: Broaden and deepen pupils' understanding of mathematical language so that pupils can effectively use and apply as appropriate

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
2.1	<p>All teachers to contribute to developing a progression map of key vocabulary needed for each year group</p> <ul style="list-style-type: none"> - vocabulary taught to be reflected in the learning environment - with definitions - teachers to feedback key vocabulary taught to TLR at the end of teaching a unit of learning - discuss the impact during allocated CPD time e.g. 10 for T - include vocab in MTP 	<p>Learning/outcomes in pupils' books</p> <p>Weekly planning</p> <p>Slides</p> <p>Bright minds and learning minds</p>	<p>White Rose</p> <p>PiXL</p> <p>Tower Hamlets progression doc?</p> <p>Maths lead cover</p>	Ongoing (Over a year)	Ma TLRs
2.2	<p>Teachers to ensure that short-term planning shows key vocabulary/ phrases which is specific and relevant to each lesson (instead of the whole unit or general maths vocabulary).</p> <p>Vocabulary used must be in context and explained to pupils so that they understand and are able to apply.</p>	<p>Learning/outcomes in pupils' books</p> <p>Learning environment</p> <p>Weekly planning</p>	<p>White Rose</p> <p>PiXL</p> <p>Tower Hamlets progression doc?</p> <p>Maths lead cover</p>	September	Ma TLRs
2.3	<p>Develop a <i>Reasoning and Problem Solving Bookmark</i> to promote mathematical talk and oracy within lessons in KS1 and KS2.</p> <p>Review and update the bookmarks to ensure that they are <i>fit-for-purpose</i>. (Similar to the DTR bookmark).</p>	<p>Introduce the use of it in CPD sessions</p>	<p>Directed time</p> <p>Cover £2,500</p>	Develop for September use	Ma TLRs
2.4	<p>Teachers to make explicit links with learning in mathematics when pupils encounter mathematical language/ concepts/ equipment in other subjects as relevant.</p>	<p>Learning/outcomes in pupils' books</p> <p>Learning environment</p> <p>Weekly planning</p>	<p>No particular resources needed for this.</p>	September	Ma TLRs

Objective 3: Teach pupils the knowledge and support their understanding to become successful in reasoning and problem solving.

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
3.1	Further develop the teaching of reasoning skills for each half term where pupils use the Reasoning and Problem Solving bookmark to articulate and support their responses.	Planning (sentence stems should be evidenced) MTPs Pupil voice Learning environment	Bookmark for maths	Sept 202.3	Ma TLRs
3.2	Greater consistency in teachers ensuring that once pupils are successful with fluency tasks, they are swiftly moved onto reasoning and problem solving questions within the lesson.	Learning/outcomes in pupils' books Weekly planning Teachers using NCETM and other resources to develop reasoning problems.	General teaching resources in class	Ongoing	Ma TLRs
3.3	Greater consistency in the discrete teaching of problem solving skills through fortnightly investigation using Nrich (or other if necessary) evidenced using Reasoning and Problem solving Big books.	Big books Weekly planning MTP (monitor which investigations are being chosen)	General teaching resources in class	September/ on going	Ma TLRs

Objective 4: Continuous high quality CPD to support pedagogy and subject knowledge.

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
4.1	Teachers to use the CPD videos provided by White Rose to enhance and consolidate subject knowledge before creating medium term plans.	CPD Team meeting MTP	Additional team PPA	Ongoing	Team Leaders
4.2	Use the school's curriculum monitoring cycle to effectively support teaching and learning of mathematics.	Termly cycle As and when required	Communication via Maths leads and team leaders	Autumn 2	Ma TLRs
4.3	Provide CPD sessions so that staff further develop their teaching of investigations using problem solving skills.	Curriculum monitoring	CPD	Spring	Ma TLRs
4.4	Develop a portfolio which includes examples of what certain units of learning look like within children's books and planning to support new staff members.	QE in maths show above average achievements for all groups of pupils across the school.	CPD 10 for T Weekly outlook Team planning Cover £4,500	Start Autumn 1- collate information over a year	Ma TLRs

Curriculum monitoring cycle



This curriculum monitoring cycle has been developed based on staff feedback and suggestions given by staff members during summer 2023. The key aim is to ensure that all teachers are supported in the best possible way so that they can offer high quality learning to their pupils and maintain a good work-life balance. Staff well-being is a key priority alongside high quality learning for all pupils.

The curriculum monitoring cycle will comprise of ...



TLR leads to do by themselves

- **Policy and curriculum guidance**
Ensuring that all subject policies and guidance are up-to-date and fit-for-purpose. Making sure that these are clearly understood and being followed by all staff members.
- **Learning environment**
Monitoring of classroom and other learning environment to ensure that they are conducive and follow school policies. Monitoring and management of resources for the subject(s).
- **Pupils/parent voice**
Curriculum leads (with the support of SLT when necessary) obtaining views of pupils/ parents about the quality of learning experiences.



TLR lead with teachers

- **Monitoring of weekly planning**
Curriculum leads to look through the short term planning and then select 1 or 2 year groups with whom they work to make planning even better over at least half-a-term.
- **Learning scrutiny**
A book scrutiny to monitor the quality of pupils' learning in the subject alongside teachers. This could be with or without the teacher when there is a need.
- **Lesson visits**
Curriculum and SLT leads (individually or jointly) doing short (15 to 30 minutes) lesson visits to see learning in action for the subject.

Whole School	<ul style="list-style-type: none"> ▪ Pupil Learning Journey Evaluation of how well pupils are doing and actions to accelerate learning. This involves all staff members working with the pupil. ▪ Review of Pupil Learning Journey A review of the Pupil Learning Journey involving the teachers and a different Team Leader. ▪ Data drop (not more than three times a year) Summative assessments – completing the API (assessment and progress information) at designated points in the academic year. 	<ul style="list-style-type: none"> ▪ Teaching and Learning Conversations Team Leaders having TLC with teachers on a regular basis. See staff handbook for more details. ▪ Teaching and Learning Coaching (TLC) A designated teacher working alongside individuals to take teaching and learning to the next level. ▪ QE – Quality of Education SLT, key governors, THEP consultant looking at the QE using the 'deep dive' methodology at least once every term.
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Curriculum monitoring cycle ~ Autumn

	TLR to do by themselves/ SLT to support			TLR to do with teachers			Whole school
Wks	Policy and guidance	Learning environment	Pupil/ parent voice	Weekly plans	Learning in books	Lesson visits by TLR	Whole sch.
1							
2/3	English Computing			Maths Science	Computing Hist/Geog	English RE	
4/5	Science RE	English Computing		English RE	Maths Science	Computing Hist/Geog	
6		Science RE	English Computing	Computing Hist/Geog	English RE	Maths Science	
7							Parent Conferences
Half-Term							
8/9	Maths Hist/Geog		Science RE	Maths Science	Computing Hist/Geog	English RE	
10							QE
11/12		Maths Hist/Geog		English RE	Maths Science	Computing Hist/Geog	
13/14			Maths Hist/Geog	Computing Hist/Geog	English RE	Maths Science	Data Drop
15							Last week of term

This cycle will be reviewed by the TLR team in December 2023. The insights will be used to develop the monitoring cycle/programme for Spring and Summer 2024.