

ONE FORM 7b : LEARNING TEACHING ASSESSMENT
FOUNDATION SUBJECTS evaluation and planning

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FOUNDATION SUBJECTS

Lines of enquiry:-

1. **Maths - achievement for all**
2. **Writing- Covid drop off esp KS1**
3. **Written evidence in Foundation subjects**

RECENT HISTORY

(1) Key actions recently taken: (all must deliver on better outcomes for vulnerable pupils):

1k Art

- A) Assessment- Set up assessment files for all pupils Sept 22
- B) Practice- Sketchbooks and exemplars set up
- C) CPD- Staff surveyed re.confidence levels in Art

1l Computing

A - Curriculum Threshold concepts and Computing Knowledge Organiser documentation has been completed and shared with staff.

B - Infrastructure New hardware (Chromebooks) has been bought and has been trialed by Computing lead. Contact ISP urgently and get wifi boosted to a minimum performance standard. Whole school population now has access to their own GSuite and email accounts.

UPDATE 21/9/21 Chromebooks now up and running.

UPDATE 02/11/21 WIFI has been addressed and Chromebooks are all able to connect to wifi simultaneously. Chromebooks being cloud-based systems use a substantial amount of wifi and are causing issues with other devices connectivity around the building when in use. UPDATE 18/10/22 addressed.

C - CPD Staff all have access to Rising Stars and CPD videos for units they teach to upskill themselves. Staff from both Key Stages and FS have a Computing lead specialist they can approach for support when using new software or delivering a unit for the first time.

D - Monitoring and evaluation Some positive examples of work that utilise strong computing skills have been shared. Pupil interviews showed KS2 children know the vocabulary from their vocab mats and can talk about them with some confidence.

E - Learning Outcomes Format for sharing "Quality Work/curriculum exemplars" agreed upon using assignments on Google Classroom.

1m DT

A Resourcing - improved - scrapstore/ Lego/ on-going discussion with staff to ensure DT resourced

B Curriculum skills progression - Clear objectives on Knowledge Organiser

C CPD - staff meeting to discuss how DT is recorded and evaluated

1n French

B Resourcing: Key stage 2 book corners have French versions of key texts

[French / English Dual Language Story Books - Little Linguist \(little-linguist.co.uk\)](http://little-linguist.co.uk)

C Curriculum- Knowledge organiser created

1o Geography

A Curriculum Creation of '[knowledge organisers](#)'

B Time given to develop curriculum to make focus narrower / deeper, while thinking about the skills of being a geographer too; think about a final outcome; come up with new topics in response to children's interests

C 'creation' of units around threads eg 'Eco Curriculum' units with 'Geography Paul'

D Established a stronger communication with KS1 and FS to support cohesion across the whole school. New leader partner from KS1.

E Assessment- Check / change / formulate assessment statements on Target Tracker.

1p History

A Creation of knowledge organiser

B Time to develop and plan curriculum topics to make focus narrower, deeper (threshold concepts - sources / inference) and one final outcome that may or may not be written.

C Prepare timelines for all KS2 classes

D Teaching teams set out success criteria for new refined assessment of the subject on Target Tracker.

E Member of staff from KS1 join humanities team to help monitor learning in KS1 and EYFS.

1q Music

A Musical opportunities -good range developed- eg Rencombe, Soirree, glos music wider opps

B Curriculum- music KO's and skills progression constructed

C Staff training- staff on Charanga training/ guidance provided

1r PE

A Staff CPD -Survey staff to ascertain need

B To restart inter school events. To restart intra school events

C Including all children in clubs and events - making our curriculum inclusive

1s PSHE

A) Ensure revisit of key areas thru the year- e.g. bullying, e-safety - through assemblies, SCARF curriculum, low stakes quizzing and retrieval practice

B) Central 'wellbeing thread' puts PSHE at the heart of our vision and core curriculum offer.

C) Evidencing of PSHE across school - through use of floor books, Target Tracker

D) Responsive and targeted teaching according to pupil need

1t RE

A) Curriculum- Creation of knowledge organiser; reviewed with staff. Staff meeting to review key knowledge and coverage

- Links- Co-operation between subject leader, local clergy and class teachers over planning

- Material gleaned and shared from RE Hub meetings

- Pupil interviews to gain pupil voice on their experience, in particular PP and SEND

- Staff survey to ascertain perceived needs and strengths

- Work scrutiny to ascertain quality and range

- Visits to places of worship re-introduced post covid

1u Science

A) Assessment-Staff asked to give the children an elicitation. INSET day time to discuss with teachers the expectations for elicitations in Science. (Elicitation at start and then revisited at end. Date and name of topic. Vocabulary grid)

B) Curriculum- Staff have been asked to fill out the knowledge organiser.

C)

D) INSET day time to ask Y2 upwards to teach a working scientifically unit at the start of the year.

Staff also shown moving experiment variables on post-it notes to end with a focus on one variable.

How well do children achieve in your subject?

(1) Positive results of actions

1k Art

- A) Fair assessment and moderation across the school - drawing skills of pupils
- B) Clearer understanding for staff of unit progression
- C) Much better understanding of where staff are in this subject

1l Computing

A - Curriculum Clear and coherent curriculum and progression of skills available to staff.

B - Infrastructure Chromebooks build upon school's positive practice using Google Classroom during Lockdown home learning and have the potential to cover curriculum adequately.

C - CPD Staff have become familiar with many of GSuite applications (such as Classroom and Jamboard) and Padlet throughout lockdown. This will make familiarising themselves with the new Chromebooks more seamless.

D - Monitoring and evaluation Children are demonstrating a secure and confident grasp of using technology in their learning.

E - Learning Outcomes Some really strong examples of quality work in "pockets" around the school where confidence is higher.

1m DT

A Resources accessible and supportive of curriculum

B Curriculum Skills- Staff understood what to cover across a unit

'They talked about the process of design: how they had worked in teams, sharing ideas, choosing of materials and working on construction (including the use of a glue gun). They were very enthusiastic about the process of making and modifying their models and then testing their waterproof qualities with a hose. If they encountered problems they talked them through with their team and friends, and if they still had a problem they talked to their teacher. They had also costed the project afterwards and showed their budget sheets.' Gov Eval day 22

1n French

B Pupils exposure and curiosity for French

C knowledge organiser shows main strands of learning

1o Geography

A Agreed focus/ basic knowledge for all for each geography topic

B units such as Rainforests and Explorers in Y5/6 developed to focus on geography skills of map reading, gathering data and interpreting data; Eco unit taught by Y3/4 in response to children's interests, resulting in passionate TED talks; sustainable clothing and global clothing industry in 5 / 6 very successful

C significant engagement seen in eco units and strong sense of community and eco activism (see also B)

D New partner was moved to another subject.

E New statements agreed and being used.

1p History

A knowledge organisers created.

B Time has been given to develop and plan curriculum topics to make focus narrower, deeper (threshold concepts - sources / inference) and one final outcome that may or may not be written (plus lots of extra time required by teachers). There has been some development in the curriculum taught e.g. 5 /6 WW2; 3 / 4 Romans; the EYFS and KS1 teams are going to work on a Helen Sharman and history of flight units and the life of Wangari Maathai.

C Timelines up in KS2. Timelines being shared now as an elicitation that travels up to next year groups to help build understanding of chronology (also going to include year 2).

D teaching teams have set out success criteria for new refined assessment of the subject on Target Tracker

E This colleague was moved to another subject.

1q Music

A Music Mark awarded in 2019

B Curriculum progression clear

C Staff confidence with Charanga

1r PE

A Staff confident with planning and teaching most areas of PE

B 56% children have taken part in event (in school / out of school / clubs) KS2

100% of children are given the opportunity to do competitive sport

C SEND and PP pupils taking part

1s PSHE

- A) PSHE cohesive as well as responsive to needs as arise (see six term curriculum and subjects and issues through SCARF) - objectives re-prioritised at least three times yearly.
- B) Wellbeing is considered when planning curriculum coverage across multiple subjects
- C) Floor books and reflective diaries used more frequently and consistently across the school
 - Using these as a prompt, pupils talk confidently about their learning in PSHE and can draw on long term memory to describe learning from previous terms/years
- D) Staff use SCARF to assist them in targeting specific pupil need (PWS and staff knowledge of families help to identify key areas of need)
 - Target Tracker results show all curriculum covered in the academic year 22/23 and vast majority of children achieved all objectives (see PSHE Data Form)

1t RE -

- discussions with staff and children show that SEND children have ways of accessing curriculum and learning in RE without being stopped by writing barriers.
- Children are articulate about their visits to places of worship and Experience visits
- Children are 'bothered' about faith and how we behave both towards each other and to our planet and can argue with evidence
- Work shows evidence of answering the key questions in the curriculum
- *'Children really do engage with RE, though often at a deeper level than just learning facts.'* Gov Eval day22
- 41/43 pupils in y6 @ or above, 20 GDS (4/6 SEND @;4/5 PP @) -
- 44/45 pupils in y5 @ or above, 12 GDS, (SEND6/7 @, PP4/5@ 1/5 GDS)
- 47/48 in y4 @ or above, 16 GDS (SEND 9/10@; PP 9/10; 2GDS)
- 39/45 in y3 @ or above, 6 GDS (SEND 7/10@; PP 3/5@)
- 38/44 pupils in y2 @ 2 GDS(SEND 7/10@ ; PP 9/13@)
- 41/45 pupils in y1 @ (SEND1/3 @; PP 2/3@)
- Pupils who have not made @ added to a group to be further monitored and supported

1u Science:

- Elicitations completed for each topic, relevant to year group (can be a mixture of whole group and individual)
 - Knowledge organisers created- critical concepts run through from EYFS to Year 6 (hypothesis, prediction, fair testing, conclusion)
 - Some classes have started using the lab coats that were purchased
 - Some classes have given the children the freedom to set up their own experiments
 - Children are engaged in the eco-topics that have been developed with the Ministry of Eco Education (we have been the driving force/helped to launch this/working alongside is continuing)
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(1)NEXT STEPS

(1) : Outstanding need

1k Art

- A) *Assessment* in other areas of art e.g. painting, digital
- B) *Practice* Use of sketchbooks outside of the art lesson
- C) Staff subject knowledge - confidence in teaching the units and skills - see survey results

1l Computing

A - Curriculum There is a disparity in Computing work produced across the school, not because it doesn't exist but because there isn't a clear expectation of what each year group should aim to produce as a minimum and when.

B - Infrastructure iPads and Laptops/Chromebooks available to new staff members.

C - CPD Staff confidence and competence needs supporting re. New curriculum.

Internet service that meets a minimum requirement. Chromebooks still require Apps downloaded that are vital for the delivery of the Switched On Scheme.

D - Monitoring and Evaluation Pupil interviews across FS, KS1 to gain insight into PP, SEN, PP like etc. Monitoring and evaluation schedule to be formulated.

E - Learning Outcomes Consistent quality of work across the school.

1m DT

A *Resourcing* - continued support for staff to resource new units

B *Curriculum* Skills- across school- progression of skills on knowledge organiser linked to Target Tracker continue to discuss with staff to ensure clear progression across the school

Bii Knowledge Organiser updated to include new units

Biii Links to threads to be made clearer

C *Learning outcomes* Agreed DT project books for Year 2 - 6 Class big books will reflect DT in Reception and Year Reception

1n French

A To reboot French across KS2

B Lack of exposure to foreign languages in KS1 and

C share knowledge organiser with staff

D share evidence of learning

1o Geography

A Some units still to be developed e.g. KS1, year 2 especially; all units need to be reviewed as taught and improved upon: rivers for Y3/4; deforestation year 2. More time needed - more so than history

perhaps - to consider threshold concepts of geography / substantive knowledge

B What is the progression in terms of substantive and, especially, disciplinary knowledge?

C Further adaptation of units to threads - How do the threads weave through the school and also develop? In the Eco curriculum?

D Develop and use low stakes quizzes to improve retrieval practise in school

E How prominent is the subject - in terms of displays etc.

1p History

A Not all for the curriculum has been modified / updated to make it local, deep, narrow etc.

B Progression in terms of substantive and disciplinary knowledge across year groups

C Need to consider the importance of context / background (linking and connecting learning) / threads etc and how they progress.

D Progression in terms of chronological knowledge

E Have introduced low-stakes quizzes in years - extend beyond year groups. Have proved popular and effective. Need to be used more and more systematically.

1q Music

A Not all pupils tapping into the opportunities on offer - Glos music links

B Training re. Staff clarity/ understanding re progression/ re vocab/ skills and how to teach. New staff confidence with charanga incl TA's// understanding to explore flexibility for cross curric links- threads and other topic areas

C Resourcing of subject - audit

D Evidence of outcomes

1r PE

A CPD for games needed - In-house, Gymnastics CPD always welcome - external trainer

B Targeting specific pupils to ensure coverage and also to take part in more mainstream sport - making more sports inclusive - see pupil voice

C Ensuring SEND and PP feel positively included in all aspects - see pupil voice

D Healthy living teaching and learning- Targeting children who need more sport. Link with PSHE

1s PSHE

A) Consider opportunities to revisit topics through low stakes quizzing, retrieval practice etc

B) Ensure wellbeing thread weaves through wider school curriculum

C) Continue to monitor use of reflective diaries and floor books, encourage evidencing of SEN/PP/PHA/vuln pupils

D) Analyse results of PWS and issue to staff and ensure targets influence action plan and prioritisation of objectives

A) Resourcing of new curriculum - ordering and cataloguing picture books

B) Training for staff

- LGBTQIA* training - [options researched and passed by headteacher for consideration](#)

- EYFS curriculum PSED training - [free webinar sourced and passed by headteacher for approval](#)

1t RE -

A. Pupils can use their knowledge well, but take time to remember facts (Subject Leader interviews with children; discussion with governor), so need to embed facts more securely - include quizzes at start and end of units and dropped in within term.

B. Teachers feel confident teaching RE in the current curriculum with the support they have (Staff survey) but vulnerable children still showing attainment gap so further look with this as focus. Teaching staff to be led by this need in future units' teaching.

- C. Results for PP show narrowing of gap for KS2 pupils over time; results approx in line with writing; SEND however showing greater gap so further attention needed; pupil voice shows positive attitude towards subject so planning to investigate other ways to showcase knowledge and learning that allow SEND children to evidence thinking.
- D. Visits to places of worship working well, so now look to include more visitors to school to supplement this and build on appreciation of difference thread.

1u Science

- Opportunities for revisiting learning to ensure key information is in long-term memory
- For children to be confident using key vocabulary (scientific and topic specific)
- Revisit the elicitation at the end (and the vocabulary grid if completed).

1)2022: Therefore now:

1k Art

- A) Working with staff re. Planning unit of art = looking at assessment of an Art unit.
- B) Opportunities for Art outside of the subject
- C) Working with staff to develop their skills in Art - Google survey results

1l Computing

A - Curriculum Ensure staff are aware of the Whole school overview and Computing LTP - make sure they have the same units and progression.

B - Infrastructure ICT technicians to ensure all Apps are installed on any new devices as per a premade schedule.

C - CPD Staff meetings to roll out new scheme materials and hardware. **Need to work with EYFS and KS1 team to help them to deliver the curriculum**

Update the long term plan for Rec/1 and year 2 units that they have decided to focus on this year.

D - Monitoring and Evaluation Further develop partnership with other SLs of "like subjects" and how quality work could "marry up" in our subjects.

E - Learning Outcomes One piece of high quality work per year for this subject as a minimum?

UPDATE 21/9/21

Chromebooks now up and running.

Need to work with EYFS and KS1 team to help them to deliver the curriculum

Update the long term plan for Rec/1 and year 2 units that they have decided to focus on this year.

1m DT

A Resources Resourcing needs ongoing

B Curriculum Continue to work with staff on skills progression EYFS - Year 6 working with the objectives on Knowledge Organiser

Bi - DT tracked across threads planner discussed and finalised with staff

C Learning outcomes - *Learning clear in dt books and Big Books* - continue to work with staff to develop evaluations

1n French

A Plan in KS2 French activities eg cafe, French Day - use staff and parents

B Look at simple texts for KS1 in French and other languages

C Draw staff awareness to knowledge organiser

D Make a folder and discuss with staff how to record evidence - 3 oral opps a year

1o Geography

A CURRICULUM Ongoing - support and monitor colleagues.

B PROOF OF LEARNING / CURRICULUM Progression document in terms of disciplinary skills; use of elicitation maps to show growth in terms of geographical knowledge.

C PROOF OF LEARNING / CURRICULUM Develop this in line with the progression document above.

D LEARNING OUTCOMES Action research - work with / support colleagues to become more systematic in our approach.

E RESOURCES Displays across the school - globes / wall maps in classrooms (to refer to just as we refer to timelines in history).

1p History

A CURRICULUM Continue to adapt units eg stone age in 5 / 6; have met with KS1 and EYFS - new curriculum there in early years and KS1. Planning time ongoing as we work to strengthen the teaching and learning of our history curriculum

B PROOF OF LEARNING / OUTCOMES / CRITICAL CONCEPTS Create a document to outline the progression in terms of disciplinary knowledge and skills ie what and how to analyse sources.

C PROOF OF LEARNING / CURRICULUM Progression document of threads progression in the subject.

D CPD / RESOURCES Work with colleagues to ensure that 'timeline' 'elicitations' are being used across all teams from year 2 to year 6.

E PROOF OF LEARNING Action research; continue to work on developing and utilising low-stakes quizzes.

1q Music

A Explore ways to broaden the impact of wider musical opportunities- restart choirs? - Set up meeting with N.Steel. MW on networking conferences

B Music specialist to provide training for staff in terminology/ how to teach specific skills. Staff meeting running through Charanga - needs to include TAs

C Non-contact time for SLs to complete audit

D Folder on drive to collect video, google classroom, recordings of compositions

1r PE

A Arrange intra staff CPD

Demo lessons with sports coach - Games

External CPD - Gymnastics

Outdoor and adventurous

Consistency of lesson structure - staff meeting and demo with coach

B Reintroducing cooperative sports as a morning or exercise intra school

Inclusive sports morning eg wheelchair basketball

Sit down hockey

Blindfold football

C Ensuring a spread of pupils for external events including SEND and PP

D Include Healthy Living on the Knowledge Organiser. Liaise with PSHE lead for coverage

1s PSHE

A) Use LTP for PSHE to identify spiral coverage of key topics and lead staff in developing opportunities for low stakes quizzing

B) Meet with subject leads to plan wellbeing thread

C) Book Look and Pupil Conferencing (ongoing)

- D) Analyse PWS, issue to staff, update action plan and re-prioritise objectives as necessary
- E) Order books/other resources needed to support areas of PSHE
- F) Research training opportunities - book SCARF training and deliver in future staff meeting
 - Reception evidence -follow up with headteacher, EYFS lead and Reception/Year 1 teaching staff
 - In conversation with PSHE leads from other DGAT schools re evidencing and curriculum coverage

1t RE

Check reasons for SEND gaps and where they can be narrowed;
SIAMS training for subject lead and HT to update knowledge - completed
RE Hub updates

Build on visits to have range of visitors to school, particularly for other religions

Build in fact quizzes to retain more factual knowledge

1u Science

- A) Create Stem sentences for each topic that can be said during the topic but also revisited throughout the year.
- B) Elicitations to be revisited via class conversation or by re-doing the elicitation using a different coloured pen. Pupils can add to their knowledge or correct their misconceptions.
- C) Continue to monitor that key vocabulary is being used correctly by children when discussing their learning.
- D) Quality piece of writing completed that includes key vocabulary and learning (this could be about an experiment or about the topic as a whole).