

LILY LANE PRIMARY SCHOOL VISION: SUPPORTIVE:KIND:INSPIRING:DETERMINED:UNIQUE

Our vision is to provide an **inspiring** curriculum that will engage all learners to be successful and proud within their learning at school and beyond. We recognise that our community is diverse and **unique** and we will nurture and celebrate this so that children, staff and families feel proud. With our words and actions we will be **determined** to strive for excellence for our children and their community. By ensuring **support and kindness** for all we will flourish and grow.

KEY PRIORITY 3: Engagement in learning

To raise standards in engagement and learning across all subjects; in books, learning talk and in lessons.

Ofsted recommendation: Leaders need to give clear guidance to staff about how to challenge children to try different activities to extend their knowledge.

Intentions:

Intentions:

3.1 Children's engagement: (SS/NJ/SLs/YTLs)

1. To ensure staff differentiate their teaching so children are engaged in all parts of lessons.
2. To develop children's ability to discuss their learning and themselves as learners.
3. To develop children's engagement in lessons and outside of them.

3.2 Teaching and learning: (SS/SLs/YTLs)

1. To develop teaching across the school including the uses of Kagan structures.
2. To ensure all staff have high expectations of children.
3. To develop feedback that children receive to ensure progress is made.

Ofsted Link: Quality of education

Success Criteria:

3.1 Children's engagement:

1. Children are engaged in lessons/ Questioning is used effectively to stretch and challenge pupils as well as consolidate learning/ Kagan is used effectively in lessons to deepen and consolidate knowledge as well as develop children's social skills
2. Learning objectives to be clear and learning focused/ Learning objectives to be explained to the children so that they understand what they are learning
3. Staff setting home learning that enhances the children's knowledge, skills and engagement/ Children completing the home learning and being enthused by this/ Staff uploading additional activities or tasks to their Frog class page to further develop children's knowledge and skills/ Children accessing their frog class page to further develop their knowledge and skills

3.2 Teaching and learning:

1. Through a triangulation of drop ins, book looks and planning scrutiny as well as pupil progress meetings, teaching and learning is good in at least 80% of classes.
2. Expectations are clear and consistent within and across year groups/ Staff set out their high expectations of the children/ Children meet the high expectations set/Childrens books are presented in accordance with their year group/
3. Feedback policy is followed/ Feedback given to children is effective, clear and consistent/ Children make progress based on the feedback received/ Children respond to feedback

Key Priority 3: Engagement in learning

ASPECT/ACTIONS	Timescale	Resources	Milestones - Autumn	Milestones - Spring	Milestones - Summer
3.1 Children's engagement					
Effective questioning Lead: SS	Aut 2	Staff meeting time	<ul style="list-style-type: none"> Gather ideas from staff on different ways to question – lolly sticks, Kagan IWB tools, Kagan structures in staff meeting (starter) SS 18/10/22 YTL to discuss their year teams approach to questioning and what can be done to support or develop them YTL 24/10/22 	<ul style="list-style-type: none"> Training for early career teachers on the use of questioning and different question types and their purposes SS Feb 2023 	
Kagan used effectively Lead: SS / NJ	Aut 1	Kagan lead (NJ) Time to support year teams Structure booklets Time during staff meetings / YTL meetings	<ul style="list-style-type: none"> LLs six basic structures to be relaunched to staff at the beginning of a staff meeting – re share the kagan flips that were made, remind about planning and implementation of Kagan in lessons, seating plans as well as team / class builders. NJ NJ hold introduction to Kagan for ECTs and new starters NJ YTL meeting to share good examples of using Kagan within lessons, which lessons are more difficult? Are there any year groups that would benefit from having coaching or being coaches? NJ Following planning scrutinies, support year teams individually to include Kagan structures within lessons NJ 	<ul style="list-style-type: none"> Kagan lead to support staff through observations and coaching as well as planning scrutinies NJ Refresher of structures in staff meetings NJ Some staff meetings to include the use of Kagan structures NJ 	n lead and YTL's / confident Kagan team member to support staff members based on observation and planning scrutinies NJ sher of structures in staff meetings staff meetings to include the use of n structures NJ
Learning objectives are learning focused and clear Lead: SS	Aut 1	Time to support in PPA Time for planning scrutinies	<ul style="list-style-type: none"> Drop in PPA sessions to support with ensuring learning objectives are learning focused SS 10/10/22 Following planning scrutinies feedback to YTLs individually and support with writing 	<ul style="list-style-type: none"> Staff training/meeting on learning objectives and how to ensure they are learning focused SS 18/1/22 	

			learning focused learning objectives SS 17/10/22		
Home learning Lead: SS	Aut 2	Time to write policy YTL meeting time	<ul style="list-style-type: none"> Home learning policy written SS 16/11/22 Home learning policy shared with staff for feedback and adapted SS 23/11/22 Home learning policy shared with parents SS 30/11/22 YTL meeting to look at home learning for year team and what it will look like for the next term. SS 14/12/22 	<ul style="list-style-type: none"> Home learning set up for the beginning of the term CTs 4/1/23 Home learning celebrated in celebration assemblies at the end of the term SS 17/2/23 	<ul style="list-style-type: none"> Home learning set up for the beginning of the term CTs 21/4/23 Home learning celebrated in celebration assemblies at the end of the term SS 26/5/23
Class frog pages Lead: SS	Spr 1	Frog training for staff	<ul style="list-style-type: none"> Decision – do we want to use Frog for class pages or move to another platform or school website? SS 6/12/22 	<ul style="list-style-type: none"> YTL meeting to show how to set up class pages and expectations around them SS 16/1/23 Drop in session offered for staff to show them how to set up class pages and the expectations SS 23/1/23 Class pages to be set up for the beginning of the term with learning for the half term on that will challenge the children, develop their skills and consolidate their knowledge CTs 27/2/23 Parent workshop set up for 3 year groups to show how to access class pages and what is contained on there SS 6/3/23 	<ul style="list-style-type: none"> Class pages to be set up for the beginning of the term with learning for the half term on that will challenge the children, develop their skills and consolidate their knowledge CTs 17/4/23 Parent workshop set up for other 3 year groups to show how to access class pages and what is contained on there SS 24/4/23
Monitoring and Evaluation: M. Monitoring activity E. Evaluation Activity			Planning scrutinies – Kagan structures within planning NJ	Drop ins – focus on effective use of questioning by wk 30/1/23 Learning talks with children with a focus of English (reading and writing) WB 20/3/23	<ul style="list-style-type: none"> Drop ins wk5 Maths – WB 15/5/23 DROP-INS – Wk 3 Reading – 19/6/23

For impact: See Curriculum Impact on a Page (in process Nov 22)			
---	--	--	--

Key Priority 3: Engagement in learning

ASPECT/ACTIONS	Timescale	Resources	Milestones - Autumn	Milestones - Spring	Milestones - Summer
3.2 Teaching and learning					
Teaching is consistently good in 80% or more classes Lead: SS	By summer	Time to drop in lessons and feedback Cover for ECTs to observe teachers	<ul style="list-style-type: none"> Drop ins of lessons and feedback given to develop teaching Mentors weekly SS 17/10/22 Drop-ins for FS curriculum lessons (see Curriculum plan) ECTs to use ECT time to observe high quality teaching and use this to develop own teaching ECTs/SS Nov 	Peer observations set up for teachers to develop with and from each other SS/YTLs Jan	
Expectations are clear and consistent Lead: SS	Aut 1	YTL meeting time	<ul style="list-style-type: none"> YTL meeting to set out expectations and how this will develop through school, develop an overview of teaching expectations for QFT as a school SS 7/11/22 Work with focus teachers on developing their expectations, monitoring milestones may need to be introduced SS/NZ Nov 22 		
Presentation of books is consistent and high Lead: SS	Aut 2	Staff meeting time	<ul style="list-style-type: none"> YTL bring books from across year group to meeting to look at expectations and compare within the year group and across the year group SS/YTLs 7/11/23 	<ul style="list-style-type: none"> Staff meeting time to look at presentation across year groups and feedback to each other SS Feb 2023 	
Feedback (verbal and written)	Aut 2	Time to review feedback policy	<ul style="list-style-type: none"> Review feedback policy SS Nov 22 		

<p>Lead: SS</p>		<p>Time to share in staff meeting</p>	<ul style="list-style-type: none"> • Meet with teachers new to the school to explain the feedback policy SS Nov 22 • Share feedback policy with staff as a refresher SS Nov 22 • Following book looks, work with focus staff on developing their feedback SS Dec 22 		
<p>Children responding to feedback</p> <p>Lead: SS</p>	<p>Spr 2</p>	<p>Time in staff meeting and YTL meeting</p>	<ul style="list-style-type: none"> • YTL meeting to look at books looking at the responses from children to the feedback. Is it effective? Does it move the children on with their learning? SS 7/11/22 	<ul style="list-style-type: none"> • Share with staff in staff meeting the impact that children having effective feedback and responding to feedback can have on their progress and learning SS 25/1/23 • Introduce Fix it time SS 1/3/23 	
<p>Monitoring and Evaluation:</p> <p>M. Monitoring activity</p> <p>E. Evaluation Activity</p> <p>For impact: See Curriculum Impact on a Page (in process Nov 22)</p>			<p>Book looks (see foundation subject book look schedule) Pupil voice SS 8/12/22 Drop ins (see foundation subject drop in schedule) Pupil progress meetings SS Dec/Jan 22.23</p>	<ul style="list-style-type: none"> • Book looks with subject leaders with Planbee schemes of learning to ensure lessons taught match the scheme. • Maths 27/1 • REading 10/2 • Science 17/2 • History 3/3 • Geography 10/3 • RE/PHSE 17/3 • Art/Dt 24/3 • Spanish 31/3 <p>lesson drop ins for humanities – WB 30/1/23</p> <ul style="list-style-type: none"> • Humanities Pupil Voice: Learning talks with pupils to check subject curriculum knowledge and pitch By wk 30/1/23 • Book look for humanities in staff meeting 31/1/23 <p>Pupil progress meetings SS Mar 22</p>	<ul style="list-style-type: none"> • Book looks with subject leaders with Planbee schemes of learning to ensure lessons taught match the scheme. By wk 12/6/23 • Book look for humanities in staff meeting wk 2/5/23 • Lesson drop ins for foundation subjects • Maths 21/4 • English 28/4 • Reading 5/5 • Science 12/5 • History 19/5 • Geography 26/5 • RE/PHSE 9/6 • Art/Dt 16/6 • Spanish 23/6 <p>Drop-ins for Maths: wk 15/5/23</p> <p>Pupil progress meetings SS July 22</p>