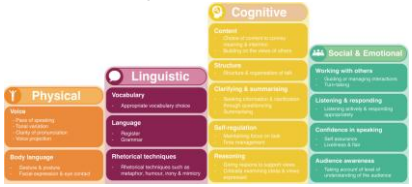
AAT Subject overview Last update Summer 25

Subject	Main Developmental Actions this year (2024-25)	Monitoring, impact and evidence	Strengths	Next Steps	CPD
English See English overview sheet	**Writing** • MTP review • English unit journey • Development of transcription curriculum and building strong foundations • Development of English Booklet • Review of Active English and staff training • Oracy- stem sentences, TTYP • Writing journals • Handwriting review **Reading** Continue phonics review and training - Continued staff development understanding the different forms of reading with a whole class and the importance of high-quality modelled reading by the teacher Fluency development: • Fluency rubric- trial • Faster Reading Y6- trail • Reading sprints across the curriculum • Vocabulary teaching • Investment in books Reading for pleasure: • Reading environments • SALEs techniques: - Same/ALL/Live it/Ease/ Scarcity • Book fayre • Masked Reader • Book swaps • Reading journals • Reading ambassadors • Reading buddies • Mystery readers • One off books • Special book boxes	**Monitoring** • English audit • Reading for pleasure audits • First 20% monitoring • Collective books looks across KS2 • Data analysis • QLA from SATs • Drop-ins • Formal lesson observations • Pupil questionnaire **Impact** Increased staff understanding and confidence in planning and delivery Increased competency delivering AE to ensure that all aspects are happening and therefore supporting numerous areas of English developing in reading, grammar and writing. Early writing curriculum development focussing on foundational skills allowing children time to hone these skills before moving onto complex writing tasks.	• Team knowledge, understanding and reflection • Frequent review of units and delivery • Sharing of good practice and in house CPD • Commitment to professional reading and development • Learning sequence • Drafting and editing • Reading for pleasure • Phonics provision	- Further refinement of transcription offer - Increased focus on a specific aspect of oracy from the oracy framework:  - Further refinement of MTPs - Once AE consolidation is complete review Active Spelling again - Incorporation of key points from the writing framework into our writing curriculum - Maintain momentum with reading for pleasure. - CPD for leads on reading fluency - Continued review of reading across the curriculum	• English Network meetings • LEAD Teaching School Hub audit • English Hub training • Alex Quigley writing- closing the gap • Visiting other schools: Welton St Marys, Witham St Hughs • English Audit • RWInc • Staff modelled Active English sessions • Active English and Active Spelling networks • S planning support • ECT programme • In house staff meetings • Informal discussion Reading: Strong Foundations • Oracy Commission: Speak Volumes Sept 2024 Oracy Education Commission • We need to Talk October 2024 Oracy Education Commission Best Start to life

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Maths	• Consistency in Flashback 4 delivery • Development of maths handbook • TTRS continuation • Bespoke SEND curriculum recording and delivery • Staff training • Review of Early maths provision • Development of the use of worked examples • Fluency of foundation skills assessment and tracking	**Monitoring** • First 20% monitoring • Collective books looks across KS2 • Data analysis • QLA from SATs • Drop-ins • Formal lesson observations **Impact** Outcomes at year 6 for EXP and GDS Enhance staff confidence for delivery Staff knowledge of units Increased expectations for all Consistent start to maths lessons- pupils know the routine and expectation, setting up the maths lesson for success	• Team knowledge, understanding and reflection • Frequent review of units and delivery • Sharing of good practice and in house CPD • Resources to support staff: • WRH Premium • Fluency Bee • Diagnostic questions • Testbase • Numberstacks • NCETM resources • Numberblocks resources • Commitment to professional reading and development • Episodic delivery • FB4 consistent approach • Development of pedagogy in maths: - Whole class provision - Live modelling - Silent teacher - Work examples - Stem sentences • Multiplication Tables programme	• Continued refinement of maths pedagogy • Refinement of core number fact tracking • First 20% maths perceptions • Enhancement of Early Maths knowledge through collaboration with Maths Hub to refine provision • Modelling problem solving through deconstruction of word problems with numberless questions- Gareth Metcalfe	• ECT Maths Hub • EYFS Maths Hub • Maths Networks • Maths Hub sustaining mastery work group - 2024 • Professional reading- NCETM, EEF • Podcasts • Maths Handbooks • S planning support • ECT programme • In house staff meetings • Informal discussion

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RE	- Developments of schemes of work - Review of units - Introduction of retrieval golden threads for world religions - Working party for new Lincolnshire Agreed Syllabus - Further development of staff understanding of disciplinary knowledge characters - Consideration of key questions to support disciplinary knowledge discussion - Development of Personal Percy	- Staff feedback - Pupil voice - Book look <u>Impact</u> Children understand and recognise the importance of RE Children interlink their learning of RE with UNICEF, protected characteristics, British Values etc Children are more able to articulate their understanding in RE and are beginning to verbalise their understanding of the disciplinary characters	- Children recognise the characters linked to disciplinary knowledge - Staff include disciplinary characters alongside substantive knowledge learning - Children understand and recognise the importance of RE Children interlink their learning of RE with UNICEF, protected characteristics, British Values etc - Curriculum balance and time: sufficient, appropriate and balanced - Developing staff expertise and knowledge	- Training for the new Lincs agreed syllabus for RE leads - Further training to all staff in readiness for 2025 delivery - Further embedding of the disciplinary characters with the children	Diocese training Network meetings RE working party for new syllabus New syllabus training

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Science	• Supporting Elsea Park with their PSQM year. • MTPs for all year group are being revisited, refined and enhanced, with a particular focus on working scientifically • Skills progression document for mixed age classes at CSW • Formative and summative assessments for all units of science (Quizizz)	**Monitoring** • Audit of Science (Autumn 1 –BEPPA) • Staff questionnaire about attitudes, strengths and areas for development (Autumn 1- BEPPA) • Pupil voice (Spring 2 – MS BAPA) **Impact** • Subject leaders identified development priorities within curriculum deign and teaching and learning and action steps have been outlined.	• Subject Team Knowledge • Staff onboard with changes and adaptations • Sci-fest across all 3 schools (Autumn 2024) • Gears, Levers and Pulleys workshops for Y5 pupils at all 3 schools delivered by STEM ambassador (Autumn 2024) • Bespoke staff meetings linked to findings of monitoring activities (BEPPA)	• Continue to check MTPs for working scientifically and clear, relevant objectives • Consider how to collate summative Quizizz results to gauge attainment • BEPPA to complete their PSQM year • Drop-ins to see science teaching in action (BAPA) • Book looks and pupil voice (CSW and BEPPA) • Integrate high quality texts into units	• 6 x PSQM hub sessions (CE/JT - BAPA) • PSQM Hub Lead- KR delivering 6 x PSQM hub sessions • Free RSC CPD and spotlights from PSQM • Local Science Network Meetings (Termly)

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Computing	Use of computing books to evidence learning Refinement of planning to use Teach Computing planning to increase the progression and clarity Unit Development to streamline delivery Assessment within computing Mapping of core learning into progression document Recognition of E-Safety a part of computing Keyboards brought into allow better coding opportunity on the Ipads Development of concept inventories	Review of computing book Pupil voice Increased staff awareness of expectations for each year group	Online Safety curriculum- spiralled units. E.g. Progression is clear in the three areas: - To code - To Create and Communicate - To connect safely Breadth of apps covered EYFS delivery. Not a specific part of EYFS framework - Computational thinking skill - use of beebots Links to books and poetry for online safety Transition support from external advisors- Dan H and Stay Safe Partnership Curriculum adapted to meet the needs of the children and to respond to events.	• Concept inventories • Rebrand E-safety into Online Safety: - Increase use of Ipads again across the curriculum to increase Create and Communicate • Vocabulary use across computing to be embedded • Continued development of staff subject knowledge - Unit courses on Teach Computing	• Teach Computing training • External workshops • Network meetings • External Advisor Rachael Vidler

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History	**Since last Ofsted whole subject review** • Further refinement of school mapping showing the embedding of our 6 substantive concepts throughout the LTP and MTPs • Continued development of subject leader knowledge of history and evaluate how effectively the curriculum is supporting children to meet their full potential • Continued review of MTPs to refine core knowledge and streamline allowing focus and attention to the necessary areas of knowledge • Inclusion of a wide range of authentic sources	Pupil voice Book looks Team unit review **Impact** Pupils are able to confidently talk about the units of history they have studies drawing upon substantive knowledge Staff have greater knowledge of the subject area A wide range of sources are used with children giving them greater opportunity to use a wider range of disciplinary knowledge	Subject team knowledge Continuous review and reflection of unit delivery by subject leaders Enquiry approach Pupil engagement Consistent approach to chronology Cumulative quizzing	• Continued review of task design- adaptive practice to allow all to engage with the ambitious curriculum content. • Develop the children's use of key vocabulary within recorded tasks and oracy tasks. • Integration of high quality texts into units	• History networks • Local history society • Professional reading • Historical Association membership

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Geography	**Since last Ofsted whole subject review** • Implementation of refined SOW and Oddizzi resources • Further refinement of school mapping: - Substantive concepts - Disciplinary concepts - Fieldwork progression - Mapping progression n - Vocabulary progression • Fieldwork delivery review in each year group • Concepts throughout the LTP and MTPs/SOW • Continued development of subject leader knowledge of geography and evaluate how effectively the curriculum is supporting children to meet their full potential • Continued review of MTPs to refine core knowledge and streamline allowing focus and attention to the necessary areas of knowledge • Inclusion of a wide range of authentic sources • Cumulative quizzing • Amazing images- introduction to geography lessons. Spark curiosity, observation ,retrieval, reflection	Book look Pupil voice **Impact** Pupils are able to confidently talk about the units of history they have studies drawing upon substantive knowledge Staff have greater knowledge of the subject area A wide range of sources are used with children giving them greater opportunity to use a wider range of disciplinary knowledge ???????? TBC	High quality resources- Oddizzi- videos and imagery, Digimaps. Oddizzi is a multi-award-winning geography resource designed to ignite curiosity and inspire young minds. Virtual fieldwork sessions Carefully chosen examples and contexts avoiding single story Enquiry approach Substantive theme coverage across phases and key stages Disciplinary knowledge- place, space, environment and environmental impact are interweaved into the substantive themes	• Review unit delivery and all accompanying documentation • Review cumulative quizzing • Integration of high quality texts into units • Professional discussion with staff for further refinement • Greater integration of adaptive practice within task design • Further use of newly created Oddizzi videos • Refinement of fieldwork and mapwork	• Geography networks • Professional reading • Geographical Association membership • GA webinars • Oddizzi training • Professional discussion with GA members and Oddizzi creators • In the know booklets

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Art	• **Whole subject review since last Ofsted** • LTP, MTP, Resources, Model sketch book with example, video links to support teachers • Inclusion of a range of artist, increasing representation from different cultures, genders etc • Progression mapping • Delivery to all staff • Annual art day and development of an annual assessment task • Adaptation of NSEADs assessment	Pupil voice Book looks Teacher modelling book review **Impact** A much enhanced and more ambitious art curriculum Increased expectations for all Increased staff confidence to talk about a wide range of art Increased live modelling to direct children on specific skills.	Range of art history studied Skills development alongside art history Vocabulary Teacher modelling sketch books Art History embedded within units. Variety and coverage within the curriculum Skills progression	Assessment - Let's recap - Annual art day - AP3 assessment format - Development of teacher modelling - Community links - Enhancement of retrieval through let's recap - Continued development of teacher confidence to live model - Community links - Continued review of units	• Video links for teachers • NSEAD subscription • Myatt and Co subscription • Arts Mark and Arts Award • Subject networks - Myatt and Co - Paul Carney

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DT	• **Whole subject review since last Ofsted** • LTP, MTP, Resources, Model sketch book with example, video links to support teachers • Build, sew, cook established in each year group • Refinement of materials to ensure progression and opportunities for retrieval across a practical subject	**Monitoring** Pupil book look Pupil voice Professional discussions with staff Review of staff live modelling book **Impact** A much enhanced and more ambitious DT curriculum Increased expectations for all Teacher understanding of delivery expectations increased through example DT modelling books	Continuity and progressio9n with build, sew, cook Skills development Vocabulary Teacher modelling books Concepts underlying units: e.g. - process of design - structures - materials - nutrition - features of products Stages of unit development are embedded: - Research and investigate - Design - Make - Use and evaluate Skills progression	- Review and refinement of use of teacher books and units - Review of all subject documentation - Refinement of assessment processes - Continued development of staff confidence e.g. sewing - Further linking of computing, science and DT curriculums where relevant as feedback from pupils has been very positive where this has taken place	

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PSHE	• Implementation of Jigsaw • Staff training • 6 part lesson model: - Connect US - Calm Me - Open my mind - Tell me or show me - Let me learn - Let me reflect Trialling form of recording Development of SEND provision and recording for children that require bespoke provision NSPCC pants lesson into nursery and KS2 Development of information letters and workshops to parents/carers Equality Ambassadors and Just Lincs Mindful Monday/Wow Wednesday Implementation of nursery into the Early Years	**Monitoring** Engagement of the student council **Impact** Comprehensive curriculum coverage Embedded UNICEF, British Values, Protected Characteristics further within the delivered PSHE curriculum Consistent implementation- 6 steps Staff confidence for delivery Pupil knowledge	Links between elements of our PSHE curriculum and Jigsaw: • UNICEF • Character Education • Protected Characteristics • British Values • Spirituality Jigsaw provides a spiral, progressive approach to a range of key concepts and the aim is for children to be exposed to these concepts and have opportunities to develop their knowledge and skill in these areas. The spiral nature of Jigsaw means that the key concepts are repeated throughout the programme	Continue professional discussion about Jigsaw recording UNICEF reaccreditation Recording of Jigsaw Further refining the application of protected characteristics into the wider curriculum and PSHE Delivery of next transition phase of RSE 24-25 Term 6 and the parental workshops required. Ensuring tracking of provision	**CPD** Jigsaw webinars

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PE	- Long term planning review & adaptation to focus on progressively building motor competence, fluency and proficiency. - Prioritisation of the teaching of core areas: Gymnastics, dance, OAA by class teachers - Establishment of consistent GetSet4PE planning use from Reception to Year 6 - Extended use of Knowledge organisers and vocabulary grids to ensure pupils theoretical knowledge matches their practical skills. - Assessment development to allow tracking of ability groups allowing for further adaptation of progressive curriculum.	Monitoring: - Pupil voice - Drop in sessions - Staff voice - Staff CPD reviews - Club participation Impact: Increased staff confidence in delivery of PE across a range of topics. High engagement & enthusiasm levels across all pupils Increased use of STEP principle across lessons to adapt teaching for differentiation.	Staff CPD offer Comprehensive programmes offer through Get Set4PE Well-structured swimming provision Staff use of STEP principle for adapted differentiated teaching Use of #Healthy,happy, active programme to place PE in a highly valued position within school Dedicated 2 hours of teaching time weekly Links drawn between physical activity/education and wellbeing.	• Further enhancement of staff confidence • Retrieval strategies in PE- Vocabulary, transferrable skills & learning focus • Making greater use of Get Set videos for analysis - Extending use of self & peer assessment techniques to reinforce fluency & proficiency	• Inspire + training • Inspire + conference • Targeted sports specific coaches for team teaching

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Spanish	• Director of Languages to support non specialists in delivering curriculum • Spanish was introduced in September 2022 and curriculum has been developed • KS2 Spanish taught across AAT • Language Angels is used to support the learning of Spanish in KS2 • Curriculum refinement to meet the needs of our children in all 4 skill areas (listening, reading, writing and speaking) • Focus on the 3 Pillars of Language learning: Phonics, Grammar and Vocabulary. • Coverage of all 12 Programme of Studies points	• Analysis of own delivery by subject lead • Pupil voice • Book review **<u>Impact</u>** • Pupil engagement • Pupil progress monitored in Programme of Study points and as individuals at all assessment points.	Specialist subject delivery. Highly skilled and knowledgeable languages expert In-depth knowledge of subject lead Commitment to professional development Curriculum bespoke refinement form Language Angels Specialist support in delivery for staff that do deliver Spanish Pupil engagement Primary Spelling Bee and Association for Language Learning Calligrams competition. Use of Spanish texts within the curriculum and Spanish books during World Book Day	1. **Enhance Listening Support** – Provide additional listening exercises and strategies to help students build confidence and comprehension skills. 2. **Increase Writing Opportunities –** Incorporate more challenging writing tasks to stretch students' abilities and deepen their understanding. 3. **Provide Recap Booklets –** Reinstate booklets for revision and consolidation, helping students reinforce their learning beyond the classroom. 4. **Expand Translation and Dictation Exercises** – Offer more opportunities for running translations and dictation to support fluency development. Further refinement of MTPs	**<u>CPD</u>** • Language Angels • Bell Foundation (EAL) • Language conference

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Music	• Music development plan summary • Monitor teaching of Tutti through Seesaw/lesson drop ins • Meet with LMS staff to support in use of Seesaw • Opportunities for pupil performance in choral worship • Develop use of Big Ideas cards to make explicit the musical skills being used	**Monitoring** Monitor teaching and learning through lesson drop-ins/Seesaw review/pupil voice **Impact** Children are: • engaged, accessing and enjoying music • using appropriate musical vocabulary able to articulate what musical skills they are developing	Subject taught by experienced, expert musicians – either in house or through LMS Singing School. Whole school engages wholeheartedly in weekly choral worship, where singing is accessible and enjoyable Singing Squad is open to all in Years 4, 5 and 6. Currently over 40 members performing harmonised pieces at a very high standard (competing at Oundle Festival of Music & Drama) Rock band is open to all in Years 4, 5 and 6. Currently 20 members, who rehearse after school on Mondays. Good links with community through music (Singing Squad perform at Xmas lights switch on alongside other local schools, as well as at local residential homes) Regular performances to rest of school (once a big term)	Rock band/instrumental group to perform at Oundle Festival of Music & Drama in 2026 More regular opportunities for instrumentalists to perform in collective worship Forge stronger links with local secondary schools with a view to inviting in older students to perform. Singing Squad/Rock Band performance to KS1 and KS2. Video for parents? Signpost musical children to Local Music Hub/satellite at Westfield.	**CPD** LMS annual bespoke 1:1 meeting Lincs Music Conference Fri 27th June (in Nottingham)

In house CPD:

- Subject Leader feedback
- Subject Leader drop-ins
- Staff meeting rota
- Teaching and learning handbook
- Frequent professional discussion
- Tuesday Tips
- Curriculum/T and L section of each staff meeting
- Inset time for subject leadership
- Connections with local and national organisations/networks
- Association membership