



All Saints' CEVCP School

School Development Plan 2023-2024

Inspire Challenge Succeed

"At our Church of England School our vision is that all children leave All Saints' as confident, resilient and reflective individuals, with a lifelong love of learning and a curiosity and respect for the world around them."

"In everything, treat others the same way that you want them to treat you" – Matthew 7:12

Key priorities, supported by evidence and research-based models:

1. To improve pupils' writing outcomes
2. To develop and embed the use of metacognitive strategies across the curriculum.
3. To develop and embed consistent teaching strategies, and a deeper understanding of how pupils learn across the curriculum through professional development and instructional coaching opportunities.

"Evidence does not provide easy solutions, but evidence-informed improvement is a process that has integrity and holds greater promise than any alternative."

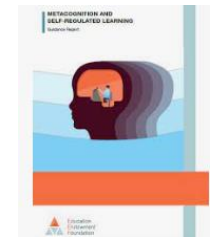
Key supporting research and evidence-based documents:

- The Writing Rope
- Closing the Writing Gap
- EEF Preparing for Literacy
- EEF Improving Literacy in KS1
- EEF Improving Literacy in KS2
- Rosenshine's Principles
- Walkthrus Programme
- EEF Meta-Cognition and Self-Regulated Learning
- EEF Effective Professional Development
- The Simple View of Writing (Berninger et al)

1. To improve pupils' writing outcomes

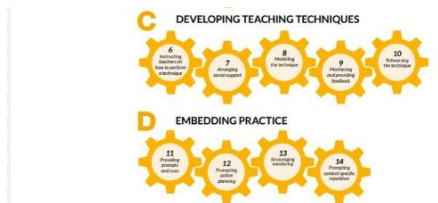
<p>Priority 1</p>	<p>Oral strategies for writing rehearsal (EYFS/KS1)</p>	<ul style="list-style-type: none"> • Develop expressive language to support oral rehearsal of writing – labels, sentence structures, grammatical structures • Provide a broad range of opportunities to develop their expressive language, including storytelling, group reading, or role play. • Develop and monitor children’s capability to formulate and articulate increasingly sophisticated sentences and express them in writing.
<p>Priority 2</p>	<p>Increase writing stamina</p>	<ul style="list-style-type: none"> • Implement strategies to improve writing stamina through regular daily tasks, dictation, • Provide writing opportunities within phonics sessions using known sounds and word patterns in simple words, captions and sentences (EYFS/KS1)
<p>Priority 3</p>	<p>Sentence accuracy</p>	<ul style="list-style-type: none"> • Ensure accurate sentence punctuation in all pieces of writing. • Reinforce what a sentence is and what it must contain ie a verb; must make sense on its own; one idea. • Use dictation to improve handwriting, matching sounds-to-letters to spell words, and sentence formation.
<p>Priority 4</p>	<p>Sentence variation and coherence</p>	<p>Explicitly teach:</p> <ul style="list-style-type: none"> • Sentence combining – joining sentences using conjunctions, adverbials, colons/semi-colons (year 6) • Sentence expanding – development of a sentence by adding additional clauses eg fronted adverbials, parenthesis • Sentence shrinking – controlled reduction of sentence length for clarity or for rhetorical impact • Daily starters once children have been taught and are confident with what each one means. • Include sentence ‘correcting’ to identify common class errors.
<p>Priority 5</p>	<p>Crafting great sentences</p>	<ul style="list-style-type: none"> • Further embed our English progression document • Consistent teaching of the sentence structures detailed in the document and checking that pupils are using these in their writing accurately and appropriately.
<p>Priority 6</p>	<p>Modelling writing approaches</p>	<ul style="list-style-type: none"> • 100% teacher modelling – live modelling, wholly teacher, no pupil input, teacher ‘think aloud’ • Whole class shared modelling – teacher-led modelling of writing but interactive with pupils contributing ideas, making suggestions • Small group shared modelling – as above but with small groups; allows for detailed interactions and support of individuals • Partial modelling – teacher initiates writing model and pupils continue the writing task • Modelling of examples and non-examples – teacher models effective writing by sharing expert examples and flawed exemplars for comparison • Peer modelling – pupils write collaboratively, mostly independent of the teacher
<p>Priority 7</p>	<p>Revising and editing</p>	<p>Writing to be considered to be a process made up of five components:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revising • Editing • Publishing <p>Increased opportunities to be given to children to revise their writing – make changes to sentence structures, consideration of audience, etc; also, to edit their writing (both individually and in pairs) to ensure accuracy of spelling, punctuation, verb tenses, etc</p>
<p>Priority 8</p>	<p>Focused feedback and consistent writing assessments</p>	<ul style="list-style-type: none"> • Success criteria grids to be used – either teacher/jointly/individually constructed. • Clear written feedback on tasks including two stars and a wish. Verbal feedback whilst circulating the class/working with a group. Class feedback on common errors/things done well. • Use the year groups grids for each child to assess their writing. • Analyse each piece of work included in their writing portfolio to check which criteria are met consistently. • Ensure coverage of all of the criteria in the grid for each pupil across their portfolio.

To develop and embed the use of metacognitive strategies across the curriculum.



<p>Priority 1</p>	<p>Recommendation 2: Explicitly teach pupils metacognitive strategies – planning, modelling and evaluating their learning</p>	<ul style="list-style-type: none"> Support children to develop metacognitive knowledge and regulation using the ‘process model’, encouraging children to plan, monitor and evaluate each stage of their learning. Deploy metacognitive strategies using the seven-step model – activating prior knowledge leading to independent practice before ending in structured reflection.
<p>Priority 2</p>	<p>Recommendation 4: Select an appropriate level of challenge to develop pupils’ self-regulation and metacognition</p>	<ul style="list-style-type: none"> Ensure challenge is at the appropriate level Encourage pupils to engage in metacognitive reflection, considering knowledge of task, knowledge of self and knowledge of strategies Develop awareness of staff understanding of cognitive overload and working memory Adapt teaching and deploy strategies/ resources to reduce pupils’ cognitive overload
<p>Priority 3</p>	<p>Recommendation 5: Promote and develop metacognitive talk in the classroom.</p>	<ul style="list-style-type: none"> Implement Talk Alouds as part of teaching sequences to support planning, monitoring and evaluating (I Do, We Do, You Do approaches) Explore a range of questioning approaches, guiding with oral feedback, prompting dialogue and scaffolding productive exploratory talk. Dialogic teaching – reasoning, discussing, arguing and explaining

To develop and embed consistent teaching strategies, build metacognition and a deeper understanding of how pupils learn across the curriculum through professional development and instructional coaching.



<p>Priority 1</p>	<p>To design a sequential programme of professional development to meet the needs of staff and pupils</p>	<ul style="list-style-type: none"> Deploy EEF effective PD development mechanisms (building knowledge, motivating teachers, developing teaching techniques, embedding practice) to build an effective CPD programme – review pattern and format of staff meetings. Undertake staff CPD surveys and analyse outcomes to identify priorities CPD plan meets individual, group and whole school needs Ensure training matches identified SEND needs within classes
<p>Priority 2</p>	<p>To provide training to support key aspects of teaching and learning in order to improve pupil outcomes and teacher knowledge.</p>	<ul style="list-style-type: none"> Implement EEF Meta Cognition and Self-Regulation training to enable pupils to develop greater independence and enable all pupils to be effective learners. Subject leader training focusing on implementing metacognitive strategies across all subjects. SEND and bespoke training to address/ understand specific pupil needs. Promote opportunities for specific professional qualifications – NPQ, Chartered College
<p>Priority 3</p>	<p>To embed Walkthrus strategies through instructional coaching.</p>	<ul style="list-style-type: none"> Further develop Walkthrus programme with a half-termly focus – linked to metacognition and writing priorities. Deploy instructional coaching in key stage teams with peer observation and coaching conversations. Training to ensure key strategies will be used consistently across school Embed IC using Walkthrus materials as part of professional development