

High Quality Teaching

- Understanding what this means and looks like in practice

Learning Journeys

- How do we use them?
- Clear steps and progressive?

Assessment for Learning

- Formative/summative
- Tracking and pupil progress meetings
- Flexible groupings

1. To raise attainment and progress in reading, writing and Maths.

Use of Additional Adults

- Cutaway groups
- Interventions
- Timetabling

Enabled Learning Environment

- Working walls
- Resourcing

Data

- How do we use it?
- Do we understand it?
- Expectations—end of year and progress

Knowledge Rich Curriculum

- Substantial knowledge
- Disciplinary knowledge

Progression

- Sequential curriculum
- Retrieval opportunities
- Avoiding overloading

Assessment

- How do we assess the wider curriculum?
- How is this information used?
- Is it purposeful?

2. To revisit, revise and review the wider curriculum to ensure that pupils are well prepared for life beyond East Meon.

National Curriculum Coverage

- Review current subject maps
- Check National Curriculum links and fill gaps

Meaningful Links

- Appropriate and engaging topics
- Purposeful links across curriculum areas

- **What do we teach?**
- **When do we teach it?**
- **Why?**

What is 'Learning Behaviour'?

- Metacognition
- Building Learning Power
- Growth/open mindset

What is good behaviour?

- Shared understanding—staff, parents and pupils
- Visual reminders/prompts

Policy and Procedures

- Review behaviour policy
- Is policy being followed?
- Links to core values



3. To improve learning behaviour across the school.



Teaching

- PHSE/RHSE
- Review PHSE curriculum
- Collective Worship



Role Modelling

- Use of buddies/leaders
- Positions of responsibility



Reward Systems

- Closely linked to desired learning behaviours