



Principal – Kate Cleaver

Academy Improvement Plan

September 2023 – July 2024



Contents

| | |
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| ACADEMY VISION AND VALUES..... | 3 |
| DISTINCTIVE CHARACTERISTICS (SEPT 2023)..... | 3 |
| ATTAINMENT OUTCOMES 2023 | 3 |
| POSITION STATEMENTS - SEPT 2023..... | 4 |
| PRIORITIES IDENTIFIED FOR 2023-2024..... | 7 |
| KEY PRIORITY 1 – HIGH QUALITY TEACHING AND LEARNING OF MATHEMATICS..... | 9 |
| KEY PRIORITY 2 – EMBED A CURRICULUM THAT IS AMBITIOUS AND WELL DESIGNED..... | 12 |
| KEY PRIORITY 3 – DEVELOP AN EARLY YEARS CURRICULUM THAT IS AMBITIOUS AND SERVES TO EFFECTIVELY PREPARE THE CHILDREN FOR KS1..... | 16 |

ACADEMY VISION AND VALUES

Vision: Developing well rounded, conscientious and successful learners who aspire to achieve their personal best. We are nurturing and welcoming community where relationships are at the forefront of everything we do.

Values: IREACH – *Independence, Resilience, Engagement, Ambition, Co-operation, Honesty*

DISTINCTIVE CHARACTERISTICS (SEPT 2023)

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| Number of children on roll | 64 | Percentage of children eligible for pupil premium | 34% | Percentage of children with statement of special educational needs (SEN) and with education, health and care (EHC) plan | SEN: 21% EHCP: 2 (and a further 3 applications are underway) |
| Percentage of children with English as an additional language (EAL) | 9% | Percentage of children with welfare or child protection support plans (EHA, CIN, CP) | EHA 0 CIN 1 CP 0 | Percentage of children who are identified as Looked After (LAC) | 0 |
| Overall attendance | 92.6% | Persistent absence | 17% | Most recent OFSTED grade | Good |

ATTAINMENT OUTCOMES 2023

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| EYFS Good Level of Development Cohort National | 89% (8/9) 67% | Year 1 Phonics Screening Cohort National | 80% (4/5) 80% | Year 2 Phonics Screening Cohort National | 67% (2/3) 89% |
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| <p>Year 2 Reading (teacher assessment)</p> <p>Cohort EXP 62% (5/8)</p> <p>Cohort GDS 12% (1/8)</p> <p>National EXP 69%</p> <p>National GDS 18%</p> | <p>Year 2 Writing (teacher assessment)</p> <p>Cohort EXP 62% (5/8)</p> <p>Cohort GDS 12% (1/8)</p> <p>National EXP 61%</p> <p>National GDS 8%</p> | <p>Year 2 Maths (teacher assessment)</p> <p>Cohort EXP 62% (5/8)</p> <p>Cohort GDS 12% (1/8)</p> <p>National EXP 72%</p> <p>National GDS 16%</p> |
| <p>Year 6 Reading Test</p> <p>Cohort EXP 100% (10/10)</p> <p>Cohort GDS 18%</p> <p>National EXP 74%</p> <p>National GDS 28%</p> <p>Progress Above Average</p> | <p>Year 6 Writing (teacher assessment)</p> <p>Cohort EXP 100%(10/10)</p> <p>Cohort GDS 9%</p> <p>National EXP 69%</p> <p>National GDS 13%</p> <p>Progress Average</p> | <p>Year 6 Maths Test</p> <p>Cohort EXP 100% (10/10)</p> <p>Cohort GDS 18%</p> <p>National EXP 71%</p> <p>National GDS 23%</p> <p>Progress Average</p> |

POSITION STATEMENTS - SEPT 2023

The current position of the academy has been identified using the outcomes from a range of external and internal monitoring, as follows:

- Actions from OFSTED June 2023
- Challenge Partner Whole School Review in March 2023
- Internal monitoring by Academy leaders and the Trust

Strengths:

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| <p>Quality of Teaching, Learning and Education</p> | <ul style="list-style-type: none"> • The curriculum is ambitious and covers the scope of the National Curriculum. • The knowledge that pupils need to know is clearly identified and pupils' recall of their studies is strong. |
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| | <ul style="list-style-type: none"> • Phonics is taught well throughout the school and helps pupils to develop their early reading skills. Pupils, particularly those in key stage 1, are encouraged to use their phonics skills to support their spelling when writing. • Books are neatly presented, which shows that the pupils take pride in their work. They are keen to show their books to visitors and to discuss their learning. • The Trust and the principal have implemented training and support to improve the consistency of teaching and have ensured that the CUSP curriculum is fully embedded across KS1 and KS2. • The curriculum offered is broad and balanced. Work in pupils' books shows that they benefit from a wide variety of creative and engaging topics which capture their interest, allowing them to learn about the world around them, show that children take pride in their work and pupil voice surveys tell us that children enjoy these subjects and children can talk confidently about their learning. • Science is a strength at EVPA and the Science Leader is a PSQM Hub leader, supporting other schools locally to develop their science curriculum. • Ofsted said, 'The early years environment is purposeful. Resources are accessible to all the children, including those of pre-school age. Activities are stimulating.' and the academy continues to focus on embedding the teaching of ambitious vocabulary in this setting. |
| <p>Personal Development, Behaviours and Welfare</p> | <ul style="list-style-type: none"> • EVPA is a calm and happy place where learning is not disrupted by poor behaviour. • Pupils feel safe at school and understand how to keep themselves safe in different situations, including when on the internet, using social media, in the community and when at home. • All pupils spoken to said that there is very little bullying in school, and they demonstrate a clear understanding of the difference between this and a general falling out. • Pupils' spiritual, moral, social and cultural development is developed throughout the curriculum; the PSHE curriculum is well planned and well sequenced. • Children have a clear understanding of the fundamental British values. • They display a caring nature towards each other and demonstrate their understanding of right and wrong. Pupils are well mannered and friendly inside the classroom and around the school. • The school works hard to keep pupils in school and supports those who struggle to self-regulate their behaviour. • Attendance of pupils has risen over time, and remains a priority. |
| <p>Effectiveness of Leadership and Management</p> | <ul style="list-style-type: none"> • Leaders ensure that the additional government pupil premium funding has been effectively used. Progress and attendance of the disadvantaged pupils are tracked, and leaders target support according to individual needs. 1:1 tutoring for a number of pupils means that bespoke interventions are in place to address any gaps in learning and to ensure that progress is sustained. |

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| | <ul style="list-style-type: none"> • Subject Leaders receive high quality leadership training and support from the Trust. As a result subject leadership was identified as a strength on the June 2023 Ofsted Inspection and was rated ‘Good’. • All leaders have dedicated leadership time; this ensures that intent is clear and implementation is strong. Regular monitoring means that support can be swiftly put in place. • Sports funding is used effectively to increase pupil participation and to enhance teachers’ skills in teaching physical education (PE). Consequently, pupils are enjoying PE more and improving their skills in a variety of sports. The school was awarded the The School Games Silver Sports Award in 2023. |
| <p>Quality of Education in EYFS</p> | <ul style="list-style-type: none"> • Children make strong progress and many leave the Reception Year with a good level of development. In 2023, 78% of pupils met GLD. The children are well prepared to start Year 1. • Children and families are supported well when they first start school. • ‘The Early Years environment is purposeful.’ and ‘Activities are stimulating.’ (Ofsted June 2023) • Children are inquisitive and keen to talk about what they are learning. • Staff monitor children’s progress closely and ensure that judgements are secure through regular discussions and reviews of their work. • Early phonics, reading, writing and mathematics skills are taught well in the early years. • Reading books are carefully linked to the phonics programme. Adults encourage children to use their knowledge of sounds to read unfamiliar words. Small class sizes mean that small group and 1:1 teaching occurs daily in EY; misconceptions are quickly addressed and children have daily opportunities to secure and deepen their learning. • Regular phonics assessments accurately identify the progress of the children and frequent re-grouping ensures that learning is accelerated or consolidated according to the need of the individual child. • Relationships are strong between adults and children, allowing children to feel safe and secure. |

Key Areas for Development

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| <p>Ofsted (June 2023) identified two key areas for development.</p> | <ul style="list-style-type: none"> • The curriculum in some subjects is only in its first year of implementation. As a result, further monitoring and evaluation is required to ensure that all aspects of the curriculum fully meet pupils’ learning needs. Leaders should continue to ensure that all aspects of the curriculum are fully embedded and that pupils are securing the knowledge, fluency and confidence they need across all the subjects studied. • Despite leaders’ efforts, some pupils do not attend school as often as they should. They are missing a good quality of education. Leaders should continue their work to ensure more pupils attend school regularly. |
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| <p>Quality of Education in EYFS</p> | <ul style="list-style-type: none"> • Adults in Early Years are attentive and patient. They listen carefully when children communicate their ideas. • The environment is purposeful and resources are accessible to all the children – including those of pre-school age. |
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PRIORITIES IDENTIFIED FOR 2023-2024

The priorities for the academic year 2023-2024 are based on the areas for development identified in the position statements and are those considered to having the most impact on the offer to children at Ecton Village Primary Academy and their outcomes. They are as follows:

| | OFSTED Areas | Key Priority Area | Key Priority Focus |
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| 1 | <p>Quality of Education</p> <p>Leadership & Management</p> | <p>Create proficient mathematicians through the delivery of a carefully structured maths curriculum</p> | <p>Ensure that children in all year groups will have access to a curriculum that is focussed on developing key knowledge and concepts through carefully sequenced small steps. Learning chunks will make use of the CEEAAC principles of pedagogy.</p> <p>Ensure that children will learn and remember carefully considered vocabulary.</p> <p>Ensure that children’s fluency sessions feature carefully selected problem solving tasks as well as quick recall of foundational knowledge. We need to ensure that all children from the very start of their time with us have a thorough grounding in the basics of fluency including an automaticity in recalling number place value, number facts involving the four operations and when working with percentage, decimal or fractional values.</p> |

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| 2 | | Embed a curriculum that is ambitious and well designed | Ensure subjects taught through the CUSP curriculum model are implemented effectively and consistently across KS1 and KS2 including the teaching of both subject knowledge and disciplinary skills supported by the development of consistent pedagogical approaches. |
| 3 | | Develop an Early Years Curriculum that is ambitious and serves to effectively prepare the children for KS1. | <p>Whilst adults have good relationships with the children and are able to support the activities they are participating in, one of the areas we are continuing to develop and extend is the planned learning of ambitious vocabulary whilst in the continuous provision. Looking at past data and the recent OFSTED inspection, communication and language is an area which has needed extra support. Careful planning of related vocabulary alongside adult questioning, which extends the children’s thinking and vocabulary will support their progress in this area.</p> <p>The academy will implement the newly produced CUSP EYFS curriculum, which plans rich and ambitious vocabulary for adults to teach and children to acquire and practice using. This successful implementation of the CUSP curriculum will mean children are ready for the move to Key Stage 1 and the CUSP curriculum already offered to these pupils.</p> |

KEY PRIORITY 1 – Ensure that high quality teaching and learning of mathematics is embedded consistently across the curriculum

- What are we focussing on? Creating proficient mathematicians through the delivery of a carefully structured maths curriculum; increasing the amount of time and practice dedicated to securing mathematical fluency in all key stages and

Rationale:

We recognise that being able to use and recall key mathematical facts well is a key life skill for children. We believe that every child can improve their fluency with the right teaching and support. Across the academy we are developing a consistent approach to teaching fluency, which includes; understanding the meaning of the operations and their relationships to each other, developing a large knowledge bank of number facts, and a deep understanding of the base ten system. With separate daily fluency and strategy lessons being timetabled this academic year. The strategy lessons will focus on key year group content only.

Funding and Resources:

White Rose resources
Number Sense resources
Concrete resource packs for all classrooms
Number sense CPD for all teaching staff

Key People:

Helena Satizabal – Curriculum Leader
Kate Cleaver – Principal

| Success Criteria | Who | Actions | RAG Rate | Evaluation |
|--|----------|--|------------|---|
| 1.1 Timetables and LTPs will be adapted to ensure sufficient time is dedicated to both fluency and arithmetic. These will be reviewed termly | HS KC | <ol style="list-style-type: none"> 1. Curriculum time will be dedicated to ensure that fluency activities are embedded 2. KS1 and KS2 teachers will undertake Number Sense training to ensure effective delivery of the new programme. 3. TT Rockstars will be used to support the learning of timetables facts and reward children who engage in times tables activities beyond the classroom. | AUT | <ol style="list-style-type: none"> 1. Timetables have been created and implemented to ensure that fluency activities are taught daily. The impact was clear in the progress children in year 6; there was an average of a 3 mark increase in paper 1 practice between September and November. 2. Number sense training has taken place and the lessons are now an embedded part of daily practice. 3. The number of children engaging in TT Rockstars has steadily increased as the term has gone on. By the end of term 2 100% of children in UKS2 were engaging this weekly; 74% of children in LKS2 and 82% in KS1 were engaging in this each week. |

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| and the impact evaluated. | | | | |
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| 1.2 The delivered curriculum will be regularly monitored to ensure consistency and to identify adaptations and changes needed to improve it further. | HS | <ol style="list-style-type: none"> 1. HS, along with Trust leaders, will monitor and evaluate maths each term, using a range of evidence including pupil book study, book looks and lesson visits. 2. Pupil voice will be gathered evidencing that children have an increased enthusiasm for maths, are able to reflect on their learning and can recall appropriate mathematical vocabulary. 3. HS will be actively involved in Cross MAT development sessions. These include moderation sessions as well as cross phase co-ordinator groups. 4. HS will engage will external reviews in the form of deep dives and reflective coaching sessions; responding to feedback in order to further develop the quality of the maths curriculum at EVPA. | AUT | <ol style="list-style-type: none"> 1. Trust level monitoring has not yet happened, but is planned for early in term 3. 2. Pupil voice has been gathered and clearly shows that children are enthusiastic about maths and most children can recall their learning and appropriate mathematical vocabulary. Some children did require prompting, but with a prompt could explain the term and how it was used in maths lessons. 3. Cross MAT development sessions have taken place and HS continues to work collaboratively with other maths leads. 4. A maths deep dive took place in term 1 where progression was clear across the school; modelling was effectively and consistently across the school and was effective in supporting understanding. Moving forward, HS will access the NCETM website to further develop problem solving across the school. |

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| <p>1.3 The delivered curriculum will be further enhanced by ensuring that number bonds, number sequences and timetables facts are embedded into children's long term memories.</p> | HS | <ol style="list-style-type: none"> 1. Times tables facts, number bonds and number sequences will be chanted to embed them into the long term memory of the children. 2. Practical resources / manipulatives will be purchased and sorted into age appropriate packs to support learning in the classroom. 3. Children will use maths.co.uk to apply their fluency skills and practice answering reasoning SATs style questions. | AUT | <ol style="list-style-type: none"> 1. Times tables practice was explored as part of the external deep dive process and was found to be valued by all pupils who appreciate the competitive aspect. 2. Again during the deep dive process it was clear that children are offered manipulatives and this serves to develop concrete understanding. 3. Children in UKS2 all access maths.co.uk and use it both in class and for home learning. Children engage well with this and the class teacher frequently sets increasingly challenging activities for children to complete. |
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KEY PRIORITY 2 – Continue to construct a curriculum that is ambitious and well designed

What are we focussing on? Ensure subjects taught through the CUSP curriculum model are embedded effectively and consistently across KS1 and KS2 including the teaching of both subject knowledge and disciplinary skills supported by the development of consistent pedagogical approaches.

Rationale: At Ecton Village Primary Academy, we are embedding the CUSP curriculum model to teach Reading, Writing, Spelling, History, Geography, Art and Design and Design Technology at KS1 and KS2. The CUSP curriculum model is delivered through the Hatton Academies Trust Principles of Pedagogy, as we believe this supports pupils to make conscious connections and to think hard, using what they know. Children connect new learning with prior knowledge and teachers explain learning clearly, sharing carefully chosen examples. Children attempt tasks with the support of the teacher and apply their learning independently. Children are challenged to think deeply about the content they are learning. To achieve this we teach units in sequences that build over a number of weeks using a spaced and interleaved approach.

Funding and Resources:
 £1,000 subject leadership coaching
 £1,800 subject leadership development days
 £2,500 subject resources
 £1,000 Subscription to CUSP curriculum

Key People:
 Kate Cleaver – Principal
 Teaching staff on KS1 and KS2

| Success Criteria | Who | Actions | RAG Rate | Evaluation |
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| 2.1 Leaders of CUSP subjects will focus on embedding the good practice established last academic year | KC | 1. CUSP subject leaders monitor regularly to ensure lessons that include well planned tasks and activities at each stage of CEEAAC are an embedded part of daily practice. 2. Pupil Book Study will ensure that children have opportunities to engage in a range of CEEAAC activities during lessons and that these are supporting the children to secure the key learning | AUT | 1. All subject leaders have undertaken one round of monitoring in the autumn term. They have found that CUSP lessons are well planned; there is fidelity to the scheme and that CEEAAC is embedded by all staff in KS1 and KS2. 2. All subject leaders have undertaken pupil book study and found evidence of |

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| and evaluate the impact this curriculum has on securing the children knowing more and remembering more | within the unit; that they can recall key knowledge from previous learning. 3. Leaders of CUSP subjects will work alongside the EY leader to ensure that the newly introduced CUSP EY areas of the curriculum are effectively implemented and support the transition of children as they move through into KS1. | | CEEAAC in books and that pupils were able to recall key knowledge from previous learning. 3. The Maths lead and the Art lead have worked with the EYFS lead looking closely at these subjects, how they are taught in EY and the links to the KS1 curriculum. |
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| 2.2 High-quality resources, practical equipment and enhancement opportunities will be planned for to support learning in CUSP subjects | 1. Teachers will ensure practical resources / artefacts are available to enhance the delivery of the CUSP subjects across each unit 2. Teachers will ensure carefully planned trips, visits and visitors are organised to enhance the learning and to widen the experience and deepen the learning for children. 3. Teachers will use the dual knowledge notes to ensure that all children are suitable supported and challenged. | AUT | 1. Artefacts and practical resources are yet to be fully resourced for Geography and History. 2. Children in Year 5 and 6 have had a visit to the Space Centre to support their learning in science, and more trips are planned for the spring and summer terms. 3. Dual knowledge notes are used where appropriate to support and challenge learning. The impact is especially clear in writing lessons where the knowledge notes support the lower attaining pupils with a |

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| | | | | greater emphasis on oral rehearsal and discussion. |
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| 2.3 Children will be able to demonstrate a good understanding of key concepts and knowledge in each unit | | <ol style="list-style-type: none"> 1. The Alex Bedford method for gathering pupil voice will be used in all subjects across all year groups. This will demonstrate that children understand the key concepts and have secured the key knowledge and vocabulary taught in each unit and that children can recall knowledge from previous units this academic year and last academic year. 2. Planned connect and retrieval practice including cumulative quizzing will demonstrate that children have secured the key knowledge within the unit. | AUT | <ol style="list-style-type: none"> 1. Pupil voice has been gathered for maths, Art and English. Most pupils are able to recall key vocabulary from previous learning. An external deep dive identified some key areas of strength is Art as well as some areas for development. These include: develop an appropriate template for analysis and evaluation which poses a range of extended questions and develop a template for working walls and exemplification of the work of key artists including use of laminates for pupils to reference. |

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| | <p>3. The formative assessment information will be used to revisit insecure learning or to address misconceptions in subsequent lessons</p> | | <p>2. Quizzes in books show that children have understood key concepts from the units taught.</p> <p>3. Units of learning will be revisited later in the year and, at that point, long term recall of learning will be evaluated.</p> |
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KEY PRIORITY 3 – Ensure that the Early Years Curriculum is ambitious and serves to effectively prepare the children for KS1.

What are we focussing on? Our EY curriculum will be further strengthened through a focus on foundational knowledge and the holistic development of the social, emotional, cognitive and physical needs of the children.

Rationale:
Our June 23 Ofsted inspection graded our EY provision as 'Good' and stated that the 'environment was purposeful' and activities 'stimulating'. However, they also stated that 'more work is needed to ensure further ambition in the vocabulary

Funding and Resources:
Improvements to the indoor and outdoor environments £1,000
Subscription to CUSP EY

Key People:
RH, LS, KC

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| <p>that children are taught.’ In order to address this, and to bring EY more in line with our KS1 and KS2 curriculum, the EY curriculum will be developed in line with the CUSP Early Foundations. A structured story time, using carefully chosen core texts, will introduce key language, ideas and themes that support the acquisition of the foundational knowledge and prepare children for KS1.</p> | <p>New book stock to support structured story time £500 CPD for RH and LS £300</p> | |
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| Success Criteria | Who | Actions | RAG Rate | Evaluation |
|---|-------------------------|--|-------------------|--|
| <p>3.1 The CUSP core literature spine will be used to structure learning and develop the children’s use of ambitious vocabulary</p> | <p>RH LS KC</p> | <ol style="list-style-type: none"> 1. Structured Story Time plans will show how RH and LS use these texts across the week. 2. Key language, ideas and themes that pupils need to access the foundational knowledge will be built into the explicit literacy instruction. 3. Key vocabulary will be identified and will develop over the time children spend in our EY setting 4. Guided activities and independent play will further enhance the physical, social and emotional development of the children. | <p>AUT</p> | <ol style="list-style-type: none"> 1. Structures story plans are being used to structure part of the daily provision. This has led to a greater range of texts being taught and the environment being frequently refreshed. 2. As part of the daily Story Time, ideas and themes are explicitly taught in an age appropriate way, using the CUSP strategies as guidance. 3. Key vocabulary highlighted each day and children are developing and broadening their vocabulary. Evidence of this can be seen when children access the continuous provision linked to the taught vocabulary. She has completed the EYFS ‘Language of Learning’ course and has implemented this in her practice. 4. Suggested continuous provision provided by CUSP is enhanced by a variety of guided activities to ensure that the needs of the children are fully met and that the full curriculum is covered. |

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| 3.2 CUSP CPD opportunities to be undertaken to reflect on and develop current practice | | <ol style="list-style-type: none"> 1. LS and RH to utilise the CUSP resources on the website including 'Early Years Writing Opportunities'; 'Outdoor Learning'; 'CUSP Early Foundations – Effective Approaches to Planning' and setting up a curiosity corner. 2. RH to engage in the Early Foundations Training in November 23 and feedback to LS and KC in order to plan next steps in light of the training. 3. CUSP have set up an EYFS Leaders group and RH will engage with this. 4. RH to formalise next steps and implement these ready for review in Spring 2 and Summer 2. | AUT | <ol style="list-style-type: none"> 1. Resources on the website have been utilised and curiosity corner has been set up. This can be seen in the classroom and children 2. CUSP training in 'Effective Approaches To Planning – Early Foundations' has been completed as has 'EYFS Foundations of Learning'. 3. This remains an action for the Spring Term 4. RH has redesigned the EYFS LTP and regularly reviews the impact of the changes. External monitoring in December 23 praised the improvements to the environment and curriculum design where links to KS1 Art were clear. |
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| <p>3.3 The White Rose scheme of learning will be used to further develop a mathematically rich curriculum.</p> | | <p>1. The White Rose 18 blocks will be delivered to provide a variety of opportunities to develop the understanding of number, shape, measure and spatial thinking. This will be through both adult led activities and continuous provision. This will be monitored by HS, KC and CB and evaluated in order to further develop and embed high quality maths provision.</p> | <p>AUT</p> <p>SPR</p> <p>SUM</p> | <p>1. White Rose maths is taught to both FS1 and FS2 children each day. Monitoring from the EVPA maths lead and an external review in October 2023 both concluded that the EYFS learning environment signposts mathematical learning and key questions including – can you prove it? Adult – child interactions support learning and that opportunities to develop number transcription and apply understanding are arranged throughout the setting.</p> |
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| <h2 style="text-align: center; margin: 0;">Ecton Village Primary Academy Background Priorities 2023-2024</h2> | |
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| <p>What are we focusing on?</p> <p>To maintain whole school levels of attendance and improve the attendance of key groups of pupils, particularly those with SEND.</p> | <p style="text-align: center;">Evaluation</p> |

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| <p>1. Attendance management policies and processes will be effective and rigorous and will be followed diligently</p> <ul style="list-style-type: none"> a) Attendance tracking will effectively identify the next stage in the management process and will be up to date and accurate. b) Attendance management processes will be followed in order to address falling attendance at the earliest opportunity. c) Attendance management processes, including parenting attendance contract and recommendation for fining, will be used where overall attendance remains stubbornly low. <p>2. Raise the awareness and understanding of good attendance with families.</p> <ul style="list-style-type: none"> a) The termly newsletter will always include a section on the importance of good attendance and the impact attendance has on learning. b) Termly attendance letters will be sent by the Principal to every parent, communicating the importance of attendance and their child’s attendance for the relevant term. This will include congratulating those with improved attendance. c) Continue to build strong relationships with families and have face to face conversations about the importance of good attendance with families who do not access the traditional communication channels. | <p>AUT</p> | <p>1. Attendance is tracked weekly and attendance management process are applied swiftly. At the end of term 1 a small number of families were subjected to a monitoring period. All but one of these families achieved 100% attendance during the monitoring period. We continue to work closely to support this family.</p> <p>2. At the end of term 2, 3 families will receive letter 1 and 1 family will receive letter 2. These families will be closely monitored and supported in term 3 with the aim of securing consistently strong attendance. Though there has been no newsletter in term 2, frequent communication from the Principal and an attendance conversation with all families from the class teacher at Parents evening, we are confident that all families are aware of the importance of good attendance.</p> |
| | <p>SPR</p> | |
| | <p>SUM</p> | |
| <p>What Are We Focusing On?</p> <p>Developing children’s ability to communicate orally and to discuss their learning with increasing confidence and sophistication.</p> | <p>Evaluation</p> | |

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| <p>1. Oracy strategies will be implemented consistently across all classes and year groups.</p> <ul style="list-style-type: none"> a) Academy and Trust leaders will monitor and support staff to ensure a consistent approach to delivery of oracy strategies is implemented across all classes. b) Ensure oracy strategies are planned for in line with the year group overviews, to provide a systematic and coherently approach to building oracy skills. c) Identify and provide a range of high-quality oracy resources and strategies to support children’s learning, including; use of scripted vocabulary instruction, Isabel Beck technique, ABC and sentence stems, no hands up and PEEP model. <p>2. Children will become proficient at using the strategies within the policy, such as; no hands up, use of sentence stems and ABC during discussions.</p> <ul style="list-style-type: none"> a) Pupil Voice will be gathered across all year groups, to identify children’s understanding of and proficiency using each strategy. b) Monitoring by Academy and Trust leaders will evidence children are using the strategies to enhance their learning in lessons. | AUT | <ul style="list-style-type: none"> 1. Oracy strategies have been implemented across EVPA. Trust monitoring showed real strength in some areas of the school and identified a training need for some newer members of staff. This will be delivered at Trust level in term 3. CUSP planning embeds oracy and Isabel Beck technique and scripted vocabulary instruction is clearly taught. 2. ABC is now embedded across the school and children can be seen to use this without prompting in many classroom discussions. Sentence stems were on display in some classrooms, but Trust monitoring identified the need for consistency in this area and this has subsequently been addressed. | |
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