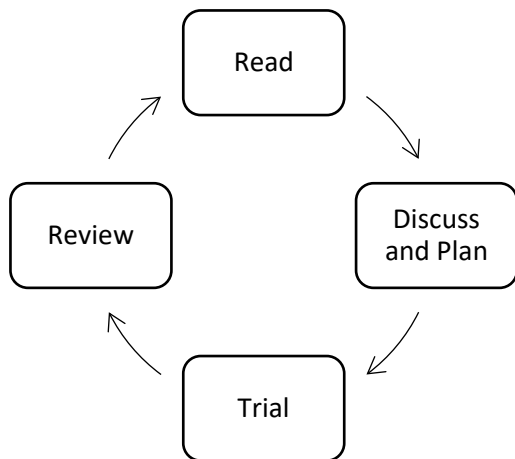


Teaching and Learning School Development Plan 2020-2021

Lead: DM Crosby							
Quality Assurance Lead: Sharon O'Connor & Transform Associate							
<p>Context In 2019/2020, a significant focus was placed on developing our understanding of the key principles of cognitive psychology applicable to teaching and learning. In 2020/2021, we aim to continue to develop our application of cognitive psychology in the classroom by utilising 'Rosenshine's Principles of Instruction' and Sherrington's 'Teaching Walkthrus', focussing on behaviour and relationships, curriculum planning, explaining & modelling, questioning & feedback, practice & retrieval and 'Mode B' teaching.</p> <p>Each class teacher will be provided with a copy of each text and a CPD cycle will be established which will give time for teachers to read, discuss, plan, action and review their learning from the texts facilitated by teaching trios and the T&L lead.</p> <p>Learning walks, pupil voice and resource audits conducted by the T&L Lead, Transform Associate and Headteacher will show teachers in all year groups making use of the key learning from the texts. Combined data will show all year groups having made progress towards their 70/20 target.</p>	Data	2019		2020		Target 2021	
	Combined	EXS+	GDS	EXS+	GDS	EXS+	GDS
	Year 1	72	3	63	3	70	20
	Year 2	60	7	52	10	70	20
	Year 3	53	10	50	7	70	20
	Year 4	65	10	40	7	70	20
	Year 5	57	17	50	3	70	20
	Year 6	78	16	67	17	70	20
Priority 1: Teaching and Learning Lead to establish CPD cycle for academic year 2020/2021							
<p>A. T&L Lead to read Rosenshine & Walkthrus prioritising which chapters would be most appropriate for specific parts of the academic year following COVID-19 and create T&L CPD work booklet</p> <p>B. T&L Lead and SEN/D CO to ensure key principles cater for SEN/D children</p> <p>C. T&L Lead to establish CPD Cycle and Calendar and get SLT approval</p>							
Priority 2: CPD Cycle to be delivered over the course of 2020/2021							
<p>A. CPD cycle to be delivered via two staff meetings per half term</p> <p>B. Teaching Trios to be established and monitored by phase leaders</p>							
Priority 3: Procedures for the ongoing review of impact to be established and embedded							
<p>A. Learning walks to be embedded into the working week</p> <p>B. Staff meetings to be used to measure staff engagement and illicit staff voice</p>							

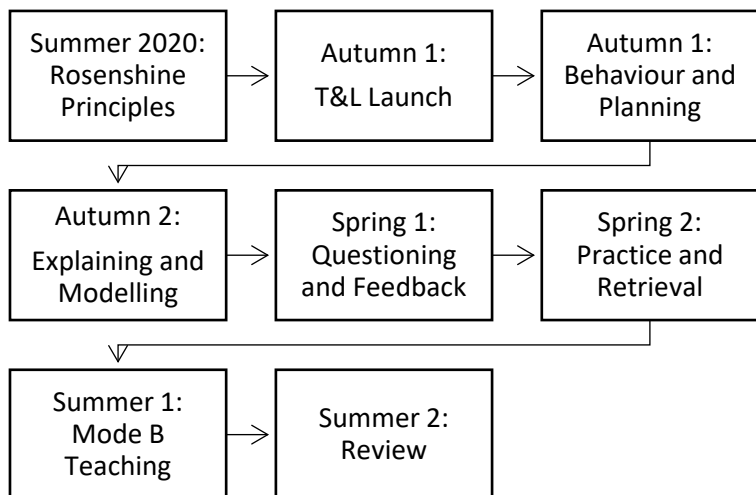
Priority	Action	Details
1a	A. T&L Lead to read Rosenshine & Walkthrus prioritising which chapters would be most appropriate for specific parts of the academic year following COVID-19 and create T&L CPD work booklet	<ul style="list-style-type: none"> • T&L Lead to revise and map out key principles of both books • CPD calendar to be established and approved by the Headteacher • T&L Lead to create the T&L CPD Workbook
1a	B. T&L Lead and SEN/D CO to ensure key principles cater for SEN/D children	<ul style="list-style-type: none"> • T&L Lead to map out how the key principles of Rosenshine interact with the SEN 4AON • SEN/D CO to QA map
1c	C. T&L Lead to establish CPD Cycle and Calendar and get SLT approval	<ul style="list-style-type: none"> • T&L Lead to develop CPD cycle and calendar with rationale and ensure SLT's approval
2a	A. CPD Cycle to be delivered over the course of 2020/2021	<ul style="list-style-type: none"> • 12 staff meetings to be allotted to T&L development • T&L Lead to facilitate CPD cycle
2b	B. Teaching Trios to be established and monitored by phase leaders	<ul style="list-style-type: none"> • Teaching Trios to be established to encourage peer review and moderation when practising key strategies
3a	A. Learning walks to be embedded into the working week	<ul style="list-style-type: none"> • Concise learning walks focussing on that half-terms focus to be embedded into the working week
3b	B. Staff meetings to be used to measure staff engagement and illicit staff voice	<ul style="list-style-type: none"> • T&L Lead and Headteacher will gauge staff engagement through allotted staff meetings and modify course as necessary

CPD Cycle & Calendar



The CPD Cycle (2 staff meetings per half term)

- **Read:** Staff will be set the reading linked to the half term's priority (time 0.75 of a staff meeting)
- **Discuss and Plan:** 0.75 of a staff meeting be used for teachers to meet, discuss their learning and then plan in their learning trios how they intend to use their learning in their daily practice
- **Trial:** staff will then trial the strategies in classrooms with at least one drop-in from a member of their learning trio
- **Review:** 0.5 of a staff meeting to be used for staff to meet in their trios and review their progress with the half term's strategy.



The CPD Calendar

- Summer 2020 CPD will be used to read Rosenshine (3 staff meetings) to set the scene and the 'WHY' behind the Walkthrus
- In Autumn 1 there will be an initial launch where the workbook is shared and two staff meetings assigned to 'behaviour and planning'
- Each half term then has a key focus, using chapters from Walkthrus. These chapters will be the focus for T&L teacher development, staff meetings and learning walks

Assessment of Impact		
Autumn	Spring	Summer
<ol style="list-style-type: none"> Learning Walks: Autumn 1 Behaviour and Routines – learning walk will evidence well established routines and positive relationships Planning Audit: Autumn 1 audit will evidence clear planning across the curriculum which applies the key principles of the knowledge rich curriculum Pupil Voice: Autumn 2 children will articulate their experience of spaced retrieval and positive relationships in class. Learning Walk: Autumn 2 Explaining and modelling – learning walks will evidence 	<ol style="list-style-type: none"> Learning Walks: Spring 1 Questioning and Feedback – learning walk will evidence quality questioning and live feedback embedded in daily practice Pupil Voice: Spring 1 Feedback – children will report live feedback being a routine part of their lessons Planning Audit: Spring 2 Practice and Retrieval - resource audit will evidence the use of spaced retrieval, especially MCQ's across the curriculum in all year groups 	<ol style="list-style-type: none"> Showbie Look: outcomes will be monitored by English leads to ensure they are on track to achieve high outcomes by the end of the year Learning Walks: learning walks in summer 2 will evidence key pedagogical approaches being used in all year groups. Assemblies: oracy outcomes will be shared by every year group regularly in Take Care assemblies (every other week minimum) Data Analysis: data will show each cohort achieving close to their target of 70/20 in combined data
Key Dates:	Key Dates:	Key Dates: