



## **School Development Plan Overview**

### **2021-2024**

This is a three year development plan for Biggleswade Academy (incorporating the school, Biggleswade Academy Preschool and The Lawns Nursery).

The School Development Plan (SDP) is a strategic plan for improvement. It should bring together, in a clear and simple way, the Academy priorities, the main measures it will take to raise standards, the resources dedicated to these, and the key outcomes and targets it intends to achieve. (The latter details are included in the main school development plan)

At Biggleswade Academy, we work collaboratively with Senior Leaders, Trustees, teachers and pupils to determine what our key priorities are for the coming three academic years. We follow a clear process to determine what areas of the school need to be further developed as well as identifying areas of strength within the school. By consulting all the key stakeholders within the school, the document is one that we all identify with and acts as a common goal that we are all striving to achieve.

The School Development Plan is not a fixed document rather it is one that is flexible and adapts based on the needs of the school. The SDP is reviewed by senior leaders on a regular basis and updates are provided to staff to ensure that we are all aware of any outstanding actions.

Our Mission:

- To be a school community with no ceiling on our ambitions and a blinding self BELIEF in what we can ACHIEVE TOGETHER; our pupils, staff and families.
- To be a school with an atmosphere of happiness and fulfilment, where all thrive on high expectations and strong moral principles.

- To develop a child who is ambitious for themselves and others and is self regulated and independent.

We will achieve this through our motto to:  
Believe and Achieve Together.

And through the strong performance and moral character values of:

- **Ambition**
  - Aspiring to be the best we can possibly be; and know what this looks like
  - Encouraging our peers and colleagues to aspire to be the best they can possibly be.
  - Aspiring to achieve the highest outcomes possible
- **Determination**
  - Not giving up, especially when things are difficult
  - Embracing the challenges of learning at a high level
  - Supporting each other to achieve
- **Integrity**
  - Doing the right thing, even when no-one is watching
  - Being honest with yourself and others, even when in the wrong
  - Having strong moral principles
- **Respect**
  - Accept that others have the right to hold different views, values and opinions from ours
  - Behave towards others as we would like them to behave towards us
  - Understand that we are all different from one another and that this is ok
  - Respect ourselves, others and the environment
  - Show kindness, compassion and consideration to all others
- In addition to the above values the Academy supports and promotes British values:
  - Democracy
  - The rule of law
  - Individual liberty
  - Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

# *Fewer things, greater depth*

<b>Ofsted Focus:</b> - Leadership and Management - Personal Development - Behaviour and Attitudes Developing behaviour, attitudes and ethos through the Character Education programme.	Focus	2021/22	2022/23	2023/24
<b>Leadership and Management</b>	Ethos	The set of values have become “everyday language” within the school being used by staff and students and is seen in assemblies/ speeches/ displays	The ethos created by the chosen values is woven into policies and other paperwork such as the school prospectus; website; schemes of work	The whole school community is seen to actively embrace and action the school ethos and its core values.
<b>Leadership and Management</b>	Environment	The schools’ values are seen around the whole school and are starting to be included in classroom displays	The schools’ values are integrated into many areas of the school. Observation of the physical environment shows that the school is putting into practise its values e.g. Respect, so there is little graffiti/ litter, environment looks cared for	The schools’ values are integrated into all relevant areas of the school. Students and staff are seen actively caring for their environment (linking to schools’ values)
<b>Leadership and Management</b>	Staff expectations	<p>Staff abide by the expected behaviours and use the language of character development to encourage these behaviours in students, at all times.</p> <p>Staff use the school values as part of their everyday language. Staff can teach and follow the character programme, as given to them.</p> <p>Staff acknowledge how the performance and intellectual values support independent learning</p>	<p>The staff purposefully model and verbalise the behaviours expected by the school ethos and actively act as role models to the students.</p> <p>Staff can integrate values (particularly moral and civic, but also intellectual values) into the context of a lesson, as well as discuss the value explicitly.</p>	<p>The staff are accepted role models to students and other stakeholders.</p> <p>Staff actively look for opportunities to integrate values (particularly moral and civic) in lessons and demonstrate good sense in discussions and actions around the school e.g. through behaviour management, the environment</p>

		and encourage the use of the intellectual and moral/civic values in lessons	Staff actively develop the use and reflection of intellectual and moral and civic values with individuals in lessons.	Staff plan lessons and encourage students to show a good level of autonomy and independence in their learning, having a great understanding of the intellectual and performance values and demonstrate good sense in lessons.
<b>Personal Development</b> <b>Behaviour and Attitudes</b>	Pupil expectations	<p>Students are aware of their own behaviours and attitudes, and whether these fulfil the expectations. Where required they adapt the easier behaviours to accommodate these e.g. respect – please/ thank you, holding doors open</p> <p>Students know the chosen school values, have a definition for them and are able to identify the different values (particularly the moral and performance) within a context in lessons</p> <p>Students are beginning to reflect on how the performance values can be developed within learning and are attempting to make some changes e.g. resilience, team work, perseverance</p>	<p>Students’ behaviour demonstrates the school ethos and values, in many cases. The students, in general, are seen to be happy and beginning to flourish.</p> <p>Students should be able to understand, discuss and reflect on the moral and civic values in context, considering the different outcomes of their/peoples’ actions whilst developing their good sense.</p> <p>Students are seen to be actively developing their moral, civic and intellectual values, which enable them to be more independent learners</p>	<p>Student behaviour around the school at all times demonstrates the school ethos and values. Students are happy and flourishing.</p> <p>Students should be able to understand and discuss the moral and civic values in context, considering the different outcomes of their actions and understand which is the best course of action i.e. good sense.</p> <p>Students demonstrate autonomy and independence which support good learning, and are not afraid to take risks or challenge themselves, which enables them to fulfil their potential within learning.</p>
<b>Ofsted Focus: Quality of Education: Implementation and Impact</b> Embedding high quality PRECISE(R) (excellent teaching pedagogy) in all classrooms	<b>Focus</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>
	Pin-Point Planning	<p>Staff plan lessons that build upon previous knowledge and show a clear awareness of the bigger picture (both within other subjects; other year groups) and work towards what the end result, or assessment, looks like, with purpose.</p> <p>Their subject knowledge develops pupils' enthusiasm and understanding of the subject.</p>	<p>There is a planned and coordinated approach to each lesson, ensuring all links within the unit context. The bigger picture is always at the forefront of the teacher’s mind and this is clearly explained to pupils.</p> <p>Learning within lessons and across units is adapted, as appropriate, in light of the progress of</p>	<p>Staff adapt both current planning for subsequent lessons, as well as long term units of work, to ensure that the best outcomes are achieved.</p> <p>Staff reflect constantly through the teaching of the unit, strategically addressing and strengthening identified areas that are a</p>

		Staff reflect on unit planning and the associated learning.	learners, addressing misconceptions. Staff reflect on pupil learning and adapt planning accordingly.	priority.
	Retrieval	Retrieval is strategically used by teachers to assess what their pupils have retained.  Although approaches within year groups will show signs of commonality, in individual classes, teachers adapt the kind of retrieval questions they ask their pupils to consider, based on feedback sheets.  Staff subject knowledge is good enough to address students' continued misconceptions.	Teachers reflect on their use of retrieval: evaluating what the key knowledge or skills of the subject are and prioritising retrieval of its content. This also forms part of the initial 'informal' feedback at the start of the lesson.  They consider their approach, reflecting on the strengths and weaknesses of different classes/subjects and over time, have an impact on the pupils by returning to and strengthening important concepts learnt.	Retrieval is a tool that teachers selectively use and tailor to their different classes. Retrieval isn't just about returning surface level understanding for pupils: it provides a gateway to reflective, progressive thinking of concepts already covered in class. Retrieval, the feedback policy and assessment work in synchronicity with each other.
	Essential Questions	The Essential Question has been tailored to closely address the key elements of learning, as defined by the relevant ICANs / National Curriculum descriptors	Pupils are able to independently recap the Essential Question and make the link between its relevance to the learning being completed.	Teachers are confident and analytical in Essential Questions. The questions are ambitious and intriguing, stretching a pupil to use the newfound knowledge that they have learnt in a lesson to problem-solve and answer it.
	Checking Understanding, Modelling & Questioning	Staff recognise that careful pre-planning and thought go into the modelling process - WAGOLLS are planned and written in advance, ready to be live-modelled to the pupils. This modelling, followed up with focused questioning addresses likely misconceptions and problems associated with the task. As a consequence, many of the learners in the class have a clear idea of what they need to do.	Pre-planned questions to deepen learning and understanding are evident. Target children are considered in this process - the teacher's knowledge of their class is exemplary and means the teacher will often know which children are likely to require additional support before the lesson - and this is considered and enacted. A range of modelling techniques are displayed and incorporate a range of input (teacher voice, individual pupil contribution, discussion etc.)	Staff confidently use a range of modelling approaches and decide on the most effective for learners. Regular shared writing tasks using the visualiser incorporates 'thinking aloud' and allowing suggestions from learners as well as considerate up-levelling of language and grammar. When pupils might need additional support or further development, the teacher is quick to act and shows detailed knowledge in strengthening that child's progress. As a result of effective modelling pupils need little support to access learning tasks independently.
	Independent Learning	Specific time is given over in lessons for pupils to complete a task independently - in order to demonstrate their understanding for whatever the key learning for that lesson is. The teacher generally makes sure the conditions for this are conducive to	Staff ensure a balance of adult-led and independent task time, through considering the needs of all learners. As a result, learners are equipped to access their learning independently. The conditions for this time are crisp and	Staff provide pre-planned opportunities for independent learning throughout lessons to ensure pupils can demonstrate independent critical thinking and problem solving skills for themselves. When faced with challenges,

		pupils completing the work.	routine-based, as a result of the teacher rigorously establishing good routines for learning.	children have the tools to independently problem solve and seek additional learning aids (using 5Bs, extra resources, dictionaries etc.). As a result, pupils seeking the support of a teacher is minimal.
	Showcase Understanding	Towards the end of the lesson, time is given over for the teachers and pupils to reflect on what has been achieved in the lesson: using assessment (hinge questions, for example), to allow them and pupils to reflect on the learning that has taken place in the lesson.	Staff generally allow time for assessment (for example, hinge questions) to occur towards the end of lessons (or any other appropriate time). This allows them to reflect on learning from a range of pupils but mostly to share model answers/examples from the work completed.	Appropriate end of lesson assessment and summation happen regularly and this time is used to address misconceptions (hinge questions, as an example), share model answers and introduce next steps/extra challenges for learners.
	Enhance Learning Through High-Quality Feedback	Staff provide feedback according to the needs of learners although somewhat broadly- overall misconceptions are noted and some learners may have individualised feedback. Feedback sheets show evidence of planning next steps to adjust planning and subsequent lessons - which can be seen at the beginning (or another appropriate time), in subsequent lessons.	Clear feedback opportunities are planned and staff demonstrate these in lessons (including at the start of the lesson) by circulating and giving feedback to most learners and at a whole class level. Feedback is specific and SMART, with learners being able to identify whether they have achieved their targets/specific outcomes. Feedback sheets highlight targeted next steps for many pupils.	Staff have an in-depth understanding of each learner's targets and appropriate planned next steps to ensure all pupils make accelerated progress and continually reflect on their own progress, be this through self-assessment, peer assessment or 1-1 pupil conferences with staff. Feedback is not general nor broad, but tailored to each learner's individual needs.
	Responsive Coaching  To embed the practice of Responsive Coaching at an SLT/Lead Practitioner level, with resulting actions continuing to improve practice and captured on the Academy's CPD website.	To run a comprehensive programme of responsive coaching with staff - using the newly established model to work with individual staff in a coaching capacity for longer periods of time - both as an SLT (those we Performance Manage) and as Lead Practitioners. The idea of Deliberate Practice (deliberately practising - and improving - pedagogical ideas in CPL sessions) is trialled and reflected on by SLT and the LPs.	Responsive Coaching is a process that staff understand and have experience of, either through direct mentoring from SLT/Lead Practitioners or within coaching-based opportunities in Continued Professional Learning sessions. The idea of Deliberate Practice - that staff can collaborate, test and refine pedagogical practice together is an emerging and well-utilised part of mentoring and CPL sessions, with a clear impact on teaching and learning.	Staff that work at Biggleswade Academy are reflective, supportive practitioners, both capable of identifying (and being appropriately supported in) making changes in their own practice that impact their teaching - but also in supporting and mentoring colleagues to improve their own teaching. This is achieved through the ongoing mentoring of staff (as directed by SLT) and the embedded use of Deliberate Practice in CPL sessions, with staff confident and comfortable and practising, testing and improving pedagogical ideas.
<b>Ofsted Focus: Quality of Education: Intent (Curriculum)</b>	<b>Focus</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>

<p>Enhancing our curriculum to ensure the highest quality opportunities for learning across all subjects and all year groups</p>				
	<p>Pin point planning</p>	<p>Staff plan lessons that build upon previous knowledge and show a clear awareness of the bigger picture (both within other subjects; other year groups) and work towards what the end result, or assessment, looks like, with purpose. Their subject knowledge develops pupils' enthusiasm and understanding of the subject. Staff reflect on unit planning and the associated learning.</p>	<p>There is a planned and coordinated approach to each lesson, ensuring all links within the unit context. The bigger picture is always at the forefront of the teacher's mind and this is clearly explained to pupils. Learning within lessons and across units is adapted, as appropriate, in light of the progress of learners, addressing misconceptions. Staff reflect on pupil learning and adapt planning accordingly.</p>	<p>Staff adapt both current planning for subsequent lessons, as well as long term units of work, to ensure that the best outcomes are achieved. Staff reflect constantly through the teaching of the unit, strategically addressing and strengthening identified areas that are a priority.</p>
	<p>Knowledge organisers</p>	<p>Knowledge organisers acknowledge the national curriculum and are a summary of the key skills and essential knowledge that pupils need about a unit of work or a curriculum subject.</p>	<p>Staff have a clear understanding of how the knowledge organisers can be used to support the learning. This could be through introduction to a new theme, homework activities, retrieval practice, inclusion so that children can retain more information.</p>	<p>Staff have a clear rationale behind the use of knowledge organisers and are using these regularly as part of everyday practice. Teachers are supported to make adaptations as required to ensure progression and continuity both within the and across the curriculum subjects.</p>
	<p>Staff expectations</p>	<p>Staff are aware of the curriculum principles, pedagogical approaches and needs that the school has chosen to focus on and can give broad definitions of the school vision around curriculum.</p> <p>Staff are able to articulate the school's vision of curriculum intent.</p> <p>Staff work as a team to plan and evaluate lesson content and pupil outcomes.</p>	<p>Staff understand the BA subject intent and vision and communicate this to pupils and families, inside and outside of the classroom.</p> <p>Develop links between subject teaching team and curriculum leaders in order to be able to provide feedback on the implementation of the medium term planning and the resultant pupil learning.</p> <p>Team planning and evaluation of lessons content and pupil outcomes is embedded, including regular and high quality moderation opportunities.</p>	<p>Staff are confident to adapt planning according to the priorities identified through a continuous review process (moderation, WCF, curriculum leader review, etc).</p> <p>Moderation schedule is embedded and evaluation of findings impact on subsequent planning.</p> <p>Curriculum teams work deliberately to enhance the intended and implemented curriculum.</p>
	<p>Curriculum leaders</p>	<p>Curriculum leaders are able to articulate their own individual subjects' intent.</p>	<p>Long term subject intent is secure and shared with the teaching team. Medium term plans have been implemented and curriculum leaders are</p>	<p>Vertical and horizontal subject impact (pupil outcomes) review of long and medium term planning is</p>

		<p>Subject intent clarity is beginning to be seen through the implementation of long term planning and some medium term planning.</p> <p>Leaders support staff with the subject evaluation process of both lessons content and pupil outcomes.</p>	<p>supporting staff to review content and impact.</p> <p>Curriculum Leaders to complete a strategic overview of unit timing, length and content.</p> <p>Leaders lead high quality moderation opportunities.</p> <p>Pupils are producing high quality work and making progress.</p>	<p>reshapes identified priorities so that taught content is high quality and challenging.</p> <p>Curriculum Leaders identify wider opportunities in the extended curriculum to further enhance learning and build this into the intended curriculum.</p> <p>Pupils are producing high quality work and making good progress.</p>
	Curriculum Assessment	<p>Class teachers are able to identify the elements of what makes a valuable assessment.</p> <p>Staff are supported to produce assessments which are designed to provide useful information which informs teaching.</p> <ul style="list-style-type: none"> <li>- Baseline and end of year assessments (and associated rubrics) are in place for all KS3 subjects.</li> <li>- End of unit assessments (and associated rubrics) are in place for all KS1/2/3 end of unit assessments)</li> </ul> <p>Staff are supported to scrutinise a combination of formative and summative assessments to track pupil progress and achievement.</p>	<p>In teams (and with support as required), staff are able to review and amend (as required) formative and summative assessments to ensure data provided is valuable.</p> <p>In teams (and with support as required), staff are able to scrutinise data to identify required adaptations to planning, reteaching and retrieval at class, group and individual level.</p>	<p>Assessments are tailored to provide staff with high quality and targeted data.</p> <p>Staff are able to scrutinise (question) assessment data to identify required adaptations to planning, reteaching and retrieval at class, group and individual level.</p>
<p><b>Ofsted Focus: Early Years Education</b></p> <p>Responding to the updated Early Year Reforms and our current provision - curriculum, planning, environment and assessment</p>	<b>Focus</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>
	Early Years Reforms	To gain an understanding and begin to put this into practice where adaptations are required of how the	To put into practice the new EYFS reforms across the curriculum, planning, environment,	For all staff have a clear understanding of the new EYFS reforms 2021 and have embedded



		new EYFS reforms 2021 change the curriculum, planning, environment, assessment, transitions.	assessment and transitions.	this into their day to day practice.
	Early Years Curriculum	To enable all staff to develop an understanding of the curricular goals and know what this looks like at their stage. Building the progression flight path.	To embed the curricular goals so all staff have a secure knowledge of what is meant by them, and what they look like in practise. (progression flight path adapted) Staff are confident in adapting to the needs of the cohort.	For staff to demonstrate a clear understanding of the progression of curricular goals using the flight path across the early years. Staff are confident in adapting to the needs of their class/group
	Early Years Planning	For plans to begin to support the early years curricular goals and draft progression flight path. This will include the statutory requirements.	The planning supports the progression flight path, takes on board assessments of the cohort and the statutory requirements.	The plans demonstrate an understanding of the needs of their class/group, progression pathway and the statutory requirements. Plans are beginning to challenge the class/group.
	Early Years Environment	To provide a variety of areas of learning, available to the children which are loosely linked to the curriculum theme/plan/learning.	The environment echoes the curriculum plan/theme/learning intention. The observations of the environment demonstrates that the staff are putting into practice their knowledge of individuals needs and interests alongside the curriculum plan.	The children are provided with a stimulating indoor and outdoor environment, which is tailored to their individual needs and interests. The environment links directly to the curriculum plan for each term.
	Early Years Assessment	For staff to have a clear understanding of why an observation is required. A tracking system that captures observations completed for every area of learning.	The staff demonstrate an understanding of the requirement for a next step based on the high quality observations captured. Live feedback is beginning to be established which supports children's understanding of their own development.	Observations being made are purposeful, providing information on the individual next steps. A clear tracking system is in place that reliably informs staff and accurately reflects where individuals are working. Live feedback is established and supports children's understanding of their own development.
	Early Years Transitions	To monitor the effectiveness of adaptations made to transition arrangements between rooms over the year.	Transition arrangements are evaluated and built upon for each class/group/individual. Children should be building a clearer understanding of their own journey.	Staff are confident on how to transition children effectively. Children are ready for the next part of their learning journey. Children are confident to move onto the next part.
<b>English</b> Enhancing the skills and love of reading across the Academy	<b>Focus</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>
	Whole Class Reading	Staff use reading strategies effectively to support fluency, accuracy and stamina within lessons.	Staff employ reading strategies which immerse all readers in the world of the story as well as demonstrating clear knowledge of the reading	Staff select appropriate reading strategies to meet the needs of pupils and bridge gaps in learning. Staff use previewing of texts

		Staff are aware of the demands of the reading content domains and know how the reading strategies lead to success in these.	content domains.  Staff have a secure knowledge of the demands of their year group's reading content domains and know how the reading strategies lead to success in these.	effectively to ensure all pupils can decode the text effectively on the first session in class.  Staff have a secure knowledge of the demands of their year group's reading content domains and how these progress across the key stage. Staff are aware of how to support pupils working below A.R.E and know the skills that are building blocks from previous year groups.
		Pupils use sentence stems to answer questions from the domain effectively and succinctly.  Over the course of a school year, children will have the chance to encounter a wide range of genres, some of which will be unfamiliar, broadening experience and helping them to form opinions about books and authors.	Pupils further their use of sentence stems to actively take part in wider class discussion about genres and give their opinions about books and authors.  Staff carefully select genres and texts which link to topics, appeal to different pupils and are confident in teaching the different skills needed to read for meaning.	Staff embed the use of sentence stems into class reading and across the curriculum to enable pupils to actively share opinions and justify these with specific evidence.  Pupils' knowledge of genres, favourite authors and books is developed to the point where they advise and equip each other in their choice of next book even giving staff appropriate suggestions of WCR texts.
		Over the course of a school year, children will have the chance to encounter a wide range of genres, some of which will be unfamiliar, broadening experience and helping them to form opinions about books and authors.	Staff carefully select genres and texts which link to topics, appeal to different pupils and are confident in teaching the different skills needed to read for meaning.	Pupils' knowledge of genres, favourite authors and books is developed to the point where they advise and equip each other in their choice of next book even giving staff appropriate suggestions of WCR texts.
Reading for Pleasure		Class readers are read daily. Early Years Practitioners will foster a love of reading in younger children through a wide, language-rich curriculum and classroom environments that immerse children in books and stories.	Class readers are read daily, with enthusiasm to create magic and excitement around the special joy of reading a good book together, in turn building community.	The reading culture of the school is echoed within the classroom because the teacher plans for opportunities across the curriculum to develop children as life long readers.
		Parents hear their children read and check AR at home to see how their child is progressing towards their targets. Parents of pupils in Yr 1 comment on reading via Tapestry.	Parents understand the importance of daily reading with their children and are actively engaged with AR Home, pushing their children to read.	Pupils are engaged and not reluctant readers, and are keen to support one another to pursue their own reading due to initiatives put in place at school and by parents at home.
		Staff understand that reading for pleasure has a positive impact on children's attainment in reading assessments.	Staff understand that reading for pleasure is more than helping pupil's assessments but increases breadth of vocabulary, pleasure in reading in later	Staff teach classes in which a genuine love of reading is fostered and see through book talk. Staff read, talk with enthusiasm and

			life, a better understanding of other cultures, better general knowledge and even 'a greater insight into human nature'.	recommend books and know where to find lists of new books available for their year group.
		Parents and pupils are engaged in online reading events e.g. advent reading, WBD event etc. They also read and use the BA Book Review to guide their own book choices.	Pupils and parents are invited to take part in community reading events to raise the profile of reading.	Author visits are a regular part of the school calendar where they inspire pupils to see real authors and explore the mind of a writer.
	Spelling/ Whole school phonics	Staff are able to follow a structured spelling scheme, which progresses fluently, building upon previous knowledge.	Staff are confident with root words, prefixes and suffixes and how words can be built up to enhance or even change the word class and meaning.	The teacher has a solid understanding in morphology and how this supports grammar as well as spelling.
<b>Mathematics</b>	<b>Focus</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>
Implementing Maths Mastery in Early Years while delivering the EYFS Maths curriculum, enhancing the use of arithmetic to meet the needs of pupils and empowering staff to plan, adapt and model maths pedagogical skills.	Reception - Maths Mastery  Implementing maths mastery and delivering the 2021 EYFS maths curriculum (ELG).	Reception teachers are able to follow the detailed plan for each maths mastery lesson, making sure their lessons include the balance between teacher and pupil input.  Pupils all complete the follow-on task and feedback/adaptations are in place for the following lesson.  Children are encouraged to play in the maths area and activities have been effectively planned to enable pupils to explore number sense.	Teachers of Reception have become more familiar with delivering mastery lessons, knowing how to deliver lessons to suit the daily timetable (as maths input and application are not one after another).  Teachers are able to adapt a lesson to provide more input or example questions when a concept or lesson requires further input. Staff are able to use appropriate resources to support pupils within the concrete stage of learning.  Pupils' core understanding of number is embedded within each lesson and the maths area of the classroom enables pupils to further develop their understanding of number.  Staff are modelling mathematical vocabulary and pupils are starting to use mathematical vocabulary more fluently within the lesson.	Reception pupils experience rich maths mastery lessons, meeting the updated Early Learning goals, delivered by skilled teachers who have a secure understanding of early maths and the next steps pupils will take with their learning. Teachers know how to extend or shorten an activity to meet the individual needs of learners and the pace of the class.  Pupils have a 'strong grounding of number' and apply this using a range of manipulatives during structured lessons and within play, which have been purposefully planned and organised by staff.  Pupils fluently use mathematical vocabulary within their dialogue, for all maths concepts (Cardinality, pattern, shape and space, measures, comparison and composition), evidencing their deep knowledge and understanding of maths.

<p>Arithmetic lessons – KS2</p> <p>Planned to meet the needs of our learners</p>	<p>Pupils are having specific Arithmetic lessons (30 minutes twice weekly) which include revision of the previous year group's four number operations methods and Fractions, Decimals and Percentages (where relevant), to plug gaps in learning and ensure pupils are able to build upon their skills set, as well as cover the year's curriculum coverage.</p> <p>The Arithmetic lessons are planned to include a mental strategy starter, teacher modelling of the relevant method/s and pupils completing an independent application of the skill. Staff are able to follow the plan and deliver the three parts of the lesson within 30 minutes.</p> <p>Staff are developing knowledge of the efficient written strategies (as outlined in the calculation policy) and concepts through use of Knowledge Organisers.</p> <p>Teacher modelling is accompanied by an explanation to pupils, with staff completing efficient written methods for pupils to practice within the lesson.</p>	<p>Arithmetic lessons are tailor made and designed to suit the individual needs of the pupils within the class and the class as a whole, to fill gaps in their learning and address misconceptions pupils have or misconceptions which arose during the application of maths mastery lessons. These lessons are specific to the year's curriculum and cover the maths curriculum, although at a differing sequence and pace as the other classes.</p> <p>Staff are able to confidently model all relevant written strategies and have confidence to explain each step using rich mathematical dialogue and correct terminology.</p> <p>Tasks and questions are well thought through and enable pupils to practice written and mental strategies. Staff should be encouraging pupils to take ownership of their answers and assess their accuracy using inverse operations.</p>	<p>Arithmetic lessons are thoroughly planned to ensure pupils are confident with the four number operations (addition, subtraction, multiplication and division) and Fraction, Decimals and Percentages.</p> <p>Lessons include the application of efficient mental strategies and written methods (as stated in the calculation policy) and pupils work progressively through well thought out questions.</p> <p>Teachers are knowledgeable about the progression between the written methods and can model all strategies from the calculation policy, knowing when to adapt their teaching to support pupils with an earlier written method, or advance them onto a more complex method (as methods are introduced when learners are ready rather than age specific).</p> <p>Without the need to ask, pupils check the accuracy of their answers using inverse operations and can amend their answer when errors occur.</p> <p>Pupils are confident to select a method which enables them to work with the most accuracy and speed. Pupils are challenged by their teacher to try alternative, more effective methods should they rely on one method.</p> <p>All lessons are adapted to meet the individual needs of the learning.</p>
<p>Mathematical skills of the staff</p>	<p>Staff are developing their confidence with teaching Maths Mastery lessons. They are able to work</p>	<p>Staff deliver the Maths Mastery lessons with pace and cover the six parts within the hour allocated.</p>	<p>All teaching staff at the academy are confident with delivering Maths Mastery lessons, using</p>

	<p>Staff's ability to model and adapt lessons</p> <p>New staff training</p>	<p>through the six parts of the lesson and ensure sufficient time is allocated for each part.</p> <p>Staff are developing confidence with knowing when to slow down the lesson (in order to re-explain or provide more examples) to meet the needs of the learners through AFL.</p> <p>Staff are able to explain the methods within the lesson and each part of the small steps.</p> <p>New staff are encouraged to watch the Maths Mastery videos and assess their own maths knowledge prior to delivering the MM curriculum.</p>	<p>Staff know when to amend the pace of the lesson, whether to slow it down or speed it up to meet the needs of the learners, including adding in more questions to deepen knowledge.</p> <p>Staff are confident with explaining each part of the lesson to pupils, knowing which mathematical vocabulary to use when modelling.</p> <p>New staff are developing their confidence with teaching Maths Mastery lessons. They are able to work through the six parts of the lesson and ensure sufficient time is allocated for each part.</p>	<p>rich mathematical vocabulary fluently throughout the duration of the lesson.</p> <p>Teaching staff know how to explain each small step of the mastery lesson, rephrasing their explanation and trying a variety of strategies until all pupils are able to access the lesson and progress with their learning.</p> <p>Teachers are able to assess the needs and level of understanding of their learners through effective assessment for learning. Staff promptly adapt their lesson to ensure all pupils can access the lesson and make progress.</p> <p>For the pupils who have demonstrated a secure, deep understanding, teachers challenge them sufficiently, ensuring they are deepening and applying their knowledge within problem solving.</p> <p>New staff are confident with delivering Maths Mastery lessons from watching the videos and on-site training.</p>
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