



Subject action plan		
Subject: Foundation Curriculum	Subject lead: Jane Charlton	Year: 2021-2022

<b>CONTEXT</b>	
Key priorities for school impact plan 2021/22	
1. Increase further the rates of progress and raise attainment in core subjects with a particular focus in writing including presentation 2. Increase the progress and attainment of the core subjects of the prior higher attaining children. 3. Develop long term memory across the wider curriculum through effective retrieval strategies.	
4. To increase the progress and attainment of those children working towards age related expectation in RWM, including SEND and Disadvantaged children	
1. Promote a consistent ethos of love & respect to everyone across school. 2. Further embed our high expectations of behaviour around school with all members of the school community.	
1. Support the wellbeing of pupils and staff by living and breathing the school vision and developing HP as a <i>mentally healthy</i> school	
1. Further improve leadership and management by continuing to develop the impact of subject leadership through monitoring, coaching and modelling strategies, to improve outcomes for pupils. 2. subject leaders to lead monitoring and support in teaching and learning in raising attainment and progress for SEND/DAP and WT children.	

## Curriculum

13. Inspectors recognise that most schools will have been unable to implement the curriculum in the usual way during the COVID-19 pandemic. We recognise that schools were not required by the DfE to provide education to all pupils from March 2020 to July 2020 due to COVID-19, and may not have been doing so. Throughout the inspection, **inspectors will seek to understand how the school adapted and prioritised the curriculum from September 2020.**

14. To understand the context of the school's current curriculum, inspectors will explore how leaders' decisions about remote education have led to changes or adaptations to the school's curriculum. For example, **inspectors will look at how subject leaders and teachers have identified pupils' learning gaps and new starting points, and how they have responded to that in their curriculum planning.**

**At HP each subject leader created a gaps analysis document and informed receiving year groups if any concepts or knowledge needed to be recapped. Because we continued to teach a full curriculum remotely and had good engagement from most year groups (Debbie has records) we did not have any significant gaps in learning within foundation subjects.**

15. Where the school is directly deploying tutors to support education recovery from the pandemic, inspectors will consider how their deployment supports the aims of the school curriculum. Use of tutors will be integrated into the evaluation of quality of education and leadership and management and will not be inspected in its own right.

## Remote education

16. Inspectors recognise that there may still be some limited circumstances in which a pupil may need to learn remotely. Ofsted does not have a preferred model for remote education. Throughout the inspection, inspectors will discuss the decisions that school leaders have taken and how they have implemented them. The quality of remote education between March and August 2020 will not impact on our judgement of the school's quality of education.

17. Where remote education remains in place, inspectors may observe remote teaching and review materials. We will only expect to see the school's typical approach to remote education, and do not expect schools to arrange anything solely for inspection.

18. To understand leaders' decisions about the curriculum, inspectors may discuss remote education with teachers, parents and carers, and pupils. They may also review completed work and teaching materials. This will be the case regardless of whether remote education is in place at the time of inspection.

19. Given the above, when we refer to the intent, implementation and impact of the curriculum in this handbook, this includes remote education, where it remains in place for some pupils

Subject long-term plan (2-3 year timescale):

- Robust assessment procedures to be in place, informed by progressive knowledge and skills within and across year groups
- Detailed medium term planners to be in place, linking to progression in skills - achieved 20 19 20
- Vocabulary development to be an integral part of all planning and teaching - achieved 201920

Subject priorities (1 year timescale):

1. **Differentiation/accessibility**
2. Embed robust subject monitoring procedures in terms of data analysis, **moderation of assessments**, work/display scrutiny and pupil voice.
3. Use and build upon **retrieval** strategies to support children with committing knowledge to long term memory

Subject priority 1: Differentiation						
Member of staff with overall responsibility: Jane Charlton						
Targets	Actions to be taken <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria	Monitoring
1. a. subject leaders to know the names of children who are WT within their subject and be able to support teachers with strategies for differentiation/closing the gap.accessibility  b.To devise and implement strategies to support teachers to assess greater depth in foundation subjects.	Subject leaders to be shown how to filter WT children in their subject area on the class mark sheets within SIMS. Subject leaders to consider and create a document to show how adaptations could be best made at different phases within school within their subject to make it accessible for children WT, particularly the bottom 20%  Work with teachers /subject leaders to agree strategies, possibly based on additional open ended questions following the end of topic quiz.	Jane Charlton with all subject leaders/teachers	the end of the spring term.	staff meeting or phase meeting time to discuss	Staff to confidently and accurately assess children showing greater depth within their subject	Summary report produced for SLT/ Governors

Subject priority 3: moderation						
Member of staff with overall responsibility:						
Targets	Actions to be taken <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria	Monitoring

For subject leaders to moderate assessments to ensure accuracy and offer support to staff as required.	Subject leaders to moderate a range of assessments grades within year groups: WT/GD/EXP, through work scrutiny and pupil discussion.	All subject leaders	throughout the year	subject leader time	Teachers will have a more accurate view of assessment because of subject leader advice.	Subject leader data summary will reflect accurate data.
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Subject priority 3: Retrieval						
Member of staff with overall responsibility: Jane Charlton						
Targets	Actions to be taken <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria	Monitoring
2 To further explore and implement strategies to support children to retain and recall key facts and knowledge	All teaching staffs to employ retrieval strategies across the curriculum	All teaching staff  AW to lead on strategies	starting in the autumn term throughout the year	staff/phase meeting times	lesson structure reflects approaches to support recall of facts and knowledge	drop ins and assessment data