

Writing:

Consistently implement our new writing scheme across school.

Ensure cross-curricular writing is embedded effectively into the writing curriculum.

Consistently implement our new spelling scheme.

Introduce handwriting lined books to supplement consistent handwriting teaching across school.

Develop effective moderation practice.

(Three year target: Year 2 of 3)

	Lead person	Time Scale	Supported by	CPD and/or briefing	Resources / Cost / Time
<p>Action: Consistent implementation of Pathways across the School.</p> <p>How: Training and development to be mapped put across the Year. Including staff meetings to</p>	<p>Writing Team KS2: Claire KS1: Laura</p>	<p>11.11.24</p>	<p>Phase Leads Donna</p>	<p>QAC CPD</p>	<p>Possible Pathways CPD £3500</p>

<p>model elements noted as needing further work during learning walks and drop ins.</p> <p>Termly learning walks and teaching and learning drop ins to ensure teaching and learning follows the agreed structure.</p> <p>Peer Observation and Coaching where needed after learning walks.</p> <p>Cross School CPD opportunities sourced and directed to Year groups where further support is required.</p> <p>Moderation opportunities planned with other Pathway schools.</p> <p>CPD and moderation to form part of Phase Meetings.</p> <p>Review of current adaptations document following learning walk. Further development of this document and folder created by Adaptations lead for all staff to access resources to support.</p> <p>Impact:</p>	<p>EYFS: Leanne and Kathryn</p> <p>Writing Team KS2: Claire KS1: Laura EYFS: Leanne and Kathryn</p> <p>Writing Team KS2: Claire KS1: Laura EYFS: Leanne and Kathryn</p> <p>Writing Team KS2: Claire KS1: Laura EYFS: Leanne and Kathryn</p> <p>Writing Team KS2: Claire KS1: Laura EYFS: Leanne and Kathryn</p> <p>Writing Team KS2: Claire KS1: Laura EYFS: Leanne and Kathryn</p> <p>Ashleigh</p>	<p>Termly</p> <p>Termly</p> <p>Mapped by 11.11.24</p> <p>Mapped by 11.11.24</p> <p>QAC dates</p> <p>By 03.03.25</p>	<p>Phase Leads</p> <p>Phase Leads</p> <p>Phase Leads Donna Wealleans</p> <p>Phase Leads Donna Wealleans</p> <p>Phase Leads Donna Wealleans</p> <p>Writing Team SEN Team Donna Wealleans</p>	<p>Shared Prac</p> <p>Shared Prac</p> <p>Cross School CPD</p> <p>Cross School CPD</p> <p>Shared Prac</p> <p>CPD for Adaptations</p>	<p>Release costs £1000</p>
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<p>Curriculum choice will fully reflect school's aspiration for the writing from Nursery to Year 6.</p> <p>Curriculum design will fully match school's chosen pedagogy.</p> <p>Pathways is led consistently across school, ensuring the teaching of the writing process is clear in approach by all staff.</p> <p>Adaptations are in place for for all learners and staff access a bank of resources to support.</p>					
<p>Action: Ensure cross-curricular writing is fully embedded effectively into the writing curriculum.</p> <p>How: Staff meeting with Subject Leads to looks at Cross Curricular Writing and map out any adaptations needed.</p> <p>Contact made with cluster schools regarding their curriculum choices and rationale behind these. Cross-curricular writing to be part of these conversations.</p> <p>Update on thoughts of next steps to SLT.</p> <p>Decision on change to curriculum design agreed.</p>	<p>Writing Team KS2: Claire KS1: Laura EYFS: Leanne and Kathryn</p> <p>Writing Team KS2: Claire KS1: Laura EYFS: Leanne and Kathryn</p> <p>Writing Team</p> <p>Writing Team</p>	<p>Autumn term</p> <p>By 31.10.24</p> <p>By 31.10.24</p> <p>By 14.11.23</p>	<p>Subject Leads Donna Wealleans</p> <p>Cluster Schools</p> <p>-</p> <p>SLT</p>	<p>Staff meeting</p> <p>Shared Prac</p> <p>SLT</p>	<p>Release costs</p>

Changes to be implemented supported by Subject leads.	Writing Team	By 03.03.25	Subject Leads	Release time	
<p>Action: Introduce handwriting lined books to supplement consistent handwriting teaching across school.</p> <p>How: Introduction of new lines to staff.</p> <p>Launched with Children.</p> <p>Staff voice on launch taken and research into any possible adaptations, additions or change needed.</p> <p>Reflect on handwriting across school and impact of current scheme.</p> <p>Sampling termly to ensure correct use of lines and review impact. Check in with phase leads on consistency and any follow up needed</p> <p>Presentation to SLT on impact so far and any advised next steps.</p> <p>Embark on further training if needed and planned into QAC.</p>	<p>Jen Dyson</p> <p>Teaching Team</p> <p>Chelsea Daly</p> <p>Chelsea Daly</p> <p>Chelsea Daly</p> <p>Chelsea Daly</p> <p>Chelsea Daly</p>	<p>Inset</p> <p>Book date</p> <p>By 12.12.24</p> <p>By 12.12.24</p> <p>Termly</p> <p>Autumn SLT date</p> <p>By 0.3.03.25</p>	<p>Staff team</p> <p>Staff team</p> <p>Phase Leads Jen Dyson</p> <p>Phase Leads</p> <p>Phase Leads Jen Dyson</p> <p>SLT</p> <p>Donna Wealleans</p>	<p>Inset</p> <p>Staff meeting</p> <p>SLT</p>	<p>Release costs</p> <p>Spelling Booklets £500</p>

<p>Action: Consistently implement our new spelling scheme.</p> <p>How: Launch of new scheme to all staff.</p> <p>Further training for Years 2,3 and 4 when scheme is available.</p> <p>Roll out to Year 5 when resources are available and CPD for staff beforehand.</p> <p>Preparation on place for Year 6 roll out.</p> <p>Training and development to be mapped out across the Year. Including staff meetings to model elements noted as needing further work during learning walks and drop ins.</p> <p>Termly learning walks and teaching and learning drop ins to ensure teaching and learning follows the agreed structure.</p> <p>Peer Observation and Coaching where needed after learning walks.</p> <p>Update to SLT following walks and drops in including next steps.</p> <p>CPD and moderation to form part of Phase Meetings.</p>	<p>Jen Dyson</p> <p>Jen Dyson</p> <p>Jen Dyson</p> <p>Jen Dyson</p> <p>Jen Dyson and Donna Wealleans</p> <p>Jen Dyson and Donna Wealleans</p> <p>Jen Dyson and Michelle Harley</p> <p>Jen Dyson</p> <p>Jen Dyson and Phase Leads</p>	<p>Inset</p> <p>When available</p> <p>Spring 2</p> <p>By 07.07.25</p> <p>By 11.11.24</p> <p>Termly</p> <p>Starting Autumn 1</p> <p>QAC dated</p> <p>Termly</p>	<p>Staff</p> <p>Phase Leads</p> <p>Phase Leads</p> <p>Year 6 Team</p> <p>SLT</p> <p>Teaching and Learning lead</p> <p>Donna Wealleans</p> <p>SLT</p> <p>Phase Leads</p>	<p>Staff support</p> <p>CDP Staff meeting</p> <p>Phase meeting</p> <p>Phase meeting</p> <p>QAC</p> <p>Moderation CPD</p> <p>Shared Prac</p> <p>SLT</p> <p>CPD Phase meetings</p>	
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<p>Ensure consistent use of Sir Linkalot across school due to this providing a different approach which can effectively support core curriculum design.</p>	Michelle Harley	Termly	Staff team	-	
<p>Check in with phase leads on consistency and any follow up needed</p>	Michelle Harley	By 11.11.24	Phase Leads	Shared Prac	
<p>Expectations set</p>	Michelle Harley	By 11.11.24	Teaching team	Shared Prac	
<p>Re-follow up</p>	Michelle Harley	By 04.03.25	Teaching team	Shared Prac	
<p>Feedback findings to SLT and consider next steps.</p>	Michelle Harley	Spring term	SLT	SLT	
<p>Impact: ELS is led consistently across school, ensuring the teaching of the process is clear in approach by all staff.</p> <p>Staff voice shows increased confidence using ELS and new lined books.</p> <p>Progress is noted in handwriting during samplings sessions.</p> <p>Spelling scheme is embedded and progress noted during assessments.</p>					

<p>Action: Continued moderation opportunities.</p>					<p>Time allocated to moderation.</p>
<p>How: Moderation opportunities written into annual calendar (via Spotlight meeting time).</p>	<p>Writing Team KS2: Claire KS1: Laura EYFS: Leanne and Kathryn</p>	<p>By 20.12.24</p>	<p>Phase Leads</p>	<p>QAC</p>	<p>Release for cluster moderation: £500</p>
<p>Staff to use Oswald Road exemplars worked on, annotated and agreed with external moderator in 22-23 (in additional to national exemplification materials)</p>	<p>Writing Team KS2: Claire KS1: Laura EYFS: Leanne and Kathryn</p>	<p>Use during each assessment window</p>	<p>Phase Leads</p>	<p>CPD: sharing of practice</p>	
<p>Practice in place of ranking books, as per Year 6 moderation practice.</p>	<p>Writing Team KS2: Claire KS1: Laura EYFS: Leanne and Kathryn</p>	<p>Opportunities by next to last week of each term</p>	<p>Phase Leads Staff Team</p>	<p>CPD: sharing of practice</p>	
<p>Cross-school moderation in place as per normal school practice. Cross-year group moderation in place as per normal school practice – using Oswald Road exemplars and national exemplification materials.</p>	<p>Writing Team KS2: Claire KS1: Laura EYFS: Leanne and Kathryn</p>	<p>By 10.7.25</p>		<p>CPD: sharing of practice</p>	
<p>Access to cluster moderation meetings.</p>	<p>Writing Team KS2: Claire KS1: Laura EYFS: Leanne and Kathryn</p>	<p>By 10.7.25</p>		<p>CPD: sharing of practice</p>	
<p>Impact: Staff continue to have opportunities to moderate with year group partners and</p>					

colleagues across school, in addition to cross-school and cluster moderation. Impact leading to continued confidence in accurate assessment.					
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Monitoring					
Who	What	Where	When	How	External Validation
Teaching and Learning Committee	Implementation and impact	Online	4/11/24 13/1/25 28/4/25	Documents shared Data shared and discussed Literacy team feedback report	Governing Body
Governing Body	Overall direction and progress	In school	25/11/24 31/3/25 23/6/25	Headteacher's report T+L committee feedback	Governing Body
Impact: Evaluation <i>Have the intended outcomes been achieved? What are the key strengths and development points? Evidence of impact from monitoring</i>					

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END OF YEAR EVALUATION	NEXT STEPS

Area for Improvement: OFSTED, September 2023.

Assessment

Ensure that assessment strategies are more precise within each subject so that teachers can build more effectively on pupils' prior learning and, in turn, help pupils to know and remember more.

Ensure evidence-based teaching and learning strategies are clearly set out within the assessment design.

(Three year target: Year 2 of 3)

	Lead person	Time Scale	Supported by	CPD and/or briefing	Resources / Cost / Time
<p>Action: To develop teacher's understanding assessment in their subject areas.</p> <p>How:</p> <p>Sessions with external consultant to build a more thorough understanding of underpinning cognitive science.</p> <p>Sessions with external consultant to challenge existing practices within schools and to consider current practice in own school.</p> <p>Impact:</p> <p>Teachers have a deeper understanding of assessment holistically.</p>	<p>Deborah Howard</p> <p>Deborah Howard</p> <p>Deborah Howard</p>	 <p>By 31.10.24</p> <p>By 31.10.24</p>	<p>Donna Wealleans</p> <p>Donna Wealleans</p> <p>Donna Wealleans</p>	 <p>Staff meetings with external consultant</p> <p>Staff meetings with external consultant</p>	<p>Overall consultant cost: £3000</p> <p>Staff meeting time.</p> <p>Overall cost of consultant noted above.</p>

Teachers have a deeper understanding of underpinning cognitive science.					
<p>Action: To develop documented processes for baseline, formative and summative assessment in each subject area.</p> <p>How:</p> <p>Session with external consultant facilitating consideration of own subject starting points.</p> <p>Staff decisions, facilitated by external consultant, on underlying principles for assessment at Oswald Road</p> <p>Sessions with external consultant facilitating consideration of baseline, formative and summative assessments within subject areas.</p> <p>Work through baseline, formative and summative assessment per subject area – in line with underlying principles, whilst considering surface level features for that specific subject area.</p>	<p>Deborah Howard</p> <p>Deborah Howard</p> <p>Deborah Howard Donna Wealleans</p> <p>Deborah Howard Donna Wealleans</p>	<p>By 31.10.24</p> <p>By 31.12.24</p> <p>By 31.12.24</p> <p>By 1.7.25</p>	<p>Donna Wealleans Subject Leads</p> <p>Donna Wealleans Subject Leads</p> <p>Subject Leads</p> <p>Subject Leads</p>	<p>Staff meeting with external consultant</p> <p>Staff meetings with external consultant</p> <p>Staff meetings with external consultant</p> <p>Staff meetings with external consultant</p>	<p>Staff meeting time</p> <p>Release for subject leads</p> <p>Overall cost of consultant noted above.</p>

<p>Document drawn up per subject area, outlining detail of all types of assessment in that subject.</p> <p>Overall assessment policy written encapsulated underlying principles and then subject specific documents.</p> <p>Impact: School will have a working document policy which all staff can use to support effective and consistent assessment practices in each subject areas.</p> <p>Assessment practices will be finely tuned to essential knowledge.</p> <p>Assessment practices will link well to high quality, adaptive and responsive teaching.</p>	<p>Deborah Howard Donna Wealleans</p> <p>Deborah Howard</p>	<p>By 1.7.25</p> <p>By 1.7.25</p>	<p>Subject Leads</p> <p>Subject Leads Donna Wealleans</p>		
<p>Action: To consider essential knowledge in each subject area</p> <p>How:</p>	<p>Donna Wealleans</p>		<p>Deborah Howard</p>	<p>Staff meetings with external consultant</p>	<p>Subject lead release time</p> <p>Staff meeting time</p>

<p>Staff to understand, via work done above, the importance of clarity on essential knowledge per subject area on assessment and also adaptive teaching.</p> <p>Each subject lead to analyse their current position on this – subjects are in differing positions. Plan made, as needed, by each subject lead.</p> <p>Impact:</p> <p>All staff, via leadership and documentation via subject leads, will be clear on essential knowledge per unit, per subject.</p> <p>Adaptive teaching will be more effective and finely tuned to essential knowledge.</p>	<p>Donna Wealleans Deborah Howard</p> <p>Donna Wealleans</p>		<p>Subject Leads</p> <p>Subject Leads</p>		<p>Overall cost of consultant noted above.</p>
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Monitoring					
Who	What	Where	When	How	External Validation
Teaching and Learning Committee	Progress to each subject's plan	Online	4/11/24 13/1/25 28/4/25	Documents shared	Governing Body

Governing Board	Overall direction and progress	In school	25/11/24 31/3/25 23/6/25	Subject team feedback reports Headteacher report	Governing Body
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Impact: Evaluation *Have the intended outcomes been achieved? What are the key strengths and development points? Evidence of impact from monitoring*

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END OF YEAR EVALUATION	NEXT STEPS

Implementation of in-house wraparound care

Continue to develop our wraparound care offer, by implementing a three-tier school offer.
To continue to build Oswald Road's wraparound provision as a whole, bringing practice together in a joined-up approach.

(Three year target: Year 2 of 3)

This is covered within school's Wraparound Expansion Plan.