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| Strategic goal 1: **Pupils can recall key knowledge within priority subject areas, make connections to their prior learning and raise relevant enquiry questions. (**History, Geography, Science and RE) | Leader accountable: **Rachel** | Senior leader supporting, monitoring and validating: **Amy** |
| Current baseline position | Actions to achieve change from baseline to desired outcome | Specific outcomes to be achieved *(highlight for evaluation)* |
| Key knowledge is not yet specified in the curriculum with enough clarity. | * Review the Long term overviews for priority subjects * Develop curriculum plans for priority subjects which detail key knowledge to be taught. * Ensure Subject teams understand the terms disciplinary and substantive knowledge and why this is important in curriculum development * Develop the content with the subject teams to ensure that disciplinary and substantive knowledge are explicit | Teachers and pupils are aware of the key knowledge to be learned in each lesson and unit. |
| Adaptations are made for accessibility in core subjects at times. | * Training for staff to further develop the understanding of what adaptations look like in priority subjects and how they can be used purposefully * Planning support from subject leaders * Models of good practice shared in staff meetings where adaptations have been used successfully in priority subjects | Key knowledge that all children need to access is defined and adaptations made for some to understand and explain it. |
| Key vocabulary is largely defined in most subjects but there is no consistent pedagogy to teach it for retention. | * Subject leaders set out progressive vocabulary in MTP to be taught in each subject * Identify ways in which vocabulary is currently being taught across the school * Investigate high impact strategies to support the teaching of vocabulary * Implement strategy for teaching vocabulary and follow up with conversations to monitor implementation * Use of working walls to display key vocabulary taught | All key subject vocabulary is defined, explicitly taught and used by pupils. |
| Links are made in some subjects with specific strategies but are not consistent in all. | * Ensure that the Teaching and Learning Charter is used in all lessons so that explicit links are made in every lesson * Develop MTP for priority subjects which identify the progression and links to the previous and future year group knowledge * Follow up pupil voice to check the impact of this. | Teachers make links to prior learning in the current and previous years. |
| Questioning and quizzes are used, but the range of strategies can be deepened. This tends to be at the end of lessons or units rather than integrated. | * Learning conversations to identify and establish current practice and good examples already being used. * SLT investigate research based evidence which supports the recall and retention of knowledge - Repetition over time, being re-exposed to the same material and retrieval practice * work with Subject Leaders to develop effective strategies * Provide staff training opportunities to develop further | Teachers use specific strategies to prompt recall and retention of key knowledge. |
| Opportunities may be limited and tasks based on outcomes. | * Development of MTP suggested tasks * Share examples of best practice to continuously raise teacher awareness of possibilities. | Pupils can use key knowledge to reason and infer larger concepts. |
| Questions are often raised at the beginning of units but may not be followed through with exploration and resolution. | * Development of MTP suggested tasks and signposting to where pupils can raise and answer questions * how many lessons in a unit * Review TL charter * Collate examples of emerging age related pupil questions as a reference tool. | Pupils have opportunities to raise questions, revisit them and explore them together. |
| Pupil questions are likely to be relatively basic at present. | * Staff training on levelled questions * Review of TL charter * Suggested tasks on unit plans to include examples of levelled questions | Pupils raise questions at different levels from fact finding to analysis and interpretation. |