

Priority 1: Curriculum

Priority 2: Metacognition & Motivation

Priority 3: SEN and Inclusion

Priority 4: Behaviour for Learning

Priority 5: Leadership and Monitoring

SDP Priority 1: Curriculum

- It is clear to pupils what they are learning, and how they are supposed to be learning it through three phases: Plan, Instruct, Check for understanding
- Using new curriculum materials, planning the content, planning the explicit knowledge in terms of if-then statements
- Revisiting ideas (skills and concepts) during the lesson and more frequently over time
- Varied use of different types of questioning
- Modelling the thinking through 'I do' whilst thinking aloud to pupils
- Scaffold to pupils towards 'You do' using templates to scaffold pupils' work, nonexamples and avoiding transience
- 'You do' practice with activities similar to 'I do' and 'We do' with opportunities for practise and spaced practice

SDP Priority 2: Teaching and Learning

Metacognition and motivation (*EEF metacognition and self-regulation*)

- Metacognitive strategies are considered and developed through each curriculum subject area, including: support and scaffolding, how mistake-making can be used within the subject
- Metacognition and how retrieval can be used in different subjects. Does the frequency of retrieval practice vary depending on subject or topic?
- Metacognition and dialogue - oracy fluency and listening
- Metacognition and the curriculum – subject vocabulary is mapped out throughout the curriculum, to develop schemas
- Time is allocated within lessons for pupils to evaluate their learning
- Teachers build connections to new learning through prior knowledge and use feedback to provide timely direction and redirection
- Teachers help pupils to know how to motivate themselves to engage in learning, develop strategies to enhance their learning and to improve- so that they keep on trying to improve, irrespective of past setbacks or challenges

SDP Priority 3: SEN and Inclusion

The EEF Five-a-day teaching approaches for supporting pupils with SEND to make good progress:

1. Explicit instruction
2. Cognitive and metacognitive strategies
3. Scaffolding
4. Flexible grouping
5. Using technology

Using Assess, Plan, Do, Review:

- What do pupils need to know?
- What do we need to do to help pupils' new knowledge become secure? Sequencing and spaced repetition.
- Assessment for learning – through careful noticing: How are the pupils responding to what you are teaching?

SDP Priority 4: Behaviour for Learning

- Safeguarding, KCSIE
- The right to feel physically and psychologically safe, the right to be respected and treated fairly, and the right to learn
- Our comprehensive support mechanisms and knowledge allow for decisions to be made swiftly so as not to leave pupils with undue uncertainty or missed learning time; and pupils leave behaviour conversations with the belief that they are cared about and believed in
- Thinking of behaviour as a curriculum and supporting pupils to improve their behaviour through a clear programme of work, explanation, modelling, practice, and revision over time
- Behaviour management is supported by a balance of proactive and responsive approaches
- Behaviours are always followed up so that pupils can connect their behaviour to consequences or conversations that follow

SDP Priority 5: Leadership and Monitoring and PMR

- Helping teachers and subject leaders to sequence the enhanced curriculum
- Helping our leaders to know what is happening in their curriculum subjects through planning, visiting lessons, discussions with pupils, discussions with teachers, scrutiny of work
- Using different forms of assessment, linked to the Teaching and Learning Policy, to secure pupil progress
- Using staff professional development, within staff meetings, to develop teacher subject knowledge
- Pupil progress and moderation using the updated sheets for maths, reading and writing so that teachers and leaders can track interventions and impact.
- Teachers' Lesson study for PMR: Retrieval