



How did we do with our  
Whole School Development  
Priorities in 2023/24?

**1. To further enhance continuous provision across FS2 and Y1**

**Actions**

- **Y1 have completed their Continuous Provision in Y1 training (2 x courses)**
- **Creation of Area of Provision Map (where the Y1 curriculum can be accessed within Continuous Provision)**
- **Creation of Continuous Provision environment in Y1**
- **All Y1 staff on Tapestry (to ensure effective curriculum coverage and consistent approach to the collection of evidence)**
- **FS2 and Y1 Lead have met to discuss transition from FS2 to Y1 and effective progression across both phases**
- **Further indoor and outdoor resources purchased for both Y1 Continuous Provision settings**

**Impact**

- **Based on observations, children are actively and independently engaged with the learning environment (aided by their experiences in FS2 the previous year)**
- **Consistent use of language pertaining to Continuous Provision e.g. 'free-flow' instead of 'choose'**
- **Children's progress is now evidenced consistently (in both books and Tapestry)**
- **Clear and defined progress between FS2 and Y1 is clearly identifiable (via Area of Provision Maps)**
- **Improved Continuous Provision settings and evidence of improved behaviours in free-flow areas.**

## 2. To develop and embed the use of technology across the curriculum

### Actions

- Set up of Showbie for the whole school and associated training (4sessions in total)
- Deep Dive in Computing with Vince Hampton
- Atom Prime and Spelling with Emile (KS2)
- Docking stations in all classrooms (KS2)
- Subscription to ICT with Mr P (all training videos available to showhow Computing can be integrated through the curriculum)
- 'Be Internet Legends' practice is embedded in KS2 (online safety)
- Bespoke training with Sarah Vaughn (DfE) to improve Computingprovision (attended by KH)
- New internet has been installed
- Further staff meeting training for all staff

### Impact

- Increased engagement of staffand pupils on Showbie
- Deep Dive has provided clear 'next steps' for the Computing Lead to action
- Increased enjoyment of spelling sessions (based on conversations with children)
- Increase in the number of planned opportunities to use technology in the classroom
- Increase in staff confidence inuse of Showbie and Tapestry
- Much improved connection tothe internet resulting in fewerdevices 'dropping out'
- Children able to access apps and resources online without worrying about a device being out of charge or likely to 'crash' (as verified during lesson visits when staff have spoken to the children)
- Further improved confidence around use of devices and software/apps to support the children's learning
- Specific apps that have had an impact include Spelling with Emile (Spelling) and learning by Questions (Arithmetic). Average spelling score in KS2 SATs 12.5 (up from 10.9 previous year) and average Arithmetic score was 31.9 (up from 27.2 the previous year).

### 3. To improve progress in Writing and Maths from Y2 to Y6

#### Actions since September 2023

##### Writing

- Consistent approach to Spelling with Emile
- Increase in number of writing moderation opportunities
- Continued implementation of Unlocking Letters and Sounds (including training for KS1 and KS2 training for TAs)
- Curriculum Spreadsheet has been populated with coverage and progression across the school
- Y6 Teachers being trained as Moderators
- Picture Book Training (facilitated by Di Smith)
- Use of 10-minute writing tasks in UKS2 ('Authorfy')
- Writing competitions and Spelling Bees
- Network Meetings
- Y3 to Y6 consistent use of CGP materials to ensure SPAG coverage and progression
- Individual mentoring of teachers to help support them with the teaching of writing
- Further Learning Walks for Writing
- Y6 trial of Learning By Questions for Reading (to help support Writing outcomes)

##### Maths

- Recent CPD (during Twilight)
- Primary Maths Challenge
- Consistent assessment weeks (summative assessment)
- Re-evaluation of Fast 4s

#### Impact

- Improved understanding of gaps in learning for Writing
- Teachers feel more confident knowing which skills relate to which text type and/or purpose for writing
- Confidence of TAs has increased when delivering and assessing gaps in Phonics
- Teachers feel more confident with coverage and progression in Writing
- Improvement in gap analysis in Maths
- TAs in Y5 and Y6 feel more confident in supporting prior low attaining children in Maths
- Further raised profile of Maths around school
- Greater consistency with Maths and Writing planning
- Y6 staff have reported the benefits of LbQ and how it is superior to Accelerated Reader
- 75% at expected level or above in Writing in KS2 SATs (increase from 73% last year)
- 80% at expected level or above in Maths in KS2 SATs (increase from 66% last year)
- Average score of 31.9 in KS2 SATs Arithmetic Test (increase from 27.2 last year).

- Adoption of Mastery Structure recommended by Education and Endowment Fund
- Use of Ready to Progress Materials
- Increase in lesson visits for Maths
- KH attended Springboard event
- Numberstacks in Y5 and Y6 (including 2 hour training for TAs)
- Redeployment of TAs to support progress in Maths
- Y6 trial of [Learning By Questions](#) for Maths (with a view to rolling it out whole school)
- More lesson visits looking at Maths
- TT Rockstars Day
- IJ doing Maths Intervention for Y6 three times a week

**4. To design and deliver a program of CPD to subject leaders from local schools**

**Actions**

- The first set of Subject Network Meetings have happened for many subjects (rest scheduled to take place before Christmas)
- Padlets have been set up to obtain feedback/suggestions and sharing of good practice
- Drop Boxes set up for Subject leaders to share resources

**Impact**

- Discussions at Network Meetings have helped staff to recognise good practice at Markeaton and validate the curriculum decisions that are being made
- Staff from other schools have said they have enjoyed the meetings and taken things away from it back to their schools