



Background Priority One: Metacognition and Retrieval		
<p>Pupils know how to plan, monitor and evaluate their own learning. Pupils are able to think about their own learning explicitly.</p> <p>Teachers understand how to improve and develop pupils’ metacognition and self-regulation skills. Metacognition is used to support learning across the curriculum.</p> <p>Pupils are able to self-regulate during task completion including: Planning activities, identifying when something is or isn’t understood and evaluating their progress towards their goal or outcome.</p> <p>Teachers and pupils are able to distinguish between:</p> <ul style="list-style-type: none"> <li>• <b>Me:</b> self-awareness – knowing oneself and what might enhance or limit our performance</li> <li>• <b>The task:</b> knowledge of the nature of a task and processing demands</li> <li>• <b>The strategies:</b> knowledge of the steps and strategies that will enable task completion</li> </ul> <p>Through their awareness of metacognition and cognitive load, teachers are able to support learners to effectively move learning into long term memory, using a variety of retrieval techniques pupils are supported to retain knowledge and facts. Pupils are able to use retrieval techniques independently to improve their learning and long term recall.</p>		
<p>Ofsted category cross reference</p>	<p><b>Key Actions</b></p> <ul style="list-style-type: none"> <li>• Training in metacognition and self regulation strategies for all class based staff (SC2)</li> <li>• All class based staff to read the EEF metacognition and self-regulation information (SC2)</li> <li>• Class based strategies agreed and shared (SC2)</li> <li>• Class teachers to teach children how to use the strategies, and constantly review and remind children (SC1, SC3)</li> <li>• Training in retrieval techniques for all class based staff (SC4)</li> <li>• Retrieval techniques agreed and shared (SC4)</li> <li>• Class teachers to plan in opportunities for retrieval, build children’s independence to use them themselves (SC5)</li> <li>• Use Metacognition and Retrieval book as staff development shared text (SC2, SC4)</li> </ul>	<p><b>Success Criteria</b></p> <p>SC1 children articulate their plans and learning strategies and review what they have done (at an age appropriate stage)</p> <p>SC2 through an in-depth knowledge of metacognition strategies and self-regulation, teachers develop these skills in children</p> <p>SC3 children use self-regulation strategies (e.g. plan, do, review) within the classroom</p> <p>SC4 teachers use a variety of retrieval techniques to support learning moving into long term memory</p> <p>SC5 pupils use retrieval techniques independently to support their learning</p>
<p>Effectiveness of Leadership and Management, Quality of Teaching, Learning and Assessment, Personal Development, Behaviour and Welfare, Outcomes for Pupils, Early Years Provision.</p>		
<p><b>Success criteria:</b></p> <p><b>Impact Review one :</b></p> <p><b>Impact Review two:</b></p> <p><b>Impact Review three:</b></p>		

## Background Priority two: Assessment using FFT

Clear and concise assessment criteria allow teachers to assess pupil progress on an ongoing basis. This ongoing assessment clearly identifies gaps as well as children vulnerable to falling behind so that teachers can put interventions in place for those pupils. While a broad curriculum is taught across all subjects, only key knowledge and skills are assessed formally. In English and mathematics, these are selected by the subject leader. In all other subjects, the assessment criteria are closely tailored to each topic, overseen by the subject leader to ensure a broad coverage across the year group as well as progression throughout the school.

Ofsted category cross reference	<b>Key Actions</b> <ul style="list-style-type: none"><li>• Develop procedures for setting assessment criteria for subjects other than mathematics and English. (SC1, SC3)</li><li>• Moderate assessments to ensure they are accurate. (SC2)</li><li>• Monitor that assessments are used to inform planning and teaching. (SC2)</li></ul>	<b>Success Criteria</b> <p>SC1: Teachers assess against clear assessment criteria regularly and use the data to inform their planning.</p> <p>SC2: Teachers teach a broad curriculum and assess against the selected key criteria to ensure that pupils are ready to move on to the next topic, year group or key stage.</p> <p>SC3: The chosen assessment criteria identify the key skills and concepts that pupils must master. The assessment criteria reflect the curriculum coverage across the year group, key stage and whole academy.</p>
Outcomes for pupils	<ul style="list-style-type: none"><li>• Develop new cohort data profile to support teachers in analysing data and identifying pupils that need additional support (SC2)</li><li>• Deliver training for teaching staff on how to choose assessment criteria and use FFT (SC1, SC2, SC3)</li></ul>	

### Success criteria

**Impact Review one :**

**Impact Review two:**

**Impact Review three:**

**Background Priority Three: PiXL**

All staff engage with PiXL Principles and are empowered as ‘teacher leaders’ to make better use of data, using PiXL Diagnosis Therapy Testing Review (DTTR) . Staff make effective use of all PiXL resources as a result of their use of data to inform teaching and learning for better outcomes. All teachers, through their engagement as leaders, are provided with the tools to unlock the potential for all pupils.

Children are taught the essential elements identified by diagnostic testing that must be secured to enable them to fill gaps in their knowledge, skills and understanding and ultimately reach their full age related potential as a learner. Children revisit this learning in planned opportunities across the curriculum.

Children will develop as individuals, and as members of their community and society as a whole, through the full use of the PiXL Primary Package – Currency, Character and Culture. Children’s development of the LORIC principles (Leadership, Organisation, Resilience, Initiative, Communication), through planned lessons and activities, alongside academic learning opportunities, will have a positive impact on learning outcomes.

Ofsted category cross reference:	<p><b>Key Actions</b></p> <ul style="list-style-type: none"> <li>• Deliver PiXL Engagement leadership training sessions <b>(S.C. 1)</b></li> <li>• Support staff with implementation of the Autumn Transition Package (ATP) and subsequent DTTR <b>(S.C. 1)</b></li> <li>• Teachers implement assessments and complete mark sheets to inform TCC and subsequent therapies <b>(S.C. 2)</b></li> <li>• Transition Cohort Checklists (DTTR) are updated by impact assessment mark sheets <b>(S.C. 3)</b></li> <li>• Follow up work is planned in lessons across the curriculum <b>(S.C. 3)</b></li> <li>• Classes and individual children complete carefully planned activities and lessons from the PiXL <i>A Mind to be kind</i> package <b>S.C. 4</b></li> <li>• Use of therapies and other activities overtly develop children’s leadership, organisation, resilience, initiative and communication and develop children’s understanding of how these principles can have a positive impact on learning outcomes. <b>(S.C. 5)</b></li> <li>•</li> </ul>	<p><b>Success Criteria</b></p> <p><b>S.C. 1</b> Staff engage with PiXL principles and are empowered to make better use of data, using PiXL concepts of Diagnosis, Therapy, Testing and Revisiting.</p> <p><b>S.C. 2</b> Staff’s use of PiXL resources is informed by their effective use of data to ensure improved outcomes for learners.</p> <p><b>S.C. 3</b> Children are taught the essential elements to fill gaps in knowledge, understanding and skills and thereby reach their full potential.</p> <p><b>S.C. 4</b> Children develop as individuals and members of the community through their engagement with PiXL resources.</p> <p><b>S.C. 5</b> Children’s development of the LORIC principles - leadership, organisation, resilience, initiative and communication – has a positive impact on learning outcomes.</p>
Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Management		

**Success criteria**

**Impact Review one :**

**Impact Review two:**

**Impact Review three:**

**Background Priority Four: Moving Disadvantaged Children Forward**

At Victoria Primary Academy we are committed to raising the achievement of all pupils and in particular of those who are eligible for Pupil Premium. The development of mental health sessions, teaching to the gaps due to Covid 19, developing reading for pleasure and the teaching and development of fluency in maths is of utmost importance for these children. Staff understand that many of these pupils must make accelerated progress compared to non-eligible pupils in order to achieve this. Through the skilful use of Higher Level Teaching Assistants and resources, barriers and needs are carefully identified and support provided in small, achievable steps.

Ofsted category cross reference	<p><b>Key Actions</b></p> <ul style="list-style-type: none"> <li>• Regularly review potential PP eligible families. (SC1)</li> <li>• Staff complete the “Barrier” form and analyse to implement support for each child to overcome these barriers to their learning. (SC2)</li> <li>• Upon termly review of PP targets, barriers are again considered and targeted support planned carefully. (SC2)</li> <li>• Pupil voice carried out termly - November, February and April. (SC3)</li> <li>• Results of mental health questionnaire analysed - October and February. (SC3)</li> <li>• Pupil voice and analysis of reading records - November and March (SC4,5)</li> <li>• Pupil voice to ascertain children’s maths fluency and vocabulary – October, January and May (SC6)</li> <li>• Some of the Catch Up funding will be used to provide tuition for PPG pupils (SC6)</li> <li>• Train HLTAs in new PPG procedures. (SC2, 5, 6)</li> <li>• Regularly review HLTA PPG Intervention in Reading and Maths (SC5, 6)</li> </ul>	<p><b>Success Criteria</b></p> <p>SC 1. Children are regularly checked for PP eligibility.</p> <p>SC 2. Staff identify barriers to children’s learning and use these to plan specific targeted support for each learner.</p> <p>SC 3. Children’s mental health is improved as teachers plan and implement bespoke support based on individual needs.</p> <p>SC 4. Children read for pleasure and read regularly and widely, due to being read to and sharing stories with adults.</p> <p>SC 5. Children are able to choose suitable books through adult support and conversations about books.</p> <p>SC 6. Children’s maths fluency and vocabulary is improved through regular adult support playing maths games.</p>
1, Effectiveness of leadership and management 4, Outcomes for pupils		

**Success criteria**

**Impact Review one :**

**Impact Review two:**

**Impact Review three:**