

<b>Focused Priority 1</b>	<b>Subject Knowledge</b>					
What will be different for children (emphasise learning & achievement)?	The teaching team at Victoria Primary Academy will have secure and effective subject knowledge for all subjects taught in their year team. Curriculum leaders will improve their subject expertise in order to support colleagues across the academy. Planning and delivery of lessons will demonstrate strong subject knowledge.					
<b>Success criteria</b>						
<ol style="list-style-type: none"> <li>1. Subject leaders effectively monitor and improve their subject</li> <li>2. Subject leaders effectively hold others to account</li> <li>3. Strong subject knowledge for teachers is reflected in high quality knowledge organisers</li> <li>4. Strong subject knowledge ensures that subject specific vocabulary banks are clear in planning and used consistently in the learning environment</li> <li>5. Activity passports are successfully introduced</li> <li>6. Class science logs demonstrate learning over time in science</li> </ol>						
<b>Key People</b>			<b>Funding &amp; Resources</b>			
Hayley Scargill Jane Wall			2x £750 days from Julie Goodridge Curriculum budget for additional resources £800			
<b>Actions (and those responsible)</b>			<b>Who monitors?</b>	<b>Who evaluates? *</b>	<b>When</b>	<b>Check</b>  Date when completed
Subject knowledge confidence audit (SC3, 4 and 6)			JW	HS	Jan/Feb 2020	
FAST monitoring led by Julie Goodridge (SC1)			JW	HS	Dec 2019	12.12.19
FAST monitoring follow up (SC2)			JW	HS	Jan/Feb 2020	Feb 2020
introduce a robust system of monitoring for science and foundation subjects across the academy (SC1)			HS	JW	Jan 2020	6.1.20
Monitoring carried out by curriculum leaders (2 per term) (SC2)			JW	HS	April 2020 May 2020 July 2020	
Training led by Julie Goodridge – clarifying roles and responsibilities and vision for subjects (SC2)			HS	JW	Jan 2020	24.1.20
SLT review knowledge organisers (2 per year team), devise criteria for them and define system of use in classrooms (SC3)			JW	HS	March 2020	
Devise vocabulary banks for each subject, organised into year groups. Subject specific vocabulary (SC4)			JW	HS	June 2020	June 2020
Review draft activity passports carried out by curriculum leaders, ensure they are subject specific and demonstrate progression through units (SC5)			JW	HS	Feb 2020	

Activity passports introduced to the classes and trialled with children (SC5)	JW	HS	April 2020	
Training session to introduce a system of class science logs (SC6)	JW	HS	April 2020	

<b>Evaluation:</b>				
SC1: Subject leaders effectively monitor and improve their subject				
<p><b>Impact Review February 2020</b></p> <p>Training led by Julie Goodridge (12.12.19) enabled all curriculum leaders to carry out a fast monitoring exercise around the building. They focussed on how visible their subject is in classrooms and shared spaces. From this, one focus was agreed for each subject and shared with the staff team. A system of monitoring for all subjects beyond RWM was introduced to the staff team in January, a schedule for monitoring was devised and shared. There is a clear plan in place to support curriculum leaders to monitor their subject formally, this will begin from term 4 onwards.</p> <p><b>Impact Review July 2020</b></p> <p>The planned schedule of monitoring could not take place due to school closures. This schedule will be updated and form part of AIP for 2020/21</p> <p>During school closures subject leaders reviewed subjects and created long term maps for 2020/21 taking account of lost learning during school closures</p>				
SC2: Subject leaders effectively hold others to account				
<p><b>Impact Review February 2020</b></p> <p>Some subject leaders have begun their follow up from fast monitoring carried out in the autumn term. The geography lead has sourced and ordered maps and globes and is working on key questions to share with teachers to support their use. The history lead has researched timelines and will be introducing these during term 3.</p> <p>Training led by Julie Goodridge on the 24.1.20 demonstrated that 'all leads confident to talk about their subject have in varying degrees, since the staff meeting learning walk, carried out some reading/action relating to the development of their subject and to keep themselves informed and up to date.' Further follow up needs to be carried out to ensure all leaders have moved forward on this.</p> <p><b>Impact Review July 2020</b></p> <p>Team leaders reviewed the FAST monitoring feedback in team meetings to ensure that all class teachers had begun to action these in February. The history leader had planned training to introduce the system of time lines in all classrooms and the science leader had formulated information for class teachers with regard to the introduction of class based science logs. School closures interrupted this process, history time lines and class based science logs will be introduced in the autumn of 2020.</p>				
SC3: Strong subject knowledge for teachers is reflected in high quality knowledge organisers				
<p><b>Impact Review February 2020</b></p> <p>Year teams have completed two knowledge organisers and begun to use them with their classes. These have been sent home and provide a level of detail for parents we have not used before. In lessons, pupils access these as part of their learning and use the vocabulary, key facts and definitions in them. Teachers have researched their topic in order to create the knowledge organiser, this has ensured the end point of the learning is clear. This system needs further formalising to ensure quality and consistency across the school once a period of trialling has taken place.</p>				

**Impact Review July 2020**

From June 2020, pod leaders used a simplified version of a knowledge organiser to support the learning with their groups of children. These were shared with parents as well as being used with children in the classrooms. This was a successful way of enabling parents to continue to see what their children were learning in school during this period. The review of knowledge organisers will take place in the autumn of 2020.

SC4: Strong subject knowledge ensures that subject specific vocabulary banks are clear in planning and used consistently in the learning environment

**Impact Review February 2020**

The curriculum improvement leader and head teacher have begun work on vocabulary banks for history and geography, these are linked to the key questions for each year group. This is in the very early stages of development.

**Impact Review July 2020**

Vocabulary banks for all subjects have been completed for all subjects and are ready to launch in September 2020. These will form an integral part of our curriculum, children will need additional support with vocabulary development following a prolonged period of disruption to their education.

SC5: Activity passports are successfully introduced

**Impact Review February 2020**

Year teams have drafted their activity passports, curriculum leaders are now reviewing these to ensure that there is representation of their subject and progression of ideas year on year.

**Impact Review July 2020**

Activity passports have been reviewed by curriculum leaders and these are ready for discussion with whole staff.

SC6: Class science logs demonstrate learning over time in science

**Impact Review February 2020**

Format for science logs has been discussed by SMT and this has been shared in principal with teachers. This needs further thought and discussion before it is rolled out to the year teams.

**Impact Review July 2020**

The process for science logs has now been agreed and the curriculum improvement leader has produced information for teachers to outline this process. This system will be launched during the autumn term 2020.