Background Priority One: Metacognition and Retrieval

Pupils know how to plan, monitor and evaluate their own learning. Pupils are able to think about their own learning explicitly.

Teachers understand how to improve and develop pupils' metacognition and self-regulation skills.

Metacognition is used to support learning across the curriculum.

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.

Teachers and pupils are able to distinguish between:

•**Me:** self-awareness – knowing oneself and what might enhance or limit our performance

•**The task:** knowledge of the nature of a task and processing demands

•**The strategies:** knowledge of the steps and strategies that will enable task completion

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.

Ofsted category cross reference	Key Actions	Success Criteria
Effectiveness of Leadership and Management, Quality of Teaching, Learning and Assessment, Personal Development, Behaviour and Welfare, Outcomes for Pupils, Early Years Provision.	• Training in metacognition and self regulation strategies for all class based staff (SC2) • All class based staff to read the EEF metacognition and self-regulation information (SC2) • Class based strategies agreed and shared (SC2) • Class teachers to teach children how to use the strategies, and constantly review and remind children (SC1, SC3) • Training in retrieval techniques for all class based staff (SC4) • Retrieval techniques agreed and shared (SC4) • Class teachers to plan in opportunities for retrieval, build children's independence to use them themselves (SC5) • Use Metacognition and Retrieval book as staff development shared text (SC2, SC4)	SC1 children articulate their plans and learning strategies and review what they have done (at an age appropriate stage) SC2 through an in-depth knowledge of metacognition strategies and self-regulation, teachers develop these skills in children SC3 children use self-regulation strategies (e.g. plan, do, review) within the classroom SC4 teachers use a variety of retrieval techniques to support learning moving into long term memory SC5 pupils use retrieval techniques independently to support their learning

SC1 children articulate their plans and learning strategies and review what they have done (at an age appropriate stage)

Impact Review 1, February 2021:

The use of accurate small step modelling and good quality open ended questions was demonstrated during lesson observations in the Autumn terms, continuing to embed these strategies will ensure that children are supported to begin to articulate their plans and learning strategies more clearly.

Impact Review 2, July 2021:

Book Study carried out by class teachers during the summer term demonstrated that children could talk about their learning, including previous learning. Some pupils were able to talk about how they planned their learning.

SC2 through an in-depth knowledge of metacognition strategies and self-regulation, teachers develop these skills in children

Impact Review 1, February 2021:

A training session in the Autumn term ensured teachers have the skills to use the meta walk to support pupils with reading and reading skills. In the Spring term, training concentrated on how pedagogy used in school can be adapted to use for remote learning as the majority of children were learning from home during term 3. Teachers were able to discuss how they can use familiar and successful strategies to ensure children continued to engage with their learning at home using independent learning skills and self-regulation.

Impact Review 2, July 2021:
During a follow up training session in the summer term, class teachers were able to give examples of how using metacognition strategies had supported learning in their classrooms. These strategies can be seen in planning and also during lesson observations. Some teachers continue to need further guidance and support on how to embed these strategies into learning.

SC3 children use self-regulation strategies (e.g. plan, do, review) within the classroom
Impact Review 1, February 2021:
Small step modelling is planned in, using plan, do, review strategies to support children to demonstrate their understanding. This was evident in lesson observations of English and maths during the Autumn terms. During the spring term, when children were learning remotely from home, small step modelling was used on talking PowerPoints, Video lessons and short live lessons to support the children to continue with their learning.

Impact Review 2, July 2021:
During a follow up training session in the summer term, class teachers were able to share examples of the use of small step modelling in their lessons. Pedagogy adapted for remote learning in the Spring term supported teachers to see the importance of plan, do, review for pupils to be able to retrieve learning post the point of teaching.

SC4 teachers use a variety of retrieval techniques to support learning moving into long term memory
Impact Review 1, February 2021:
Teachers are using techniques such as questioning, low stakes quizzing, knowledge organisers and multiple choice activities to support pupils to recall and embed learning.
Impact Review 2, July 2021:
When children returned to school following the spring lock down, teachers used a variety of retrieval techniques to make quick assessments of which areas covered in remote learning were secure and which needed to be revisited for some or all pupils. This ensured that planning for the summer term focused on the key areas children needed to secure ready for the next academic year.

SC5 pupils use retrieval techniques independently to support their learning
Impact Review 1, February 2021:
Knowledge organisers compiled for each driver subject ensure pupils have a resource to refer to in order to support their retrieval of key knowledge from each termly unit.

Impact Review 2, July 2021:
Teachers were able to see from the quick assessments post lockdown (as above), how well children had been able to use retrieval independently whilst working at home. For some pupils it was apparent that this had been very challenging for them whilst working from home. This experience will support teachers in future if periods of remote learning are needed as well as highlighting which methods used have been most successful in supporting children to use retrieval techniques.

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	Key Actions	Success Criteria
	• Develop procedures for setting assessment criteria for subjects other than mathematics and English. (SC1, SC3) • Moderate assessments to ensure they are accurate. (SC2) • Monitor that assessments are used to inform planning and teaching. (SC2)	SC1: Teachers assess against clear assessment criteria regularly and use the data to inform their planning. 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. 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.
Outcomes for pupils	• Develop new cohort data profile to support teachers in analysing data and identifying pupils that need additional support (SC2) • Deliver training for teaching staff on how to choose assessment criteria and use FFT (SC1, SC2, SC3)	

Success criteria SC1: Teachers assess against clear assessment criteria regularly and use the data to inform their planning.

Impact Review January 2021 :

Staff are now familiar with the procedure of setting assessment criteria for Connected Curriculum and are assessing against these regularly.

They have used the English and Maths assessment criteria throughout term 1 and 2 and have set teacher assessment using these. These teacher assessments were moderated by Linda Embling and potential concerns were identified. Staff had further training, addressing misconceptions and also focusing on using the reports to identify concerns. Staff then moderated their judgements in their year teams. Some teams had additional support from HS, LE, SW or their team leader.

Impact Review July 2021

Staff have a much clearer understanding of how to analyse their data following additional training. This has enabled teachers to identify key groups of pupils and plan actions to support their progress. Additional moderation across the trust has supported teachers in ensuring that their judgements are accurate.

Success criteria 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.

Impact Review January 2021 :

Subject leaders have monitored assessment statements for all subjects to ensure they are in line with the national curriculum and age appropriate. Staff have used the Edison documents to track assessment criteria, ensuring a broad coverage. This has linked with the new planning format for the Connected Curriculum.

Impact Review July 2021

Using the assessment criteria and the long term maps, teachers were able to make rapid changes to the curriculum as needed to ensure good coverage and learning during the period of remote learning.

Success criteria 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.

Impact Review January 2021 :

In Mathematics, the chosen assessment criteria are taken from the Ready to Progress documents, ensuring that they focus on key skills that pupil need before moving on to the next topic. In English, the Edison curriculum statements have been used to ensure a focus on key skills and concepts.

In all other subjects, staff are using the Edison Key Skills Acquisition documents in conjunction with the national curriculum. Assessment statements are set termly and monitored by team leaders and subject leaders.

Impact Review July 2021

The Maths and English lead have reflected on the use of the key skills assessment criteria and are now able to make changes to ensure that these are even more effective in the upcoming academic year.

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:	Key Actions	Success Criteria
Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Management	• Deliver PiXL Engagement leadership training sessions **(S.C. 1)** • Support staff with implementation of the Autumn Transition Package (ATP) and subsequent DTTR **(S.C. 1)** • Teachers implement assessments and complete mark sheets to inform TCC and subsequent therapies **(S.C. 2)** • Transition Cohort Checklists (DTTR) are updated by impact assessment mark sheets **(S.C. 3)** • Follow up work is planned in lessons across the curriculum **(S.C. 3)** • Classes and individual children complete carefully planned activities	**S.C. 1** Staff engage with PiXL principles and are empowered to make better use of data, using PiXL concepts of Diagnosis, Therapy, Testing and Revisiting. **S.C. 2** Staff's use of PiXL resources is informed by their effective use of data to ensure improved outcomes for learners. **S.C. 3** Children are taught the essential elements to fill gaps in knowledge, understanding and skills and thereby reach their full potential. **S.C. 4** Children develop as individuals and members of the community through their engagement with PiXL resources.

	and lessons from the PiXL *A Mind to be kind* package **S.C. 4** • 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. **(S.C. 5)**	**S.C. 5** Children's development of the LORIC principles - leadership, organisation, resilience, initiative and communication – has a positive impact on learning outcomes.

S.C. 1 Staff engage with PiXL principles and are empowered to make better use of data, using PiXL concepts of Diagnosis, Therapy, Testing and Revisiting.

Impact Review January 2021:

Staff's completion of the first modules of the PiXL Engagement training programmes developed their understanding of the PiXL transition materials and the information provided by the Autumn transition cohort checklists. Informal follow up and feedback sessions provided more tailored support to individuals and year teams to develop the successful use of the package and empower others to disseminate good practice across the academy. Teachers in years 2 to 6 used the diagnostic and impact assessments to identify target areas for teaching and learning in reading, GPS and mathematics and to evaluate children's progress. Areas in learning were prioritised and therapies were used selectively to address these gaps. Years 3, 4 and 5 both secured improvements of >30% on average in GPS use of tense and conjunctions, whilst year 6 improved the strands concerning cohesion and flow by a similar percentage.

Impact Review July 2021:

With the introduction of FFT as an assessment system we discontinued any further use of the PiXL assessment training package.

S.C. 2 Staff's use of PiXL resources is informed by their effective use of data to ensure improved outcomes for learners.

Impact Review January 2021:

Staff in year groups 2 to 6 used the data contained in the Transition Cohort checklists from the diagnostic assessments to identify resources to use to specifically target and prioritise essential skills in reading, GPS and mathematics for pupils in their year groups.

Teachers identified small steps in learning as a focus for whole class teaching in specific areas. Years 3, 4 and 5 both secured improvements of >30% on average in GPS use of tense and conjunctions, whilst year 6 improved the strands concerning cohesion and flow by a similar percentage.

Impact Review July 2021:

With the introduction of FFT as an assessment system we discontinued with any further use of the PiXL assessment training package.

S.C. 3 Children are taught the essential elements to fill gaps in knowledge, understanding and skills and thereby reach their full potential.

Impact Review January 2021:

Staff in year groups 2 to 6 followed the therapies highlighted by the PiXL Transition Cohort Checklist analysis to teach children the prioritised knowledge, skills and understanding. More effective use of the therapies should be developed as a next step by creating familiarity with the materials and greater sense of ownership through personalising therapies and integrating them into our existing planning for teaching and learning.

Impact Review July 2021:

Staff continued to use PiXL therapies alongside a range of other resources to fill gaps in skills, knowledge and understanding in English and maths.

S.C. 4 Children develop as individuals and members of the community through their engagement with PiXL resources.

Impact Review January 2021:

Year groups continue to plan and teach using PiXL mind to be kind resources with particular emphasis on wellbeing and mental health.

Impact Review July 2021:

The long and medium term maps at VPA reference PiXL materials to supplement other resources across all year groups.

S.C. 5 Children's development of the LORIC principles - leadership, organisation, resilience, initiative and communication – has a positive impact on learning outcomes.

Impact Review January 2021:

The therapy packages make overt links to the skills and values children will need to demonstrate and develop as they complete their learning activities. These link consistently with the academy values and ethos and develop children's independent learning skills and strategies.

Impact Review July 2021:

Teaching and learning across the academy continues to use PiXL resources to develop a range of skills and strategies across the curriculum linked to the growth of pupils as individual leaners and members of the community.

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	Key Actions	Success Criteria
1, Effectiveness of leadership and management 4, Outcomes for pupils	• Regularly review potential PP eligible families. (SC1) • Staff complete the "Barrier" form and analyse to implement support for each child to overcome these barriers to their learning. (SC2) • Upon termly review of PP targets, barriers are again considered and targeted support planned carefully. (SC2) • Pupil voice carried out termly - November, February and April. (SC3) • Results of mental health questionnaire analysed - October and February. (SC3) • Pupil voice and analysis of reading records - November and March (SC4,5) • Pupil voice to ascertain children's maths fluency and vocabulary – October, January and May (SC6) • Some of the Catch Up funding will be used to provide tuition for PPG pupils (SC6) • Train HLTAs in new PPG procedures. (SC2, 5, 6) • Regularly review HLTA PPG Intervention in Reading and Maths (SC5, 6)	SC 1. Children are regularly checked for PP eligibility. SC 2. Staff identify barriers to children's learning and use these to plan specific targeted support for each learner. SC 3. Children's mental health is improved as teachers plan and implement bespoke support based on individual needs. SC 4. Children read for pleasure and read regularly and widely, due to being read to and sharing stories with adults. SC 5. Children are able to choose suitable books through adult support and conversations about books. SC 6. Children's maths fluency and vocabulary is improved through regular adult support playing maths games.

Success criteria SC1 Children are regularly checked for PP eligibility.
Impact Review 1, February 2021:
Children are regularly assessed for their eligibility and the numbers of children who are eligible have increased since September.

Impact Review July 2021:
Children continued to be added during the year. This was especially the case during lockdown periods where family incomes changed for a number of families.

Success criteria SC2 Staff identify barriers to children's learning and use these to plan specific targeted support for each learner.
Impact Review 1, February 2021:
Barrier grids have been completed at the beginning of the year and strategies implemented to address these barriers. Due to lockdown 2 (covid 19) these have been more difficult to address as not all PPG children have been in small school or accessing learning remotely.
Impact Review July 2021:

On return, the quick assessments used for all pupils ensured that gaps for disadvantaged children were also planned for. Additional time at home was an additional challenge for a number of our pupils. Key maths resources were sent home for children to use to support their learning.

Success criteria SC3 Children's mental health is improved as teachers plan and implement bespoke support based on individual needs.
Impact Review 1, February 2021:
Teachers are planning in daily mindfulness activities, whether in small school or remotely. Children also have access to worry boxes, physically and electronically. Weekly mental health lessons are also timetabled for each year group so that children understand what mental health is and how to improve it.
Impact Review July 2021:
The impact of our Academy mental health strategies we recognised during the Section 8 inspection in June and the Challenge Partners review. Class teachers have a good awareness of the needs of pupils and how best to support them. The mental health lead sends regular information out to parents.

Success criteria SC4 Children read for pleasure and read regularly and widely, due to being read to and sharing stories with adults.
Impact Review 1, February 2021:
Teachers have been ensuring that children are supported in school to choose suitable books and discuss and promote a love of reading. Children are read to daily either in person or remotely and they also use Reading Buddy and Oxford Owl to also access books and read for pleasure.
Impact Review July 2021:
HLTAs in each year team have continued to promote reading, spending time supporting the choice of books and discussing the book with an adult. Lack of easy access to books in school and an additional period of remote learning made this intervention even more important for disadvantaged pupils this year.

Success criteria SC5 Children are able to choose suitable books through adult support and conversations about books.
Impact Review 1, February 2021:
Children are more able to choose suitable books and have longer more in depth conversations leading to a wider range of vocabulary and love of reading.
Impact Review July 2021:
Adults continued to support book choices for pupils. This level of support for disadvantaged pupils should continue and become part of our core support for these pupils.

Success criteria SC6 Children's maths fluency and vocabulary is improved through regular adult support playing maths games.
Impact Review 1, February 2021:
Adults regularly played maths games with children in class (before lockdown 2) and this was having a positive impact on their vocabulary and fluency.
Impact Review July 2021:
This was not able to be continued during the spring term. Although it was continued in the summer term, there was less time than anticipated for this to become embedded and show impact. This level of support for disadvantaged pupils should continue and become part of our core support for these pupils.