

Greater Depth
Apply, Synthesise, Explain



Overall aim

Embedding the language of reasoning across the curriculum facilitating greater depth thinking and learning
Using action research to develop pedagogical thinking and improve outcomes for all

| Strategic aim | Key tasks | Accountabilities, timescales and measureable milestones | | | | | | Desired impact | Evidence |
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| | | T1 | T2 | T3 | T4 | T5 | T6 | | |
| GD1. Embed the language of reasoning in maths through feedback marking to give children individualised challenge | a. PDM to be held for teaching staff on the language of reasoning b. Feedforward for Learning booklet to be shared with staff on a regular basis at PDMs with focus on new staff c. Books to be moderated against the Feedforward for Learning greater depth statements d. Investigate and organise reasoning feedback marking stickers e. Reasoning vocabulary display to be created for all classrooms f. Children to be given book marks to attach to maths books with key reasoning vocabulary g. Update maths table resources to include reasoning vocabulary | a. PDM 04.10.17 b. JC/JR/PH | 20.10.17 c. Maths team and SLT 20.10.17 d. JC/JR/PH 20.10.17 f. JC/JR/PH g. JC/JR/PH | 20.12.17 e. All staff | 13.04.18 c. Maths team and SLT | | 20.07.18 c. Maths team and SLT | <ul style="list-style-type: none"> Children able to apply their understanding and explain their thinking Increased percentage of children achieving Greater Depth throughout the school Children and adults using a shared 'technical' vocabulary when discussing their learning All staff have a bank of examples for quality feedback | <ul style="list-style-type: none"> Pupil voice evident in conversations and feedback marking responses The whole school environment will reflect an enrichment of the language of reasoning Feedback marking will reflect teachers' use of Feedforward for Learning Feedback marking stickers will be in use where appropriate Maths books and Learning environments will all include a vocabulary display reinforcing reasoning skills |

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| <p>GD2. Establish fluency of integral maths skills to enable the further development of a reasoning approach</p> | <p>a. Update maths coverage and progression document to facilitate improved cross-curricular planning, with specific reference to motivating boys b. Update maths coverage and progression document to provide further opportunities for problem - solving Introduce non-negotiables c. PDM to allow staff to plan the maths curriculum for the year linked to the curriculum framework d. Introduce a year group 10-pt mental maths programme for display in classrooms e. Develop a policy to embed the learning of times tables and establish progression through the school f. Explore an increased visibility of times tables around the school g. PDM to introduce learning which develops greater depth and reasoning in maths h. Thought bubble stickers for children's reasoning statements to be purchased i. Maths leaders to monitor the use of reasoning skills in maths lessons j. Set up maths clubs across KS2 to develop investigative skills</p> | <p>20.10.17 a. All Staff JC to produce whole school document c. INSET 04.09.17 JC/RG d. INSET 04.09.17 JC/RG e. INSET 04.09.17 JC/RG h. JC</p> | <p>20.12.17 b. All Staff g. PDM 15.11.17 JC/JR/PH i. Maths team and SLT j. JC/JR</p> | <p>09.02.18 f. JC/JR/PH</p> | <p>i. Maths team and SLT</p> | <p>i. Maths team and SLT</p> | <p>i. Maths team and SLT</p> | <ul style="list-style-type: none"> Easier for staff to plan purposeful cross curricular maths activities Staff respond to the needs of the children and shape the maths curriculum around them Key number skills are secured at Greater Depth across the class and Year group Children are fluent in key mental maths skills There is a clear progression in the development of mental maths skills Children explain their mathematical thinking and understanding regularly and are confident in doing so | <ul style="list-style-type: none"> High quality cross curricular maths learning is produced Updated maths coverage document produced and in use Attainment and progress is strong across all year groups, with a higher proportion achieving greater depth or security within the year group Monitoring of books, lesson observations and pupil voice which show evidence of children's reasoning and understanding |
| <p>GD3. Embed an evaluative approach to children's scientific thinking which will scaffold their scientific literacy</p> | <p>a. Research and actively pursue the Science Quality Mark b. Update the science units to ensure they better reflect the units of learning c. PDM to support teachers to ensure there is evidence of evaluations taking place at the end of all science investigations, d. Edit Science learning monitoring proformas to pick up on evidence of evaluations e. Ensure language relating to scientific method and fair testing forms part of classroom science displays f. Update Learning environment checklist to reflect the point above g. Set up science club across KS2 to develop investigative skills</p> | <p>20.10.17 a.FM 20.10.17 b. RG/FM</p> | <p>20.12.17 d. FM/EA 20.12.17 e. FM/EA 20.12.17 f. FM/EA 20.12.17 g. FM/EA</p> | <p>c. FM/EA</p> | | | | <ul style="list-style-type: none"> Achieving PSQM at the end of the 2017-2018 academic year Ensure science topics mesh effectively with units of learning Children to become more aware of purpose and value of scientific method Children to become more aware of and able to use the language and | <ul style="list-style-type: none"> Achievement of PSQM at Bronze, Silver or Gold level for September 2018 Progression clearer in science books – increased expectations and abilities evident in books going up the years. Appropriate language and understanding of scientific method more evident in science investigations and evaluations in books |

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| | | | | | | | | thought structure of scientific method | |
| GD4. Embed higher-order questioning and thinking in reading and across the curriculum to strengthen interpretation and inference skills. | <ul style="list-style-type: none"> a. Display question stems related to reading (Bloom's Taxonomy) in book corners b. Display question stems in Guided Reading books c. Training for support staff to be planned linked to questioning skills d. PDM to re-visit the Inquiry Cycle and the role of layered questioning e. Develop a sample questioning model for the different aspects of a unit as it moves through the Inquiry Cycle f. PDM to Introduce 'Thinking Skills' document to teaching staff (DH) g. Monitor the use of PE in Lower KS2 and PEE in Upper KS2 h. English leaders to monitor use of questioning and inference in reading lessons i. Purchase new reading scheme books for kS1 (banded and real books) specifically aimed at engaging boys | d. PDM 11.10 17 HB/RG | <ul style="list-style-type: none"> 20.12.17 a. All Staff – led by LW/AG/KP 20.12.17 b. All Staff – led by LW/AG/KP 20.12.17 c. HB/CD 20.12.17 e. HB/RG | f. DH/JC | h. 09.02.18 LW/AG/KP HB/RG | i. KP | <ul style="list-style-type: none"> • Children are regularly exposed to a variety of question stems • Children use questions to develop their opinions and thoughts about books and authors • Support staff are more aware of different question types and use them effectively to scaffold children's thinking • Interventions are more effective • Inquiry led medium term planning is embedded across the school and questioning shows progression through a unit • Staff and children talk confidently about their understanding of learning dispositions and can cite examples | <ul style="list-style-type: none"> • Displays in books corners • Pupil voice • Use of questions and inferential understanding visible in reading tasks • Children make greater progress through reading interventions and focus groups • Medium term plans reflect progression in questioning across a unit • Thinking Skills Document • Reading books show evidence of children making use of the PE/PEE scaffold to answer inference questions • Monitoring of lessons, books and pupil voice | |
| GD5. Implement summative assessment tools for science and foundation subjects to ensure progression and challenge throughout the curriculum | <ul style="list-style-type: none"> a. Liaise with Partnership schools to establish science assessment documents b. Implement Compass Science Assessment Framework across the school c. Devise Foundation Subject Assessment Policy d. Trial Foundation Subject Assessment Framework in Year 1, 3 and 5 e. Monitor the successful implementation of the science Assessment Framework | a. FM | <ul style="list-style-type: none"> 20.12.17 b. FM/EA/HB c. RG/HB | 09.02.18 | d. RG/HB | e. FM | <ul style="list-style-type: none"> • An assessment framework which maps children's progress is referred to when planning, teaching and assessing • Each science strand has a visibly clear progression in terms of content, knowledge and skills | <ul style="list-style-type: none"> • Monitoring of books, pupil voice, lessons etc. show progression and challenge • Finalised framework for science assessment is in place • Finalised framework for foundation stage assessment in place | |

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| | f. Evaluate and implement finalised Foundation Subject Assessment Policy g. Monitor the successful implementation of the Foundation Subject Assessment Framework | | | | | f. RG/HB g. RG |  | <ul style="list-style-type: none"> There is a clear skills progression in foundation subjects across the age ranges | |
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