



Tower Hill Primary School Improvement & Development Plan 2023 - 24

Key Area for Development (KAD 1) – Curriculum	To further develop Tower Hill's Curriculum to ensure that it continues to be ambitious, rigorous and progressive in its design so that children know more, do more and remember more.
Context & Rationale <ul style="list-style-type: none"> ✓ Senior Leaders continue to widen their knowledge and understanding of what an outstanding curriculum should be and therefore strive to continually develop and improve on what has already proven to be an excellent curriculum so that it meets the needs of all of our children in an ever changing world. ✓ Curriculum time is at a premium and as teachers we always struggle to 'fit everything in.' With this in mind, we want to ensure that the curriculum is progressive and covers all requirements of the National Curriculum whilst also meeting the specific needs of our local context, providing cultural capital and providing the opportunity for children to learn in a logical and systematic way. ✓ Retrieval practice has been embedded within core subjects with positive outcomes on learning for all. We know that this now needs to be further incorporated into foundation subjects so that we support our children in transferring key skills and knowledge to their long term memory. We understand the importance of a whole school approach for clarity and consistency. ✓ The National Curriculum provides skills and knowledge based objectives and we need to ensure that this is reflected in all areas of our curriculum so that the children are able to apply these skills and knowledge across subjects and into their lives outside of the classroom. ✓ Assessment in Foundation subjects is in place however we need to make sure this is consistent and being used to inform next steps in learning across all year groups. ✓ Since the pandemic and children working on line, we have found that presentation skills and the quality of outcomes are not always as high as they were pre-pandemic and this is an area that we are passionate about – we want children to consistently produce outcomes that they can be proud. ✓ At Tower Hill, subject leaders know and understand their subjects and have become increasingly confident when articulating these. With personnel changes, we need to make sure that this is the same for all subject leaders, whether they are new to Tower Hill or new to leading a particular subject. 	
Overarching Key Aims <ul style="list-style-type: none"> ❖ The curriculum is sequential, progressive and purposeful. It covers the National Curriculum objectives and leads to clear and defined end points. ❖ Subject Leaders confidently lead their subjects across all phases of school and demonstrate expertise in both knowledge and leadership. ❖ Leaders and Teachers know and understand the key learning (the most important concepts and knowledge that pupils need to know) for each unit in all Foundation subjects and how this leads to end points. ❖ Knowledge Organisers and Learning Journeys are rewritten to reflect the key learning identified for each unit in all subjects to support teachers when embedding key information through retrieval practice. ❖ Retrieval Practice is embedded across all subjects and taking place in ALL lessons to enable children to make links in their learning and transfer knowledge to their long term memory ie: through Let's Remember, Let's Recap, Let's Learn ❖ Foundation Assessment is being used effectively to check pupil's understanding and further help them to embed key concepts and knowledge. ❖ High expectations and standards are embedded for pupil outcomes and quality of work. 	
Governor Monitoring: <p>Autumn: Review Tower Hill's Curriculum to include Curriculum Overviews, MTP, Foundation Assessment, Visits & Visitors, Learning Journeys and Knowledge Organisers and discuss the timeline for the year and our overall aims.</p> <p>Spring: Observe a Subject Deep Dive in Action. Monitor how support and feedback is given to the subject leader to further develop their subject. To observe the delivery of a half termly knowledge quiz.</p> <p>Summer: Repeat Autumn Term Visit to compare 'then and now' and evaluate progress made and the impact this will have on childrens' learning.</p>	



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Intent	Implementation	Intended Impact	Resources/CPD	Monitoring (who/when how)
Tower Hill to have a clear, broad and balanced curriculum for ALL children	<ul style="list-style-type: none"> ➤ Review Tower Hill's Foundation Curriculum against the National Curriculum and our local context so it continues to meet the needs of our learners. ➤ Subject Leaders to update progression of skills and knowledge to reflect any changes made. ➤ Subject Leaders, alongside class teachers, to adapt Medium Term Planning as necessary. ➤ All units to have clear end points which reflects the learning that has taken place in the unit. These are clearly shared with staff and children. ➤ DHT/AHT to review visits and visitors to make clear learning links with associated subjects and curriculum objectives. 	<ul style="list-style-type: none"> ✓ Tower Hill's Curriculum is sequential, progressive and purposeful and all teachers can articulate this clearly. ✓ Children have been taught a broad and balanced diet across all subjects in all year groups. Children understand their end points and how to achieve these. ✓ Visits and visitors enhance learning and children are clear that these are part of the wider curriculum offer at Tower Hill. Visits and visitors are embedded fully into the curriculum. 	<p>Staff Meeting time</p> <p>Subject Leader release time</p> <p>HT/DHT/AHT time</p>	DHT to review curriculum progress each half term and feedback to relevant stakeholders.
Improve subject (middle) leadership to ensure ownership is taken for subjects so that subject leaders can articulate the progression of their subject in each year group.	<ul style="list-style-type: none"> ➤ All subject leaders to participate in a Subject Deep Dive with an external colleague to ensure they can demonstrate a deep understanding of their subject. ➤ All subject leaders to carry out a Learning Walk across the whole school alongside a member of SLT so that they can identify good practice and areas for development for their subject. ➤ Adapt Curriculum Overview documents to include NC objectives, end points, Aspirations Golden Thread and Assessment Task for all foundation subjects. ➤ Subject Leaders to identify subject specific 'Golden Threads' to show clear progression and development – each of these threads to be linked to: 1. National Curriculum, 2. Locality/School Context, 3. Life Skills ➤ Create 'Progression' display boards for identified subjects to show subject specific 'Golden Threads.' 	<ul style="list-style-type: none"> ✓ Teaching and Learning in ALL subjects is high quality and clearly follows the National Curriculum. ✓ Subject Leaders can articulate with expertise the strengths and weakness of Teaching and Learning in their subject. ✓ Teachers feel supported and feel confident in the delivery of all subjects. ✓ All teachers can see a progressive learning journey in all subjects. ✓ All teachers are aware of the subject specific Golden Threads and subject Leaders are able to articulate these for their own subjects. 	<p>Non- contact time to allow for subject leaders to observe and carry out monitoring programme and Deep Dive sessions</p> <p>Subject Leader time</p>	Subject Leaders - termly
To develop teachers ability to analyse and assess their subject and develop next steps.	<ul style="list-style-type: none"> ➤ Re-evaluate the Foundation Assessment cycle and documentation so teachers are clear on data drops, how and when to assess each Foundation subject. ➤ Subject Leaders to support class teachers with identifying 'creative' ways to carry out assessments which met the needs of all children. 	<ul style="list-style-type: none"> ✓ All assessments are purposeful and used to inform next steps for all children. ✓ Through data analysis, subject leaders are clear on how different groups eg: EAL, SEND are achieving in their subject and can support class teachers where necessary 	<p>Subject Leader time to create displays</p> <p>Staff Meeting time</p> <p>Subject Leader release time</p>	<p>Ongoing throughout the year</p> <p>Subject Leaders - termly</p>
Subject leaders to analyse data for their subjects				



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and be able to report on impact of implementation.	<ul style="list-style-type: none"> ➤ Assessment Lead to deliver training on data analysis and how to use this to impact and develop next steps. ➤ Introduce 'Pupil Parliament' each half term in order for subject leader to carry out evaluation and monitoring of their subjects. 	<ul style="list-style-type: none"> ✓ Subject Leaders develop a greater understanding of their subjects through gathering evidence including pupil conferencing, book looks and implementing assessment style tasks during 'Pupil Parliament.' 	Assessment Leader time	Subject Leaders – half termly sessions – Friday afternoons
Review Knowledge Organisers and Learning Journeys to make them more purposeful and age appropriate	<ul style="list-style-type: none"> ➤ Following Subject Reviews and identification of key knowledge in each unit, Knowledge Organisers and Learning Journeys to be rewritten for each unit and shared with staff/children. ➤ Once written, each of these documents to be shared at the start of every lesson with the children to track previous and upcoming learning to support embedding knowledge to long term memory. 	<ul style="list-style-type: none"> ✓ Children understand their learning journey and can take more ownership over this. ✓ Children will be able to make links between learning across units. ✓ Teachers have clarity over key knowledge to teach and how this fits into the longer term overview. 	Release time for each subject leader in the Autumn Term to work alongside HT/DHT/AHT	Subject Leaders/HT/DHT/AHT
To embed retrieval practice in ALL Foundation lessons.	<ul style="list-style-type: none"> ➤ Identify key knowledge (3 non-negotiables to transfer to long term memory) across all units in all subjects. ➤ Subject Leaders to create a key knowledge document to identify where knowledge will be retrieved across the phases and share with all teachers. ➤ Class teachers to embed these questions/knowledge at the start of every Foundation lesson. ➤ DHT/AHT to create end of half term quizzes for each year group to reflect the Let's Remember/Let's Recap and record results. 	<ul style="list-style-type: none"> ✓ All staff are clear on the key knowledge/non-negotiables to be taught in each Foundation subject. ✓ All children show deeper learning and understanding and are able to retrieve previous learning as evidenced in half termly quizzes. ✓ Identified gaps in knowledge are revisited and further opportunities to embed this are planned into curriculum time to impact on learning. 	Staff Meeting time Subject Leader release time DHT/AHT time	Subject Leader – observations/book looks and pupil conferencing DHT/AHT - Analysis of Quiz Results
Improve pupils' presentation of work through careful task design and high expectations.	<ul style="list-style-type: none"> ➤ Teachers to model presentation skills in lessons and reinforce the high expectations through presentation guidelines. ➤ Leaders to work with class teachers to ensure that task design and expectation of outcome is clear and supports the learning. ➤ Children who struggle with presentation to be provided with appropriate scaffolds and templates so that work is presented appropriately and matched to task design. ➤ Teachers to use WAGOLs for presentation purposes 	<ul style="list-style-type: none"> ✓ Pupils demonstrate pride in and ownership over their work and books. ✓ Pupils become increasingly confident at making choices about the presentation of their work eg: double page spreads. ✓ Handwriting improves across the school in all subjects. 	Staff meeting time to share examples of books/good practice	Pupil conferencing – do pupils demonstrate pride in their work? SL to carry out book looks with a focus on presentation