

PRESCOT PRIMARY AND NURSERY SCHOOL

CONFIDENT, ARTICULATE LIFELONG LEARNERS



TECHNOLOGY

POSITIVE PEDAGOGIES

REPEATED PRACTICE

READING

Quality First Teaching

Targeted Support

Curriculum

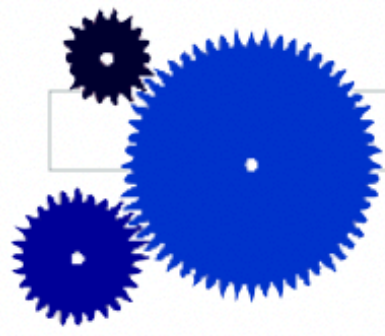
Wider School Strategies

Enrichment

‘Keep up not catch up’

OUR PHILOSOPHY

Putting the LEARNER first



PRESCOT PRIMARY'S POSITIVE PEDAGOGIES



ORACY

Key vocabulary & repetition

Modelling, rephrasing

Time for talk. Pairs. Groups

Keen listeners

Role-play and drama

CHALLENGE FOR ALL

Independence

Ambition

Know more, Remember more, Do more

Quality resources

Teacher subject knowledge and Questioning

FEEDBACK

Re-modelling

Huddles/Interventions/SDIs

Next steps for improvement. How to get better

PEER to PEER

Live. Verbal. Written. Fixing

ASSESSMENT

Summative Class SNAPSHOTS

Clear expectations & success criteria based on prior learning

Responsive Teaching and Learning

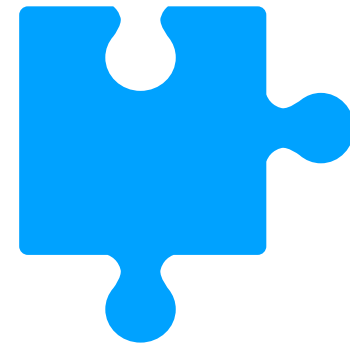
Knowledge of pupils

Self Assessment

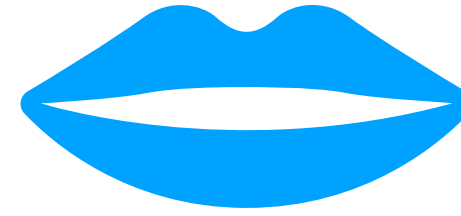
ENVIRONMENT



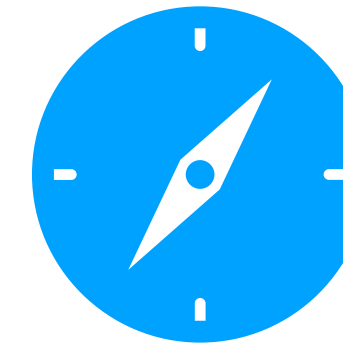
COMMUNICATE



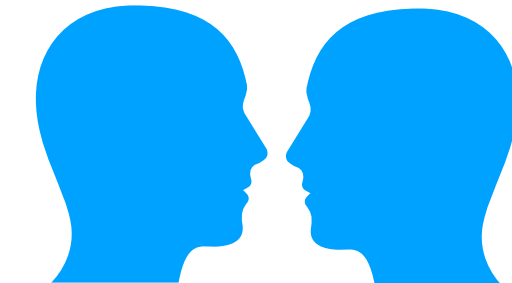
SOLVE



QUESTION



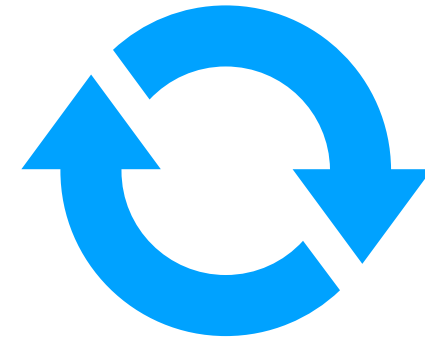
EXPLORE



COLLABORATE



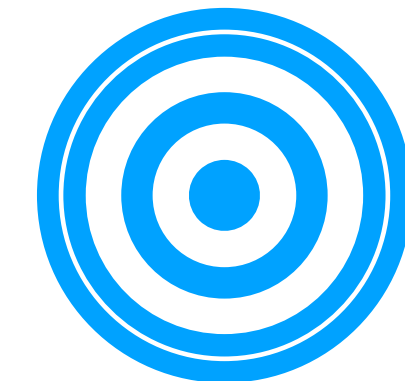
ORGANISE



DEVELOP



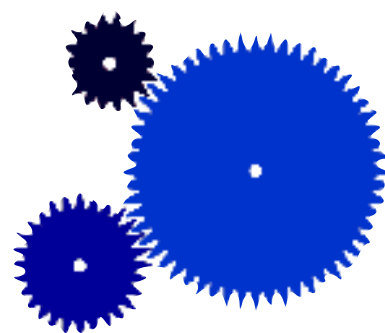
FEEDBACK



PRACTICE



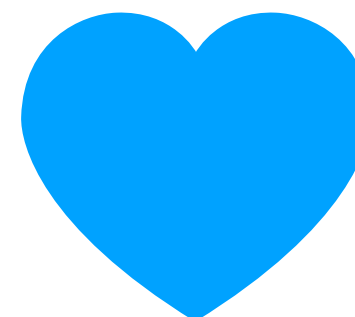
CREATE



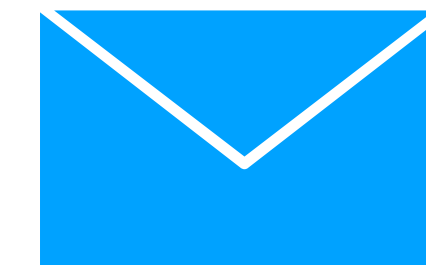
CAPTURE



MOTIVATE

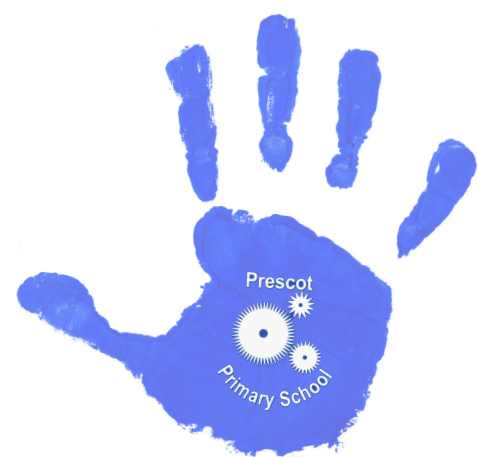


TEACH

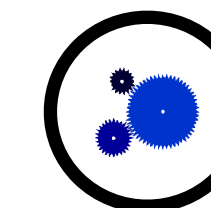


SHARE

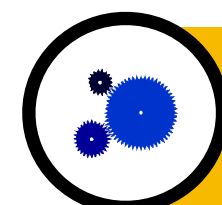




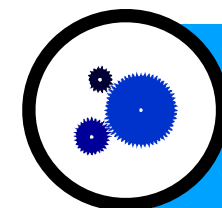
PRESCOT PRIMARY SCHOOL
ENGLISH PROVISION ROUTE MAP
Adapted to the needs of the individual child.



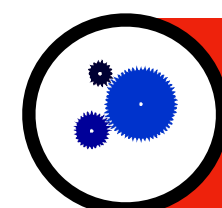
FRESH
START



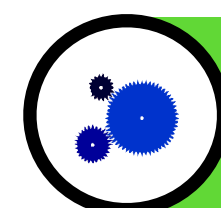
IDL



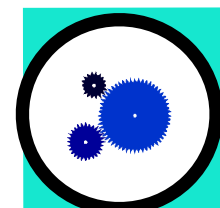
ACCELERATED READER



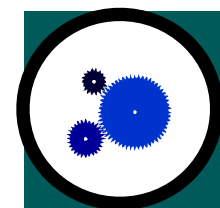
LITERACY & LANGUAGE PROGRAMME



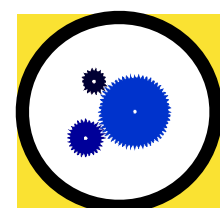
WRITING ACROSS THE CURRICULUM



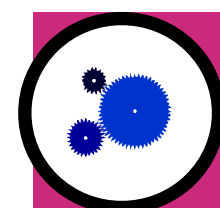
READ, WRITE INC PHONICS PROGRAMME



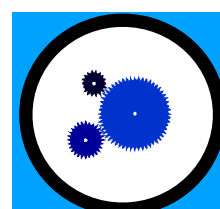
ROLEPLAY, DRAMA & DILEMMA-LED LEARNING



READING FOR PLEASURE



SPEECH, LANGUAGE & COMMUNICATION



QUALITY TEACHING FOR ALL

NURSERY

RECEPTION

Y1

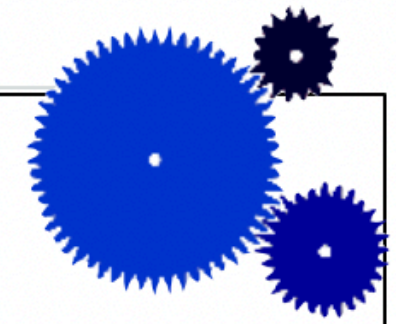
Y2

Y3

Y4

Y5

Y6



Quality of Education



Re-introduce Maths Meetings and SDIs.
Continue development and personalisation of Lit and Lang. Development of Writing. Writing through the curriculum.
Review, secure and sequence curriculum projects with a clear direction for each foundation subject.
Equitable curriculum - "Keep up not Catch Up." Align with 3 tier Pupil Premium Plans and Performance Management
Evidence based Initiatives and developments.
SEND - The use of PIVATS to set and track expectations.
Reading: Map the journey of a reader.
Reading: RWI
Science: review plans
Launch SEND Hub - The Hive
Remote Education / Home Learning
Bradford Project - LBQ
DFE funded 'Early Years Professional Development Programme.'



Behaviour & Attitudes

Self Improvement.
Attendance: Maintain 96% attendance target.
Knowsley attendance Strategy
Challenge: Keep up not catch up. Slowing down to go faster.
Re-engage and continue to develop pupil leadership.
Refresh PCP School values.



Personal Development



Rights Respecting School.
Global Goals 2030
Continue to develop Prescot Pilots scheme to promote and celebrate lifelong learning.
Mental Health & Wellbeing (for pupils)
Place2Be

Leadership and Management

Develop use of Teacher Development Pathway. Align to performance management.
Development of middle leadership. Differentiation of TLR post holders. New subject development/ advocate roles.
Challenge Partners.
Voice 21
Summative assessment: Refine use of standardised scores and target setting for RWM.
Development Days linked to PM
PM linked to 3 tier pupil premium plans.

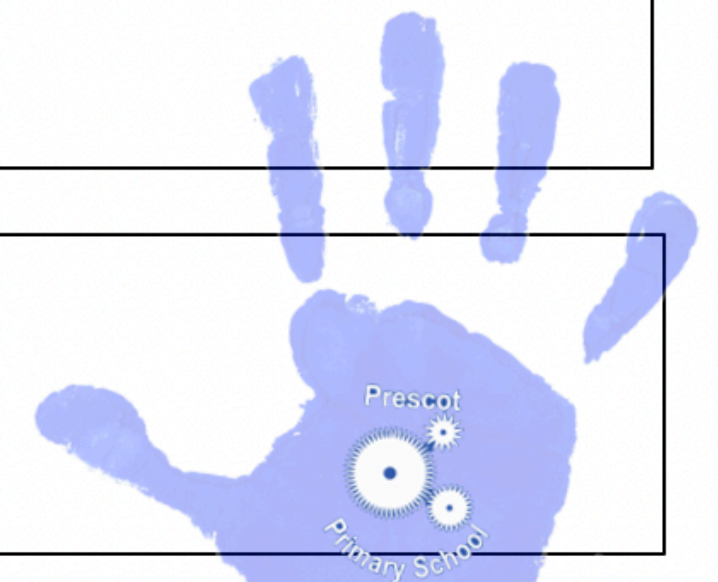


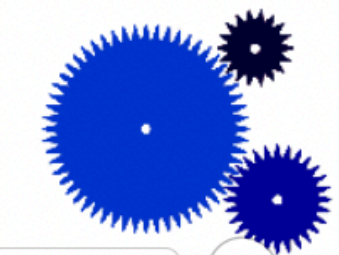
Early Years

Review and map the curriculum for our EYFS children and how this links to KS1 subject areas. Work alongside middle leaders to develop subject areas.
Embed Early Talk Boost and KS1 Talk Boost in Nursery and Reception.
Further develop EYFS Home Learning.
Review and align mathematics to prepare for Inspire at Year 1.
Mastering Number.

Governors and community.

2nd year of new (post ofsted) governing body.
Global Goals 2030. Vision for Prescot Primary 2030 and beyond.
Recruit new governors
Virtual governance.

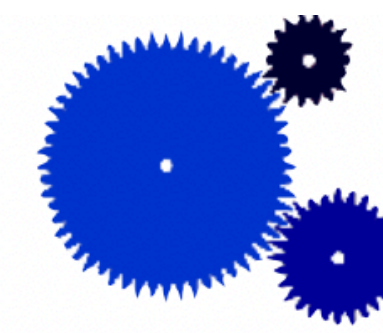




Priorities, 2021-22

	A	B	C	D	E	F
1	Quality of Education	Leadership and Management	Behaviour and Attitudes	Personal Development	EYFS	Govs and Community
2	<p><u>Keep Up Not Catch Up - Slow down to go faster.</u></p> <p><u>Ensure remote education is fit for purpose for all year groups.</u></p> <p><u>English</u></p> <ul style="list-style-type: none"> • Develop teaching of Writing through the curriculum. • Continue personalisation of Lit and Lang. • Induction of new staff to Lit and Lang and RWI. <p><u>Maths</u></p> <ul style="list-style-type: none"> • Refresh Maths meetings and re-introduce Same Day Interventions. • Induction of new staff to Inspire. <p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Develop the depth of teaching by reviewing, securing and sequencing curriculum projects with a clear direction for each foundation subject. <p><u>SEND</u></p> <ul style="list-style-type: none"> • Ensure progress and expectations are measured and tracked using PIVATS. • Creation of SEND Hub - The Hive. 	<p>Refine Teacher Development Pathway to include Subject Advocates.</p> <p>Use TDP to highlight opportunities for middle leadership development.</p> <p>Develop role of subject advocates through CPD and coaching.</p> <p>Align TDP to PM and PP planning.</p> <p>Challenge Partners. SLT to complete QAR.</p>	<p>Refresh school values.</p> <p>Challenge: Keep up not Catch Up.</p> <p>Focus on historical PA attendance.</p>	<p>Rights Respecting School Award - Silver</p>	<p>Ensure new EYFS framework is embedded and carefully aligned with KS1 to enhance provision.</p>	<p>Virtual Governance.</p> <p>Recruit new governors.</p> <p>Scope Prescot Primary wider long term strategy document.</p>





1 Quality first teaching

New staff induction. - 3 ECTs + 2.

New and refresh training for key strategies of RWI, Lit and Lang and Inspire Maths.

Research led CPD focussing on retrieval practice.

Continued development of Maths mastery approach. NWLH3

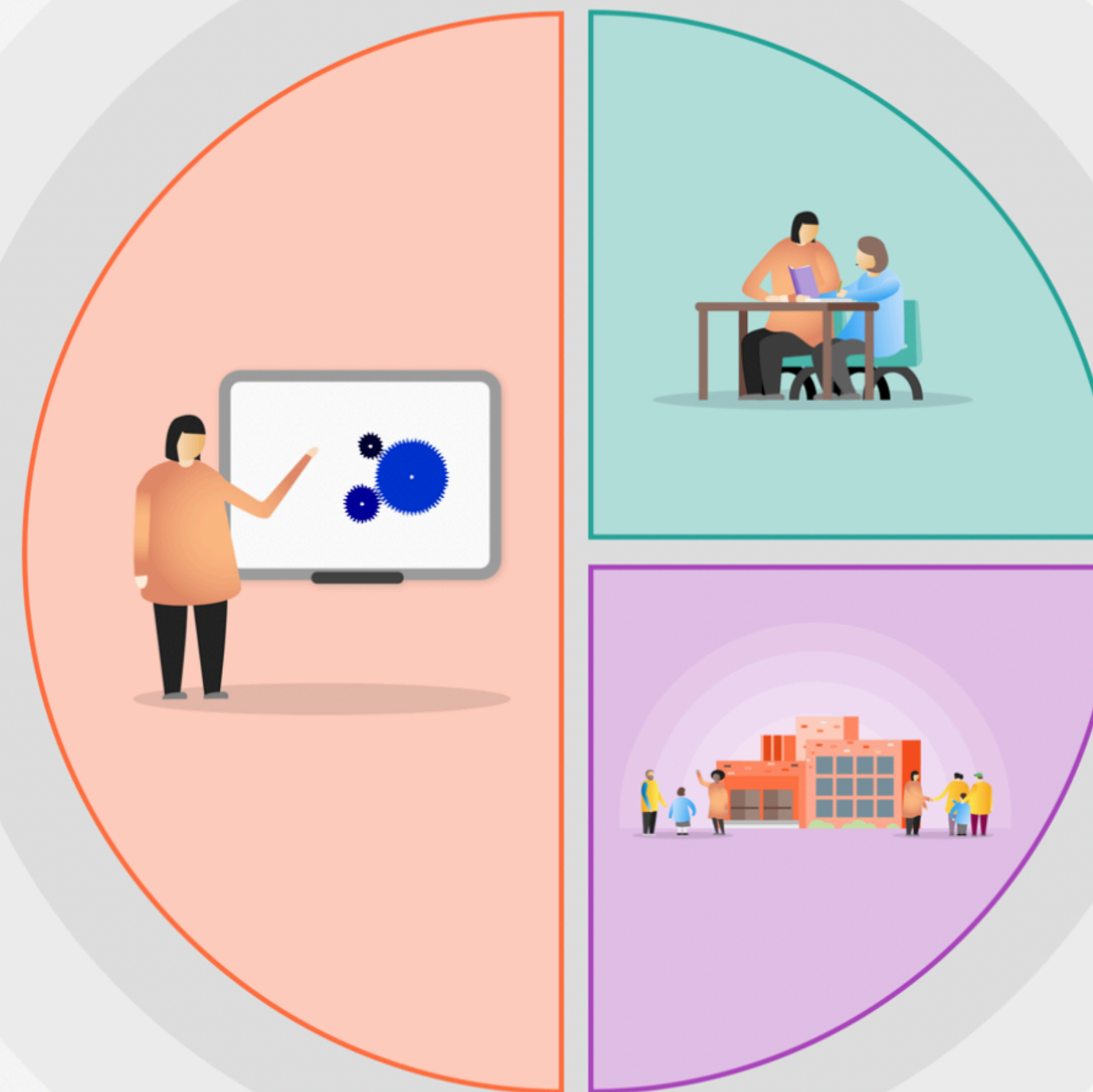
Home learning and communication.

Frequent low stakes adaptive testing to inform 12 week cycle focusing on retrieval practice, summative and formative assessment.

Reduce workload during assessment cycle by targeted and automated use of technology. Allow teachers to concentrate on preparing high quality and responsive teaching.

Whole school focus on language acquisition- oracy and reading.

“KEEP UP NOT CATCH UP”



2 Targeted academic support

High EYFS adult to pupil ratio. Increase meaningful interactions.

TalkBoost

RWI Groups

Development of TAs

Pastoral staff provide 1:1 and small group support for identified children.

Reciprocal Reading

Indirect Dyslexia Learning

Mastering Number

Abracadabra

3 Wider strategies

Early doors for all pupils.

1:1 access to technology and online resources. Ensure that disadvantage is not a barrier to engagement due to technology.

Keep Up not Catch Up approach.

Same Day Intervention.

Maths meetings.

Voice 21

School staff used to cover classes rather than supply staff.

Shared signs and signals across school.

Wrap round care and food vouchers available for identified vulnerable families.

Rights Respecting School

Tiered Vocabulary

