| Aim | **RE** -  Develop pupils’ understanding of Catholic Social Teaching to enable them to articulate how it impacts on their daily lives and how it has led to action. | **Catholic Life**:  Ensure the Mission of the school is regularly revisited, known, and lived throughout the school so that it has a visible impact on the life of the school. | **Subject Leadership** -  Monitoring and evaluation of teaching and learning in all subjects is used to improve standards and quality of teaching and learning across the curriculum | **Behaviour:**  High expectations and routines are embedded to ensure low-level disruption and ineffective learning behaviours do not disrupt or slow the pace of lessons. Pupils take pride in their work and work hard. |
| --- | --- | --- | --- | --- |
| Intent | To provide quality CPD to enable all staff to develop their own understanding of Catholic Social Teaching and to use effective pedagogy to communicate this to pupils. | To ensure that pupils know and understand how they are expected to **live and learn** according to the new Mission statement | Clear action plans are used to drive improvement | All members of the school community know the Mission Statement and follow the behaviour curriculum  The behaviour curriculum is embedded through the “St Edward’s Way” |
| To provide opportunities for pupils to demonstrate how faith calls them to love God and love our neighbours in every situation. | To ensure that parents have been informed of the Mission Statement and that it is used to inform conversations about pupils | To use Evidence and Tracking folders maintained by subject leaders to develop subject specific pedagogy. | High expectations and routines are embedded to ensure that pupils’ know and exercise positive learning behaviours. |
| To nurture in pupils inspiration to initiate and carry out ‘Faith in Action’ ideas of their own.  To use this to provide feedback to pupils and drive improvement | To develop school adults’ understanding of and engagement with the Mission Statement to shape pupils’ behaviours including behaviour for learning | To use monitoring effectively to identify and track progression of learning, skills and knowledge in each subject and consistency within year groups. | Pupils work hard and take pride in their work, demonstrated through quality of work in books and quality of oral contributions. |
| Implementation |  |  |  |  |
| By end of Advent 2 | Provide materials and support for staff to lead a series of assemblies to introduce 4 of the key principles of CST linked to the Harvest collection for Aylesbury Foodbank. | Pupils understand and can explain actions and how they relate to the Mission Statement | Planning and Book scrutinies are used effectively to identify track progression of learning, skills and knowledge in each subject and consistency within year groups. | Implement behaviour policy underpinned by new Mission Statement. Adults and pupils have clear and consistent expectations of behaviour. |
| By end of Lent 2 | Pupils know and can explain some of the key principles of CST and can describe how we as a Catholic community have acted to put our faith into action | Pupils know and can refer to the Mission Statement to give reasons for choices they are making | Learning Walks are used to monitor breadth and depth of learning and to identify key strengths and CPD needs.  Regular meetings with DHT support subject leaders to identify key issues and plan improvements in each subject. | Behaviour during lessons and in transition times is not a barrier to highly effective learning.Monitoring identifies whether any pupils or groups of pupils need specific support to become effective learners. |
| By end of Pentecost 1 | Pupils can discuss the 9 key principles which sum up CST. They can remember some and draw links between these principles and actions they have taken and would like to take. | The Mission Statement is lived throughout the school as evidenced by Pupil Voice and teacher survey | Pupil voice demonstrates that pupils are aware of what they have learned and how they have progressed in subjects  Assessment shows that standards have improved in all subjects. | Behaviour during lessons and in transition times supports highly effective learning. Monitoring shows that pupils are engaged. |
| Impact | KPIs  Pupil Voice, Parent Survey and monitoring | KPIs Pupil Voice, Parent Survey and monitoring demonstrate link between Mission Statement and behaviour and attitudes in school | KPIs  Pupil Voice, Parent Survey and monitoring | KPIs  Pupil Voice, Parent Survey and monitoring |

| Aim | **Pedagogy**:  To ensure that the curriculum in all subjects is clearly fulfilling all the requirements of the National Curriculum | **English: Reading, Writing and Oracy**  To ensure that the Literacy (English) curriculum should develop a secure knowledge and skills base for all children that also nurtures a love of reading, writing and discussion | **Curriculum**:  To ensure all subjects have a coherently planned curriculum and pupils develop detailed knowledge and skills through well-planned and well taught lessons. | **Monitoring and Assessment**  To use monitoring and assessment to accurately understand and track standards and progress and to use this to drive improvement |
| --- | --- | --- | --- | --- |
| Intent | Teachers use formative assessment and clear, direct feedback to identify misconceptions and adapt their teaching where necessary to ensure learning is secure. | To nurture a love of reading in every pupil  To develop fluency for all using a range of strategies, with a focus on choral and echo reading  To develop a reading spine from Year 3 to Year 6 | To ensure that the breadth and depth of the curriculum in all subjects clearly fulfils all the requirements of the National Curriculum | To develop teachers’ understanding of assessment and progress in RE and foundation subjects.  To use information provided by GL assessments in English and Maths to inform pupil progress meetings. |
| To use Teach Like a Champion principles to develop the St Edward’s way | To embed grammar, punctuation and spelling skills into writing units of work | To use high quality schemes of work to engage pupils and ensure consistent progression. | To develop staff understanding and use of assessment in RE using the new RE Directory, with a focus on AT1: Making Links and Connections; AT2 Beliefs and Values. |
| Teachers habitually ‘lean into the misconceptions’ when planning lessons | To develop teachers’ fluency when assessing writing | Teachers plan engaging lessons building on prior learning using pedagogical principles of the ‘St Edward’s way’. | To use assessment strategies, including scheme specific assessments to track what pupils have learned and can remember in foundation subjects |
| Pupils can identify where they have improved their work following feedback. Marking and feedback have an impact on the quality of work in books and on progress. | To ensure that Oracy remains a key vehicle for learning across the curriculum | Pupils learn subject specific skills and knowledge following a clear and challenging sequence of learning. | To develop a consistent monitoring strategy leading to sustained improvements to teaching, learning and assessment across the curriculum |
| Implementation |  |  |  |  |
| By end of Advent 2 | Teachers use Feedback and Assessment Record books regularly to inform planning in core subjects; improvements following verbal feedback are visible in green pen edited work in pupil books. | The lowest 20% of readers read daily with a school adult  Teachers use AR data to ensure that all pupils access quizzes re well chosen texts  Literacy Tree writing scheme is embedded across all classes  Teachers plan for oracy opportunities across the curriculum | Teachers use Feedback and Assessment Record books regularly to inform planning at least twice in each foundation subject; improvements following verbal feedback are visible in green pen edited work in pupil books. | Identified CPD sessions in RE and foundation subjects improve teacher assessment skills  Monitoring shows that assessments have been completed and reviewed by subject leaders and SLT; GL Assessments have been completed and initial analysis reviewed. |
| By end of Lent 2 | Monitoring of books and planning shows the impact of feedback.. Pupil Voice confirms that almost all pupils can explain how feedback has helped them to improve their work. | Every class has a library of 30 - 60 quality books chosen for quality accessibility and challenge  Pupils’ writing is assessed termly using RATE assessment tool | Monitoring by subject leaders and SLT is used for planned CPD to develop identified areas of weakness which may include teacher subject knowledge.  CPD is timetabled and delivered. | GL analysis has been used to inform pupil progress meetings  Teachers use prior assessments to plan for progress. |
| By end of Pentecost 1 | Teachers use Feedback and Assessment Record books to inform planning in all subjects;Pupil Voice confirms that almost all pupils can explain how feedback has helped them to improve their work across the curriculum. | All teachers participate in moderation activities with at least one other school  Pupils can recognise and use a range of talk tactics in class discussions | All gaps in planning and resources have been identified and prioritised. Most have been addressed and resourced. | Assessments in RE and foundation subjects show similar standards to core subjects including GL Assessments in English and Maths. |
| Impact | KPIs  Pupil Voice, Parent Survey and monitoring | KPIs  Pupil Voice, Parent Survey and monitoring | KPIs  Pupil Voice, Parent Survey and monitoring | KPIs  Pupil Voice, Parent Survey and monitoring |