

1.1 Objective: JP/KV To continue to develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils.
24-25 Initiatives: Redesign of EYFS Curriculum to include 'Rising 5's'- termly EYFS Steering Group, Medium Term Planning by Subject Leaders termly for Cycle 1 (x2 SMs termly), Writing & GPS termly intent structure developed to ensure clear progression for unit skills, DT & Music INSET(staff cpd questionnaires July 24) , Subject Unit Progression documents with knowledge gained added, 'Reconnect' sessions at the begin of units/lessons to ensure the 'purpose' is clear for all pupil (EH Ofsted June 24), further cohort unit evaluations & Website subject folders.

Chiddingly and SMV Ofsted 2019/20- to ensure that the **Pioneer curriculum** fully caters for all Foundation Subjects effectively, so that children experience a broad and balanced curriculum that is not narrowed in any way and they are fully challenged. Implement the new curriculum fully in all classes throughout the school & leaders should continue their work on the curriculum to raise levels of challenge so that pupils make even greater progress across the breadth of subjects so that pupils study the full **curriculum**; it is not narrowed.

Park Mead Ofsted April 2019 -To ensure that current work to develop the new **Park Mead Curriculum** includes clear progression in knowledge and skills in all subject areas so that children experience a broad and balanced curriculum that is not narrowed in any way and they are fully challenged.

SEF Ref:

CP- pages 9-12
 SMV- pages 9-12
 PM- pages 8-10

Business Plan Ref:

- Music/DT INSET- payment for Jan INSET and materials
- DT Lead Polegate CPD sessions
- Release time cover to teachers to attend meetings and plan for Jan 25 INSET, EYFS steering Group & Unit Prog Docs/ Road Map updating

Success Criteria & Practice Indicators:

Activities to evaluate impact against success criteria and practice indicators





- **Pupils** can confidently explain the 'purpose' of their learning and how it links and relates to previous learning.
- **Staff** are confident in describing their year group curriculum, the way it is sequenced, the progression and the end points. **Focus: Writing & GPS termly intent structure**
- The school's documentation reflects the progression in skills and knowledge from the early years to the end of Year 6 in all subject areas. **Focus: Cycle 1 MTPs and Unit Progression Documents/Road Maps.**
- Ensure **subject leaders** can discuss their curriculum area coherently and explained how it has been developed. Subject leaders are confident discussing their curriculum, its sequence and the development of skills and knowledge across the school. Staff can discuss the learning and progress of the identified groups.

- Staff questionnaires
- Governor SL link visits and deep dives
- Termly planning audits and book looks – SLT

AB – termly Governor reports

 Governor reports for subject leadership- **Dec and July.**

Keys actions to meet success criteria and practice indicators			Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
			July 2024	Oct 2024	Jan 2025	April 2025	July 2025			
Coach teachers in order for the further development of 'Reconnect' sessions at the begin of units/lessons to ensure the 'purpose' is clear for all pupil (EH Ofsted June 24)	SLT	All Teachers and SL	July/Sept- SLT to meet 'Cohort Lead' to ensure the SDP curr dev is clear as planning expectations	Oct- May- Cohort Leads ensure that the reconnect 'purpose' elements for all units and lessons is clear to the pupils- via PowerPoint' and visuals/curriculum knowledge gained timelines. SLT and SLs to focus on this element in triangulations and pupil voice. June/July- review external validation from curriculum deep dives (Ofsteds x 3)				Termly SLT triangulations to evaluate implementation and impact of curriculum changes	SIP Reports – curriculum review focus & Ofsteds x3	
Develop termly EYFS Steering Group in order to establish a collaborative new EYFS curriculum that includes 'Rising 5's'	JP/KV	EYFS Teachers	July- KH/RB meet with LA EYFS consultants to design new EYFS curr format	EYFS Curriculum Steering Group Meetings & Agendas T1: Tuesday 17 th September (format of cycle and plan up to T2) T2: Tuesday 19 th November (Plan up to T4) T3: Tuesday 21 st January (Plan up to T6) T4: Tuesday 11 th March (involve C.Green as evaluator) T5: Tuesday 6 th May (launch with staff and subject leaders) T6: Tuesday 17 th June (launch with parents and governors)			Release time cover to teachers to attend meetings £0 in house cover	3 Governors part of steering group and carousal attending termly meetings – Governor evaluative report for FGB termly	SIP Reports – curriculum review focus & EH Ofsted/SIAMS	
Coach subject leaders in order for the development of termly Cycle 1 MTPs (x2 SMs termly)	JP/KV	All Teachers and SL	June/July- SMs defined with x2 termly for MTPs Sept INSET - reinforce termly MTP planning expectations	<ul style="list-style-type: none"> • Termly staff meeting sessions for SL to develop C1 MTPs, intro starters and quizzes. MTPs represented on websites. • Termly SLT triangulations to evaluate implementation and impact of curriculum changes • 2 x SIP visits with focus on curriculum change and implications within classes – pupil, voice focus • Cohort Planning meeting to summative evaluated each subject and add to MTP evaluation for future delivery of linked units 		T6 June / July- SLT (&SIP) evaluation of new C1 MTPs & Unit Progression Docs & English MTPs- Governor reflective report with staff voice included	1 day Release per SL - time cover to teachers to establish UPD/RMS	Termly SLT triangulations to evaluate implementation and impact of curriculum changes	SIP Reports – curriculum review focus & Ofsteds x3	
Coach subject leaders in order for the development of C1 Unit Progression/Road Maps Documents (to include 'knowledge gained summary')	JP/KV	All Teachers and SL	July/Sept- SLT review C2 Unit prog Docs and adapted format so 'knowledge gained' is clear	Oct- May: HTs agree 'release time' across the year in order for Unit Progression and Road Maps to be updated for C1 and to ensure that 'knowledge gained' is clearly indicated and progressive						

<p>Coach 'English Leads' in order for the development of Writing & GPS termly intent structure developed to ensure clear progression for unit skills</p>  <p>Next Steps for English--.docx</p>  <p>Spelling from September 2024.docx</p>	JP/KV	BB/AH	<p>June/July- SLT agree English MTP format with BB/AH</p>	<p>18th Sept- BB/AH present MTP English format to teachers in staff meeting</p>	<p>Oct- May- BB/AH use SM allocation (x2) to defined Writing and GPS structure for planning. Cohort lead utilise this plans to develop clarity regarding English progressive planning</p>				
<p>'Music', 'DT' & 'Adaptive Curriculum' INSET – 6th January 2025 - to ensure that the quality of Music & DT delivery is 'at least good+' (Ofsted 24-25) & Adaptive Curriculum is effective for all groups of pupils</p>	NC/ML/SL/JR	All Staff	<p>DT and Music Unit progression document to define core unit areas – skill and knowledge gained.</p>	<p>Release time to plan out Jan INSET, write new DT & Music policy, visit outstanding ES sch for DT and book in artists- linked unit and progression of skills</p>	<p>Dec- DT Policy re-written – defining DT book expectations and standard and coverage of work termly – 'good+ expectations DT/Music/Adaptive curriculum specifically defined'</p> <p>6th Jan INSET- Carousel of activities- (1 hour per activity) 9:00- 12:00 – staff into 3 groups:</p> <ol style="list-style-type: none"> 1) ML/CP – How to effectively plan, create and evaluate a product for a purpose. DT: how to plan, create and evaluate a product for a purpose, high quality DT books look like (Pioneer DT Policy adjusted accordingly) and DT Policy expectations defined. 2) NC - Music - Delivery of Music Skills from MTPs, Curriculum Maps and Subject Unit Plans & Music policy expectations defined. Music: fine tune music delivery skills and link these to MTP expectations/skills. Music Policy expectations defined. 3) SL & JR – SEND & adaptive curriculum Focus Input. SEND: Strong understanding of how the curriculum should be appropriately adapted for SEND pupils. SEND Policy expectations defined. 	<p>SLT and DT/Adaptive Lead Leads to monitor books from T3-T6 termly to check on implementation of new Policy</p> <p>SEND/DT/MUSIC Governors to develop evaluative report in T6 – policy implementation—to include staff and pupil voice</p>	<p>payment for Jan INSET and materials</p>	<p>Termly SLT triangulations to evaluate implementation and impact of curriculum changes</p>	<p>SIP Reports – curriculum review focus & Ofsted x3</p>