

Travis St Lawrence CE Primary School



DEP

2026-2027

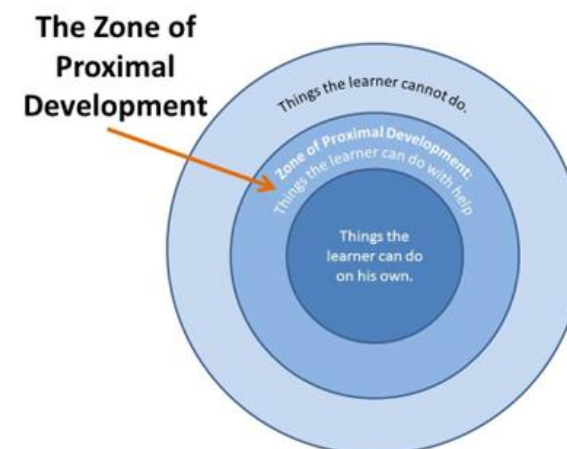
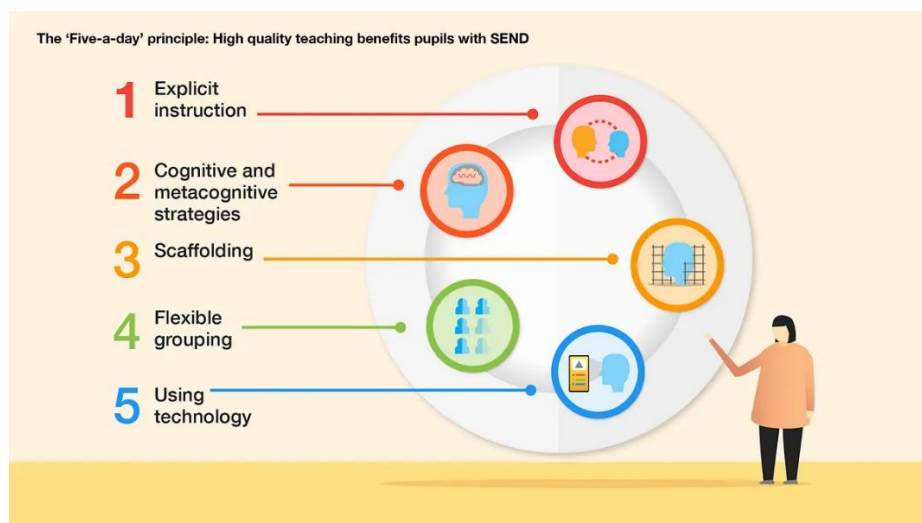


Together we:
belong, believe, learn, achieve.

Priority 1: To continue to improve the consistency and quality of teaching and learning, so that the curriculum implementation leads to the *impact* on attainment and progress intended for all pupils including vulnerable pupils.

Problem (why?)	Intervention Description (what active ingredients are to be implemented to bring about change)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
IMPACT: Too many of our pupils, including vulnerable pupils and pupils with SEND, do not yet achieve as well as they should in some aspects of the planned curriculum. TEACHING: Although there have been improvements made to the quality of scaffolds, this needs to be embedded in the 2026/7 year. Adaptations for pupils with SEND are in place but could be improved across the curriculum to narrow gaps further. PUPILS: Not all pupils with SEND are achieving as well as they might, and there are still some gaps in knowledge across the curriculum and/or barriers faced by some pupils which are not narrowing as quickly as they could do.	Continue to develop the quality of education with consistency, embedding strategies. SEND AS THE GOLDEN THREAD: Active ingredient - Ongoing support to continue to develop staff's skill in adapting teaching, including adapting teaching in the following ways: SEND as the golden thread. - Continue to develop support staff's expertise in scaffolding learning. - Embed 'Essential for some, good for all' strategies (see DSAT Charter for Vulnerable Pupils) - Ensure small steps are built upon and schemes adapted where necessary to include breaking down learning into precise, manageable steps. - Train staff to understand how to adapt teaching	Training: School based training focused on aspects of the DSAT vulnerable charter not yet embedded. Development days for phonics leads in their own settings, (Phonics DSAT lead, Holly Wain), including focusing on tuition and narrowing gaps. Ongoing support and challenge for maths leads from K Staniforth throughout the year, DSAT Maths School Improvement Advisor, to support the development of T+L including adapting teaching and breaking learning into small steps. SEND reviews for schools (externally provided and through A. Adair, CEO, and school improvement leads). Pupil pursuit monitoring termly (SLT) focused on vulnerable pupils.	Short term (term 1) FIDELITY All staff engage in training. REACH -All staff are focused on adapting provision to meet the needs of pupils, including scaffolding learning. Essential for some and good for all principles are understood. Aspects of the Charter not yet explored in detail with staff are revisited in training. Medium term: (by the end of term 2) REACH -Staff more confidently adapt teaching where needed in most subjects. - EEF 5-a-day plate becoming a part of daily practice in nearly all classrooms. - aspects of the Vulnerable Pupil Charter not yet embedded are more widely understood, monitored by leaders and a focus for school improvement. Long term: by the third term REACH	SHORT TERM (first term): Gaps in attainment continue to be narrowed for pupils and groups. MEDIUM TERM (second term): Gaps continue to be narrowed for pupils and groups. LONG TERM (third term): Improved implementation of the planned curriculum leads to greater impact. Attainment and progress at the end of the year for pupils and groups improve and gaps are narrowed. Outcomes for PP pupils at the end of each key stage and in phonics/ MTC improve compared to previous years. Attainment and progress at the end of KS2 improves for all pupils including SEND and PP by the end of the academic year.

	using Faded Scaffolding techniques. - Ensure that adaptations across the wider curriculum are in place and embedded. Monitor the impact of adaptations for SEND and vulnerable pupils across a range of curriculum subjects. - Five a day practices and scaffolding pyramid are embedded (see Vulnerable Pupils charter)		• Staff confidently and consistently adapt teaching where needed across the curriculum. - All TAs know when to step back and watch a pupil before moving to scaffolding learning. - EEF 5-a-day plate is embedded daily practice in nearly all classrooms. - Feedback is effective. - Individual pupils receive the bespoke offer they need to thrive: the power of 'I see you' is embedded in the culture of the school. SEND is the golden thread.	
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Faded Scaffolding

Faded scaffolding involves the gradual reduction or removal of temporary supports as learners gain competence and confidence in a task, allowing them to transition from guided practice to independent performance. Techniques include demonstrating a process, providing simpler versions of tasks that become more complex over time, reducing steps in worked examples through backward fading, and encouraging self-assessment to monitor readiness for fading. The goal is to support learners in the Zone of Proximal Development (ZDP) until they can complete the task independently.

Key Principles of Fading

- Gradual Reduction: scaffolding is not removed abruptly but slowly and steadily decreased as the learner's ability grows.
- Observation of Readiness: fade supports when learners demonstrate proficiency, such as by explaining the steps they followed or consistently completing parts of the task without assistance.
- Adaptability: adjust the level of support based on individual learner needs and progress, ensuring the transition to independence is smooth
- Focus on independence: the ultimate aim is for the learner to internalise the new skill and complete the task autonomously

Specific Fading Techniques

- Backwards fading with worked examples: start with complete examples, then gradually remove more steps from the 'end' of the worked problem, requiring the learner to complete the final steps themselves.
- Simplifying tasks: present simpler versions of a task and gradually increase its complexity, difficulty, or sophistication
- Decreased modelling: as learners practice, reduce the amount of demonstration, modelling, and explanation you provide
- Phased participation: begin with the teacher doing most of the work, then have the student contribute more and more until they can perform the entire process alone
- Encouraging self- assessment: prompt learners to reflect on their progress and recognise their own growing independence, which signals readiness to receive less support.

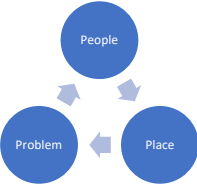
When and Why to Fade

- Overcoming cognitive load: scaffolding helps manage the cognitive load of new, complex material, and fading helps learners handle that load independently.
- Developing autonomy: fading allows learners to take more ownership and responsibility for their learning, moving from an 'inter-mental' (social) plane to an 'intra-mental' (personal) plane
- Building confidence: by successfully completing tasks with decreasing support, learners build confidence in their own abilities

Priority 2: To further strengthen the implementation and impact of the curriculum through embedding oracy strategies.

Problem (why?)	Intervention Description (what active ingredients are to be implemented to bring about change)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
IMPACT: Too many of our pupils, including, but not limited to, vulnerable pupils and pupils with SEND, do not yet have a strong enough grasp of language. Too many of our pupils are not yet achieving as well as they should: oral language interventions average on impact an additional 6 month's progress over a year. TEACHING: Classroom talk takes place across the curriculum and oracy has been a focus for school action, although it is not always consistently embedded, structured and scaffolded to have the desired impact. PUPILS: Not all pupils remember well enough the taught curriculum because they do not always have enough meaningful opportunities to learn to talk and talk to learn in every curriculum area and year group.	Continue to strengthen the implementation and impact of the curriculum by further developing the quality of oracy and talk, building on the work started in 2024/5: Active ingredient Continue to improve the quality of oracy and talk across the curriculum, therefore increasing the quality of practise, ensuring learning is generative and knowledge is committed to memory. Continue to embed the oracy curriculum from FS2 – Y6. Ensure stem sentences are used consistently well in all year groups. Continue to ensure that pupil talk is structured, with precise objectives and areas for discussion linked to learning. Ensure children are always	Training: School based training focused on implementing strategies from the DSAT conference. Botherdness training – see Botherdness action plan. EYFS training (FS conference Spring term) continues to focus on developing adult interactions and embedding the characteristics of effective learning. T+L reviews/ FS reviews for schools focused on the quality of oracy (A. Adair, CEO, SI Leads). Pupil pursuit monitoring termly (SLT) focused on how well a curriculum for oracy is impacting upon vulnerable pupils Training for staff: adapting task design to adopt strategies linked to story and enactment; instructional conversation (what	Short term (term 1) FIDELITY All staff engage in training. REACH -All staff continue to be focused on adopting a curriculum for oracy. - A school wide system for using paired talk and Think Pair Share is embedded Medium term: (by the end of term 2) REACH -Staff more confidently plan opportunities to develop oracy in line with the new curriculum approach and strategies taught in the DSAT conference. - In lessons, children's engagement is improved as paired talk becomes more consistently used. Long term: by the third term REACH - Staff confidently and consistently use paired talk and Think Pair Share and plan in line with the oracy curriculum. - In EYFS, interactions are strong, and language is developed well. SHREK strategies are embedded.	SHORT TERM (first term): Gaps in attainment continue to be narrowed for pupils and groups and children remember more as they engage in generative learning through talk strategies. MEDIUM TERM (second term): Gaps continue to be narrowed for pupils and groups. Talk is used consistently across all year groups. LONG TERM (third term): Improved implementation of the planned curriculum leads to greater impact as children practise through talk: learn to talk and talk to learn. Attainment and progress at the end of the year for pupils and groups improve and gaps are narrowed (all key stages). Target 75% minimum RWM/ wider curriculum exp standard by the end of the year all year groups. Disadvantaged pupils thrive, engage in the curriculum offer and gaps for PP pupils narrow compared to 2026 outcomes and compared to peers.

Pupils in EYFS benefit from recent improvements to the quality of interactions between adults and children and a revised, robust curriculum intent for CLLD, but too few children achieve a GLD by the end of the year (target a minimum of 75% GLD for all schools).	expected to talk in full sentences. Continue to embed school 'habits' linked to paired talk, and introduce 'think, pair, share', remembering that children need thinking time and a signal to start talking. Continue to ensure that children: - Look at the speaker (eye contact/ face them). - Let the speaker finish their sentence. - Respect the views of others. - Invite each person to have their say. - Be prepared to change your mind. - Signals/ habits for starting and stopping. - Time limited. - Teachers tuning in (AFL) Continue to precisely teach vocabulary: ensure vocabulary selections across the curriculum identify ambitious choices: be selective. When teaching vocabulary, In EYFS, adults engage in meaningful interactions with children: leaders check that they are implementing the principles of DSAT training that has been	are we going to do about that over there?). Teach staff to connect learning to the self, to the world, to itself. Empower staff to foster creativity in the classroom: - Orientated spontaneity (giving staff permission as a professional to be creative) - Intellectual prowess and playfulness (the smart start) - Agile thinking - Originality and authenticity - Move from engagement (dependence) – botheredness – investment (independence). Teach staff to make the abstract curriculum concrete through: - Stories (Let's say...) - Contexts - Design briefs - Case studies - Real world examples - Imagined scenarios: people, place and problem - Being clear about what constitutes the 'should'	- Teachers report that children are more engaged in lessons. - Children remember more of the curriculum, including the wider curriculum, as a result of embedded curriculum strategies to develop oracy and talk to learn. - There is greater investment in the curriculum from children, including disadvantaged children, as a result of adaptations to bring the curriculum alive. The use of stories and contexts help children to: Create connection Develop investment Align with purpose Enable retrieval Provide risk free experimentation Promote growth and exchange of ideas.	
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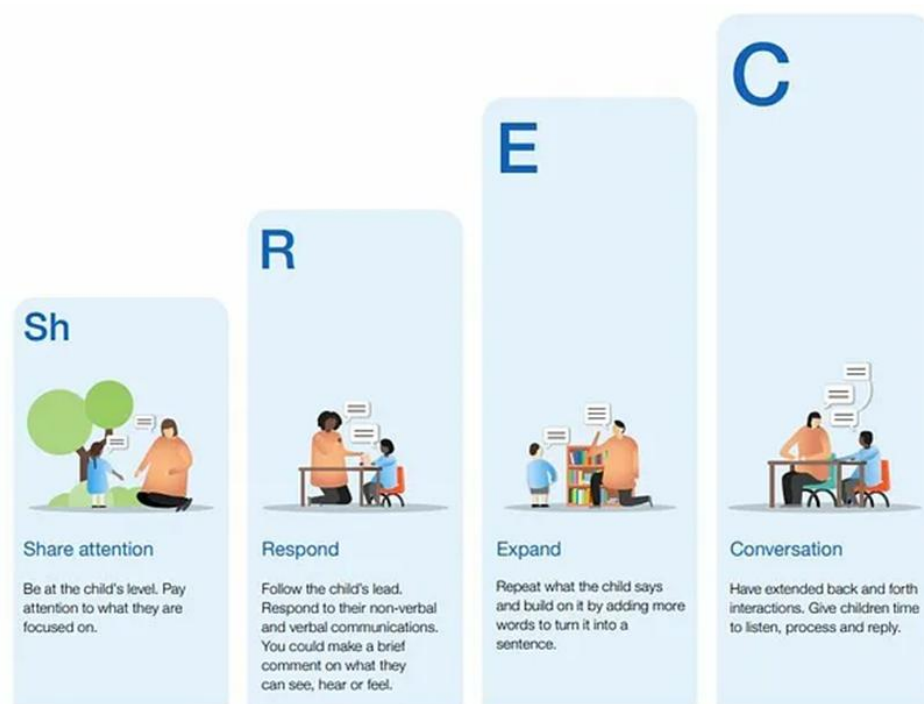
	undertaken. The SHREC strategies are well embedded, known and understood by all staff. The characteristics of effective milestones as outlined in DSAT guidance are well embedded, so children develop creative and critical thinking. Train staff to ensure curriculum planning/ task design focuses on strategies for talk, debate and drama, thus bringing the curriculum alive for pupils and deepening knowledge for all pupils including the most vulnerable: - How do we tell a story? - Children enact the curriculum to bring it alive: 'Let's say...' -	curriculum (what do children definitely need to know) but empower staff to apply professional imagination to the 'could' curriculum (how it is presented) to commit to memory the 'should' curriculum. Ensure that the curriculum empower children to be ethical citizens of the world (the must curriculum). - Ensure engagement focuses on:  Ask staff: what do you want it to be like to be taught by you? Reflect on the EYFS Characteristics of Effective Learning Milestones (DSAT designed). How do these strategies apply to the curriculum beyond EYFS?		
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DSAT Strategic Pillar 2: TALK

Priority 5: Oracy and Structured Discussion

Strategic Aim:	Why?	Key Actions:	Success Criteria
To ensure every pupil becomes a confident communicator who can explain, reason, justify, debate and articulate ideas across the curriculum.	Oral language approaches remain one of the highest impact strategies for improving learning outcomes, particularly for disadvantaged pupils. DSAT EYFS guidance identifies two key drivers: • Back-and-forth interactions. • Scaffolding children's thinking through	EYFS Actions 1/ Embed SHREC approaches: Adults consistently: • Share Attention • Have Conversations • Respond • Expand Language • Chat Back and Forth within provision and adult-led learning. 2/ Embed teaching and learning approaches to include use of Blank Levels Staff will: • Plan questioning deliberately. • Scaffold reasoning progressively. • Support EAL and SEND pupils through visual scaffolds and structured language support. 3/ Communication-Rich Environments Classrooms provide: • Daily storytelling. • Structured discussion. • Role play. • Purposeful presentation opportunities. • Vocabulary-rich interactions. KS1–KS2 Actions Embed Trust Oracy Expectations. Every lesson includes opportunities for: • Think-Pair-Share. • Retrieval through talk. • Collaborative problem solving.	Pupils: • Speak confidently. • Explain and justify thinking. • Use ambitious vocabulary. • Listen attentively and respond thoughtfully. • Demonstrate improved reasoning and comprehension.

	Blank Levels	• Explanation. • Justification. • Vocabulary rehearsal. Across the Curriculum pupils routinely: • Explain mathematical reasoning. • Discuss texts. • Debate viewpoints. • Present ideas. • Justify conclusions using evidence.	
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Strategic Pillar 3: FROM TRANSCRIPTION TO COMPOSITION

Priority 6: Embedding Botheredness, Drama and the DSAT Let's Say Framework

Strategic Aim:	Why?	Key Actions:	Success Criteria
To ensure pupils become genuinely invested in learning through narrative enquiry, drama, structured talk and authentic curriculum application.	Strong writing depends not only on accurate transcription but also on pupils having meaningful reasons to think, discuss, care and communicate. The approach combines: • Narrative enquiry • Oracy • Drama • Authentic application to make learning memorable and meaningful.	Embed the Botheredness Curriculum: Implement the Let's Say Framework: All schools will utilise: • People Whose voice, perspective or experience matters? • Place Where and when does the learning take place? • Problem What challenge requires new knowledge to solve? • Should What curriculum knowledge should be learned? • Could What opportunities exist for deeper thinking? • Must What knowledge is non-negotiable? • Outcome How will learning be applied authentically? Oracy Before Writing All extended writing will be preceded by opportunities to: • Discuss. • Explain. • Rehearse. • Debate. • Justify. • Writing should emerge from thinking. Drama Toolkit	• Every class regularly delivers curriculum-linked Let's Say enquiries. • Drama used purposefully to deepen learning. • Improved engagement and retention. • Stronger vocabulary and writing outcomes. • Increased investment in learning pupil including for disadvantaged pupils.

	Botheredness will: • Enhance curriculum delivery. • Strengthen retention. • Improve engagement. • Never replace curriculum content. • Knowledge remains central at all times	Teachers will routinely use: • Teacher in Role • Pupil in Role • Scene Painting • Mapping • Mantle of the Expert • Occupational Mime • Hot Seating • Freeze Frames • Thought Tracking • Conscience Alley • Role on the Wall. Implementation Timeline Autumn 1 2026 Training for leaders and staff: Botheredness, Let's Say, Oracy before writing. INSET Oct 2026; Staff meetings led by Botheredness Champions. Autumn 2 All classes deliver one Let's Say enquiry. Spring 2027 All classes deliver One Let's Say enquiry each half term. Summer 2027 All classes deliver two Let's Say enquiries per half term where appropriate	
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Priority 3: To further narrow gaps for pupils in RWM:

- **To narrow gaps for all pupils including disadvantaged pupils and those with multiple vulnerabilities across all areas of the curriculum.**
- **To improve outcomes in writing at KS2 for all pupils.**
- **To improve fluency in all core subjects**

Objective	Planned action (steps)	Outcomes
To further improve outcomes in mathematics through improving children's confidence and fluency when tackling problem solving.	○ Through the DSAT Maths Hub, continue to develop staff's subject knowledge around teaching mathematical problem- solving skills. Ensure this is disseminated to all staff through staff meetings delivered by subject leads. ○ To embed the use of Gareth Metcalfe's Deconstructing Word Problems: When solving worded mathematical problems in DSAT, support staff to consistently- • acknowledge the emotional experience of problem-solving. • think of mathematical fluency and reasoning as the building blocks of mathematical problem-solving. • encourage children to consider what they already know and to use this to make connections in their mathematical thinking. • engineer success in solving worded problems through the use of worked examples to enable all children to analyse the use of different strategies. • gradually reveal the information in worded problems so that children think about the mathematical structure of the question before rushing to solve it. • model the use of concrete materials and bar models to represent the structure of the mathematics ensuring that all children visualise problems. • draw children's attention to the important parts of worded questions through the use of minimally different questions. • encourage children to reflect on their problem solving and communicate their ideas to others. • Continue to use non-routine mathematical challenges from NRich: When solving non-standard mathematical problems in DSAT, support staff to - • acknowledge the emotional experience of problem-solving.	Book scrutiny evidences improved confidence solving problems. Outcomes in maths improves for pupils by the end of KS2: this is evidenced through improvements to the 2026-27 maths Y6 outcomes for all pupils and disadvantaged. Teachers report that they more confidently understand how to teach children to solve problems in mathematics.

	• think of mathematical fluency and reasoning as the building blocks of mathematical problem-solving. • encourage children to consider what they already know and to use this to make connections in their mathematical thinking. • teach the problem-solving skills of - act it out or draw - simplify - using what you know - use trial and improvement - look for patterns - use a list or table - working systematically - working backwards	
To further improve outcomes in writing at KS2 for all pupils.	Training for staff including Y6 staff to develop strategies to improve outcomes at KS2 in writing: - Train staff to accurately teach and assess in writing, focusing on children's ability to write effectively for a range of purposes and audience, distinguish between the language of speech and writing, choosing the appropriate register, control levels of formality and use a range of punctuation. - Train staff to identify GDS potential early (all KS2 staff), and track 'potential GDS' in pupil progress meetings. Identify the strongest EXP to support this tracking and aspiration. - Teachers to plan additional opportunities for writing which will support potential GDS outcomes. - Teacher to plan non-negotiable sequenced lessons to ensure that children keep up. - Provision maps clearly show 'keep up' and 'catch up' interventions. - Teachers will be supported to ensure children have opportunities to edit and improve writing (strong exp samples). - Teachers subject knowledge is supported, so that they are able to model writing like a GDS writer. - Y6 DSAT hubs receive specific training from DSAT in all of the above, and this is disseminated at a school level. Ensure assessment of writing across the trust is accurate, including assessment of GDS. Adapt the current practise of cross moderation, so that senior leaders monitor carefully the accuracy of moderation in DSAT teams.	The % pupils achieving EXS in writing improves by the end of 2027. Teachers are more confident to assess writing throughout the year. Moderation is strong and staff use the opportunities given to moderate written work, throughout the year. GDS in writing improves by the end of KS2 2026. The gap between GDS in writing at Y6 and GDS in reading and maths is narrowed.

DSAT Strategic Pillar One: FLUENCY

Priority 1: Mathematical Fluency

Strategic Aim:	Why?	Key Actions:	Success Criteria
To ensure all pupils rapidly and accurately recall and apply key mathematical facts, enabling success in calculation, reasoning and problem-solving.	EEF research highlights the importance of securing automatic recall of number facts to reduce cognitive load and allow working memory to focus on reasoning and application. Fluency in mathematics has three elements • efficiency • accuracy • flexibility	EYFS and KS1 • Daily subitising and number sense routines. • Structured counting experiences. • Explicit teaching of number bonds. • Retrieval practice within every lesson. • Use of manipulatives and representations. • Gestures are used to help embed facts. • Fluency Bee considered as a resource for securing strong foundational mathematical knowledge in KS1. KS2 • Teachers are aware of the fluency needed to access new learning. • Daily deliberate practise of arithmetic • Systematic multiplication teaching. • Consistent use of Reflex Maths. • Retrieval practice embedded within planning. • Arithmetic rehearsal before reasoning tasks. • Feedback in lessons quickly picks up errors, enabling children to edit within the lesson. • Teachers draw children's attention to possible misconceptions. • Where needed, daily catch up is timetabled for those children needed 1-1 support to address misconception. Whole school approach:	• Trust wide multiplication outcomes remain significantly above national and improve for individual schools. • Improved arithmetic outcomes. • Increased confidence and accuracy in fluency assessments. • Narrowed attainment gaps for disadvantaged pupils.

Embed nesting techniques when engaging in mathematical talk:



Schools to receive training on how to orchestrate Productive Mathematical Discussions:

- **Anticipating** likely student responses to cognitively demanding mathematical tasks
- **Monitoring** students' responses to the tasks during the explore phase
- **Selecting** particular students to present their mathematical responses during the discuss and-summarise phase
- Purposefully **sequencing** the student responses that will be displayed
- Helping the class make mathematical **connections** between different students' responses and between students' responses and the key ideas.

Priority 2: Reading Fluency

Strategic Aim:	Why?	Key Actions:	Success Criteria
To ensure all pupils read accurately, automatically and with increasing prosody.	To support comprehension. To narrow gaps in reading for all pupils including disadvantaged pupils.	EYFS and KS1 • Maintain rigorous phonics provision. • Additional support and challenge to sharpen keep up and catch-up approaches in schools where outcomes are below national for all pupils in phonics. • Daily rereading of familiar texts. • Explicit oral reading practice. • Vocabulary teaching integrated into reading lessons. • Analyse precise gaps in reading fluency for early readers and provide additional practise to narrow gaps: does this child struggle to read common exception words with fluency, 'at a glance' words with fluency or longer words with fluency? KS2 • Continue to teach and monitor implementation of accuracy, automaticity, prosody, phrasing • Continue to use repeated reading approaches. • Daily teacher modelling of fluent reading. Across the Curriculum • Teachers read aloud daily. • Subject-specific vocabulary explicitly taught. • Retrieval of vocabulary and background knowledge before reading.	• Phonics remains above national. • Improved reading fluency measures. • Improved reading outcomes for Y2 and Y6. • Improved comprehension for disadvantaged pupils.

Priority 3: Spelling Fluency and Accuracy

Strategic Aim:	Why?	Key Actions:	Success Criteria
To ensure pupils develop automatic recall of high-frequency and statutory spellings and apply them consistently within independent writing.	Trust analysis identifies foundational transcription skills as a primary lever for improving writing outcomes	EYFS • Daily teaching of red words/ common exception words. • Spelling integrated into Get Writing/ early writing sessions. • Frequent retrieval practice. • Parents supported to practise common words at home. KS1–KS2 • Daily retrieval of common exception words • Spelling journals introduced. • Explicit teaching of morphology and word families Marking and Correction Feedback in lessons (core and wider curriculum lessons) quickly picks up spelling errors, enabling children to edit within the lesson. Teachers and Teaching Assistants will: • Identify spelling errors consistently. • Require corrections to be completed. • Revisit common errors through whole-class teaching. • Ensure repeated errors become part of personal spelling targets	• Reduced repeated spelling errors. • Improved spelling accuracy in independent writing. • Improved writing outcomes at expected standard. • Narrowed PP attainment gap.

Priority 4: Handwriting Fluency and Presentation

Strategic Aim:	Why?	Key Actions:	Success Criteria
To ensure all pupils develop fluent, automatic and legible handwriting that is consistently applied across the curriculum.	The DSAT Handwriting Tracker demonstrates the importance of securing foundational physical development and letter formation before moving towards joining and handwriting fluency.	EYFS: Full implementation of the DSAT Handwriting Tracker • Pincer grip. • Dominant hand development. • Muscle memory development. • Pencil control. • Letter formation. • Number formation. • Tracking completed termly. KS1: Full implementation of the DSAT Handwriting Tracker • Secure letter formation, sizing and orientation. • Consistent tripod grip. • Correct ascenders and descenders. • Daily handwriting practice. • Live marking identifies incorrect handwriting habits and pupils edit handwriting in the moment across the curriculum. KS2: Full implementation of the DSAT Handwriting Tracker • Joining taught from Year 3. • No acceleration before formation is secure. • Daily application of handwriting expectations. • Live marking identifies incorrect handwriting habits and pupils edit handwriting in the moment across the curriculum.	• Consistent presentation across subjects. • Increased handwriting fluency. • Improved writing stamina. • Secure joining by upper KS2.

DSAT Leadership Monitoring Framework: *monitoring the impact of the implementation of the three Strategic Pillars upon securing strong foundational knowledge.*

Learning Walks	Book scrutiny	Pupil Voice	Planning Scrutiny
Leaders monitor termly: Fluency - Mathematical fluency. - Reading fluency. - Spelling fluency. - Handwriting application. Talk - SHREC implementation. - Blank Levels. - Vocabulary development. - Structured discussion. Botheredness - People, Place and Problem evident. - Oracy before writing. - Appropriate use of drama. - Authentic curriculum outcomes.	<i>Leaders evaluate half termly:</i> - Handwriting standards across subjects. - Consistency of spelling correction. - Evidence of editing and proofreading. - Quality of vocabulary application. - Impact of talk on writing outcomes <i>Leaders evaluate half termly:</i> Through the lens of achievement: - Are all pupils including those with SEND and DA achieving well? - Are all pupils including those with SEND and DA developing knowledge and skills? - Are all pupils including those with SEND and DA producing high-quality work across the curriculum? - For all pupils including those with SEND and DA, gaps are narrowing including in foundational knowledge? - Are all pupils including those with SEND and DA prepared for the next stage of their education? Through the lens of curriculum and teaching: - Is teaching drawing on pupils' needs and starting points? - Are teaching strategies securing strong foundations?	<i>Leaders talk to pupils termly:</i> Can pupils: - Explain what they are learning? - Recall previous learning? - Use subject-specific vocabulary? - Explain why learning matters? - Demonstrate investment in learning?	<i>Leaders monitor planning termly to check for evidence of:</i> - SHREC planning in EYFS. - Blank Levels tracking in EYFS. - Talk opportunities. - Let's Say enquiries. - The 3 Ps (People, Place, Problem). - Authentic outcomes.

	• Do teachers use assessment well to plan next steps? • Are reasonable adjustments made where necessary to the curriculum? Through the lens of inclusion: • Are adaptations reducing barriers to learning?		
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