



# **CPS 100 Day Plan (27<sup>th</sup> August – 6<sup>th</sup> December 2019)**

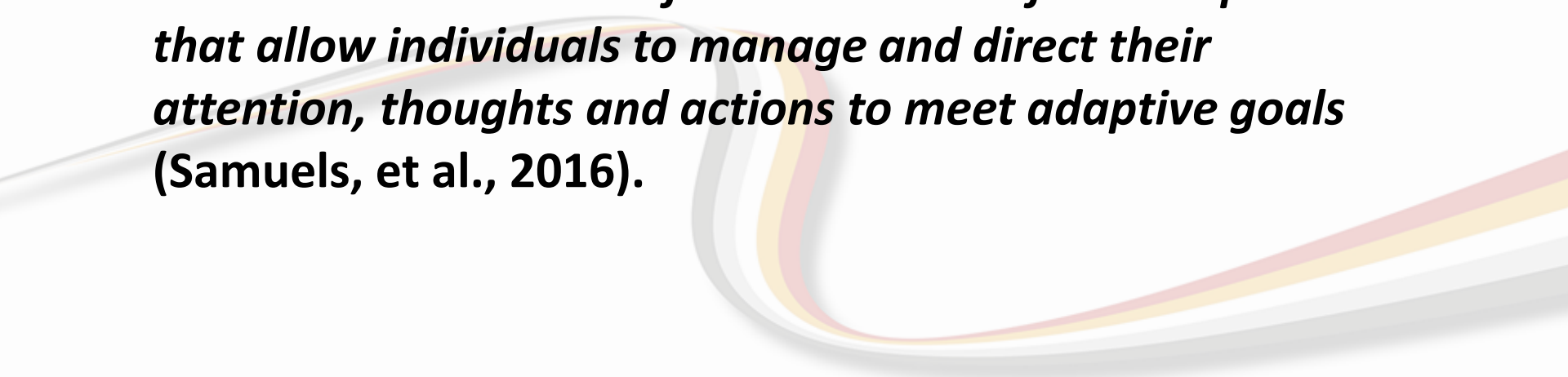
**Whole Staff PD 2<sup>nd</sup> Sept. 2019**



## **Objective 1: Develop systems to support the achievement of low prior attaining pupils**

### **1. The role of *Executive Function* in the underperformance of low prior attaining (LPA) pupils.**

***Executive Function is definable as a set of control processes that allow individuals to manage and direct their attention, thoughts and actions to meet adaptive goals (Samuels, et al., 2016).***

A decorative graphic consisting of several overlapping, wavy lines in shades of grey, yellow, and pink, flowing from the left side towards the right, positioned behind the text block.

# Executive Function...

Professor Becky Allen breaks EF down into 3 areas:

- i) Attention (Inhibitory control: being able to ignore distractions, pay attention, and not act impulsively)
  - ii) Working Memory (Being able to keep information in mind, and use it effectively and fluently)
  - iii) LTP & crystallised intelligence (Recalling information effectively and accurately to make relationships and offer explanations)
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# Executive Function...

Professor Allen asks teachers to consider:

- 1.** When you see a child who is not paying attention in the class, ask yourself: what are they attending to?
  - 2.** How do you organise the seating arrangements in your classroom?
  - 3.** When the pupils chat in your classroom, what are they talking about?
  - 4.** At what point during the lesson will the child with the most restrictive working memory struggle to follow?
  - 5.** Do all of my pupils have the prior building blocks of knowledge required to succeed in this programme of learning?
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**Objective 1: Develop systems to support the achievement of low prior attaining pupils**

**2. The systematic and consistent use of retrieval practice across the school**

**i) Whole-school programme theory:**

*If the use of retrieval practice is systematic and consistently applied, **then** low prior attaining pupils will retain key knowledge **because** they will have received multiple opportunities to transfer knowledge from their working memories to their developing schemata*

**ii) Whole-school Appraisal Objective:**

*Retrieval practice is used systematically and consistently to improve achievement for low prior attaining pupils*

**iii) Head's Learning Observations (w/b 30<sup>th</sup> Sept – w/b 14<sup>th</sup> Oct.):**

*Focus on use of retrieval practice to support achievement of low prior attaining pupils*

**iv) Behavioural Systems:**

*PD session delivered by Tom Bennett (21<sup>st</sup> Nov), focussing on how behavioural systems can promote executive function in all pupils*

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## **Objective 2: Develop the use of CMO Reports**

**Building upon the success of the first round of CMO reports, Round 2 CMOs will follow a single, whole-school Programme Theory linked to retrieval practice (*see above*), and will be developed across the academic year, with key milestones (including PD) shared.**

**There will also be an opportunity for all CCs to feedback back the key findings from Round 1 CMOs**

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### **Objective 3: Ensuring powerful writing across the curriculum**

**English CMO highlighted the pupils' sense of ownership of their writing, as well as their ability to write in a sophisticated manner within genre. This evidence, coupled with the school's writing outcomes, reflects the impact of TfW at CPS. However, it is also increasingly apparent that pupils are not consistently secure in demonstrating their knowledge through their writing – particularly with extended and summative pieces.**

**Consequently, the English CC Team and the SLT have been researching effective writing strategies, to supplement the use of TfW at CPS. It is envisaged that this will result in a revision of the English IOS, and the CPS English Curriculum Map, following a number of trials and associated PD.**



Any questions?



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