



The LETTA Trust
Education Development Plan
2019~2024



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Introduction and Rationale

Our mission is to combat social inequality through excellent educational provision; to raise aspirations and make sure that all our learners keep on learning new things.

The LETTA Trust Education Development Plan outlines the way we will work together to ensure continued educational success for pupils in our schools. It is cyclical; we revisit five key priorities regularly over time. In this way we remain up to date with best practice and research. We focus on one priority for improvement as a group each academic year.

Each new priority is shaped in response to the school self-review carried out annually. So, school self-evaluation ties directly into plans for improvement.

In addition to the educational priority we work on in partnership across the Trust, each school has its own school improvement plan. This includes areas of focus specific to the individual context and needs of each school.

We updated this plan using feedback from staff, pupils, parents, governors and trustees. We discussed the plan at the summer term 2020 Local Governing Board meetings and approved it at the Trust Board meeting on 13th July 2020.



*"It matters not what someone is born,
but what they grow to be."*

J K Rowling



Vision, Values and Ethos

LETTA Trust schools are committed to working in partnership and learning from each other. Together we strive to give children the best chance of happiness and success at school and beyond; to growing active citizens with a strong moral compass who will make a positive difference in the world. Our vision is a promise to our pupils; our values determine how we work together.

Our vision

That every child in every school in our trust:

- Loves learning, achieves their very best, has fun at school and feels excited about the future
- Knows how to make friends and get along well with people; to treat them with fairness, compassion and respect
- Grows healthy and strong, believes in themselves and has the confidence and resilience to follow their dreams
- Feels part of their community, proud of their school and inspired to make a positive difference in the world

Our values

- **Aspiration:** aiming high; broadening horizons; creating possibilities
- **Innovation:** taking risks; daring to be different; pioneering research; shaping the future; leading the way
- **Equality:** inclusive; excellence for all; celebrating diversity; all for one and one for all!
- **Generosity:** open doors; collaboration; challenge and support; community-minded; team spirit; Ubuntu

Ubuntu

Our guiding principle is the philosophy of Ubuntu; a southern African philosophy that speaks of our interconnectedness, of the importance of relationships, of openness and generosity to one another.

“Ubuntu does not mean that people should not enrich themselves. The question is: Are you going to do so in order to enable the community around you to be able to improve?” Nelson Mandela

“I am who I am because of who we all are.” Leymah Gbowe



Education Development Cycle 5-Year Overview

| Year | Focus | Vision |
|-----------|---|--|
| 2019~2020 | Inclusivity No one is left behind | Our pupils love coming to school. They make excellent progress because teachers and leaders tailor provision to meet their individual learning and pastoral needs |
| 2020~2021 | Curriculum What we learn | Our pupils are well-equipped for the next stage of their education and beyond; prepared for the future by a curriculum that is carefully designed for them |
| 2021~2022 | Pedagogy How we learn | Leaders and teachers are experts on learning. Their understanding is up to date and they are helping to shape new practice. Our pupils are keen learners. They take responsibility for their learning and become learners for life |
| 2022~2023 | English Accessing curriculum | Our pupils love reading and read widely and often. They are able to communicate skilfully in written and spoken English for a range of purposes |
| 2023~2024 | Mathematics Problem solving | Our pupils are confident, enthusiastic mathematicians. They use mathematical strategies with joy and are skilled problem solvers |



2019~2020 Inclusion 'No one is left behind'

Vision for inclusion

Our pupils love coming to school. They make excellent progress because teachers and leaders tailor provision to meet their individual learning and pastoral needs

Context

Our pupils are from a predominantly Bangladeshi community and sit in the highest quintile for pupils from ethnic minority groups, with EAL and in receipt of the pupil premium. 55% of pupils live in overcrowded households. A high proportion of pupils receive SEND support including many with EHCPs.

Achievements so far:

- Equality is a LETTA Trust core value and both schools have the Inclusion Quality Mark. Bygrove is an IQM Flagship School
- Attendance is consistently well above national average and engagement in remote learning is 80%+
- Curriculum design and delivery enables disadvantaged pupils, pupils with SEND and EAL to achieve well against national benchmarks
- There are well established behaviour management policies in place and there have been no permanent or fixed term exclusions for a number of years
- Some staff members are trained specialists in inclusion strategies such as counselling, reading recovery and ELKLAN
- The school premises are well-equipped to support pupils with disabilities to fully access the curriculum

Objectives:

- 1.1. Involve everyone in the school community in evaluating inclusion; what we do well and what could be better
- 1.2. Find out what the experts say about best practice in inclusion
- 1.3. Give all staff members the opportunity to develop expertise in inclusive practice
- 1.4. Involve parents in supporting and developing inclusive practice
- 1.5. Provide a personalised curriculum offer for pupils with additional needs including playtime, lunchtime and extra-curricular activities
- 1.6. Develop effective interventions that ensure pupils catch up and keep up, particularly disadvantaged pupils
- 1.7. Ensure a consistently high standard of pupil behaviour in lessons, in the playground and around school buildings
- 1.8. Leaders promote inclusive practice in schools and monitor the quality of inclusive practice, in particular its impact on pupil achievement
- 1.9. Ensure school premises are well-equipped and designed to support the inclusion of all pupils.



2020~2021 Curriculum 'The Substance of Education'

Vision for curriculum

Our pupils are well-equipped for the next stage of their education and beyond; prepared for the future by a curriculum that is carefully designed for them

Context

Our pupils are from a predominantly Bangladeshi community and sit in the highest quintile for pupils from ethnic minority groups, with EAL and in receipt of the pupil premium. 55% of pupils live in overcrowded households. A high proportion of pupils receive SEND support including many with EHCPs.

Achievements so far:

- Aspiration is a LETTA Trust core value and our staff teams have high expectations of pupils
- The curriculum design begins with a clear rationale
- There is planned progression of knowledge and skills for each subject area
- Subjects are grouped under themes to maximise the understanding of key concepts and vocabulary
- In addition, the curriculum offer includes:
 - Residential trips for all pupils in KS2 and a wide variety of day trips to support curriculum
 - Instrumental tuition for all pupils and performing arts
 - Before school, afterschool, Saturday and holidays clubs
 - Specialist teaching in sport, art and DT, music and performing arts

Objectives:

- 2.1. Involve everyone in the school community in evaluating the curriculum; what we do well and what could be better
- 2.2. Find out what the experts say about best practice in curriculum design and redesign the LETTA curriculum
- 2.3. Give all staff members the opportunity to develop curriculum design and subject knowledge expertise
- 2.4. Involve parents in supporting their children across the curriculum at home and at school
- 2.5. Provide a personalised curriculum for pupils with additional needs and interventions to ensure pupils catch up and keep up
- 2.6. Leaders monitor the quality of curriculum planning and delivery and its impact on pupil achievement
- 2.7. Ensure school premises are well-equipped and designed to support curriculum delivery



2021~2022 Pedagogy 'How We Learn'

Vision for pedagogy

Leaders and teachers are experts on learning. Their understanding is up to date and they are helping to shape new practice. Our pupils are keen learners. They take responsibility for their learning and become learners for life.

Context

Our pupils are from a predominantly Bangladeshi community and sit in the highest quintile for pupils from ethnic minority groups, with EAL and in receipt of the pupil premium. 55% of pupils live in overcrowded households. A high proportion of pupils receive SEND support including many with EHCPs.

Principles

1. We recognise that there are a great number of pedagogies and that many of these will work
2. Depending on what the subject or learning outcome is, some pedagogies will work better than others
3. We want to do fewer things better, and so will focus on a small number of highly effective pedagogies
4. We will make the decision about which pedagogies to focus on based on the strength of their evidence base

Achievements so far:

- Pupils in LETTA schools achieve highly over time from low starting points
- Teachers shape lessons carefully so that pupils will know more and be able to do more over time
- Teachers use reading and research to remain up to date with learning theories
- Teachers visit lessons delivered by colleagues to help improve their practice
- Teachers take part in a large amount of high quality professional learning
- Teaching support staff are well-trained and highly skilled at delivering intervention for pupils

Objectives:

- 3.1. Involve everyone in the school community in evaluating the quality of teaching and learning; what we do well and what could be better
- 3.2. Find out what the experts say about pedagogy
- 3.3. Develop staff knowledge and understanding of:
 - learning theories & cognitive science; of how children learn
 - metacognition & self-regulation; of how children can take increasing responsibility for their learning
 - motivation; the importance of a willingness to engage our metacognitive and cognitive skills and apply them to learning
 - the role oracy plays in supporting all of these, and vice versa
- 3.4. Support parents in effectively supporting their children's learning at home
- 3.5. Provide personalised interventions to ensure pupils catch up and keep up
- 3.6. Develop the pedagogical expertise of the leadership and curriculum teams
- 3.7. Ensure school premises are well-equipped and designed to support learning, including IT



2022~2023 Reading and Writing 'Accessing the Curriculum'

Vision for reading and writing

Our pupils love reading and read widely and often. They are able to communicate skilfully in written and spoken English for a range of purposes

Context

Our pupils are from a predominantly Bangladeshi community and sit in the highest quintile for pupils from ethnic minority groups, with EAL and in receipt of the pupil premium. 55% of pupils live in overcrowded households. A high proportion of pupils receive SEND support including many with EHCPs.

Achievements so far:

- Pupils in LETTA schools achieve well in reading and writing from low starting points
- Pupils in LETTA schools achieve highly in grammar, punctuation and spelling
- The reading curriculum is carefully structured to allow pupils to gain fluency quickly
- Pupils are encouraged to read widely and often once they are fluent readers
- The curriculum design affords pupils the opportunity to write for a range of meaningful purposes in different subjects

Objectives:

- 4.1. Involve everyone in the school community in evaluating reading and writing; what we do well and what could be better
- 4.2. Find out what the experts say about learning how to read and write, including early reading
- 4.3. Give all staff members the opportunity to develop their knowledge and understanding of teaching reading and writing
- 4.4. Train parents in effectively supporting their children's reading and writing at home, including early reading
- 4.5. Provide reading and writing interventions to ensure pupils keep up and catch up, particularly early reading
- 4.6. Leaders monitor the quality of teaching of reading and writing and its impact on pupil achievement
- 4.7. Ensure schools are well resourced for reading and writing



2022~2023 Annual Plan for Reading and Writing 'Accessing the Curriculum'

Leaders and teachers are experts on learning. Their understanding is up to date and they are helping to shape new practice. Our pupils are keen learners. They take responsibility for their learning and become learners for life

| Objectives | Actions | When | Who |
|--|---|---------------|-------------------------------------|
| 4.1 Involve everyone in the school community in evaluating reading and writing; what we do well and what could be better | a) Collect and analyse feedback from teaching and teaching support staff | May-Jul 2022 | LTs, FD, JI, BS |
| | b) Collect and analyse feedback from school leaders | | |
| | c) Collect and analyse feedback from pupils | | |
| | d) Collect and analyse feedback from parents | | |
| 4.2 Find out what the experts say about learning how to read and write, including early reading | a) Examine the evidence base for NPQ Leading Literacy and explore the EEF Literacy Guidance Reports | All Year | ML, AR, SN, BS, Specialists |
| | b) Look at the work completed by other schools on developing Reading and Writing and learn from them | | |
| | c) English leads undertake NPQ Leading Literacy and disseminate learning across the Trust | | |
| | d) Seek advice from experts in the field of Reading and Writing and invite them to train and develop staff, including leaders | | |
| | e) Revisit and, where appropriate, refine LETTA's approach to Reading and Writing; create a Trust policy/strategy for Writing with reference to the evidence-base | | |
| 4.3a Give all staff members the opportunity to develop their knowledge and understanding of teaching reading | a) Develop understanding and pedagogy pertaining to early reading for all teaching/teaching support staff across the Trust | Sept-Dec 2022 | CTs, TAs, SN, AR, ML, THEP, BS, LTs |
| | b) Implement a DfE approved phonics scheme (THEP Phonics) | | |
| | c) Establish a consistent approach to reading at and between EYFS, KS1 and KS2 (DGR/DSR). | | |
| | d) Establish a consistent approach to reading in KS2, including shared reading. | | |



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| | e) Establish a consistent approach to reading for new arrivals with no/little English. | | |
| | f) Establish and implement relevant CPD plans for staff at all levels and across all departments. | | |
| 4.3b Give all staff members the opportunity to develop their knowledge and understanding of teaching writing | a) Review texts used to support writing and ensure the availability of high quality texts. | Jan-July 2023 | AR, ML, Cur.Tea m, SN, LTs |
| | b) Explore the rationale for chosen pedagogies to teach writing across the Trust with all staff; understanding why, how and where chosen pedagogies are most effective. | | |
| | c) Following (b) - practice fidelity first and Trust-wide adaptations with guardrails later; based on the best available evidence and practice. | | |
| | d) Re-establish a consistent approach to teaching handwriting across the Trust. | | |
| | e) Establish a rationale for selecting and the approach to teaching tier 2 vocabulary, and map the progression of vocabulary across the year groups and subjects. | | |
| | f) Clarify our approach to assessing writing and support teachers to assess accurately, including through cross-school moderation. | | |
| | g) Establish and implement relevant CPD plans for staff at all levels and across all departments, including an element of reading and research. | | |
| 4.4 Train parents in effectively supporting their children's reading at home, including early reading | a) Plan and provide a series of workshops for parents, including in phase 1, 2, 3, 5 phonics, book choice and modelled reading | Sept-DE c 2022 | CTs, SN, AR, ML, BS, LTs |
| | b) Identify families who require additional support and respond accordingly, including provision for classroom-based events | | |
| | c) Tuition/additional support in place for parents who are unable to support | | |
| | d) Develop a home reading spine that represents high-quality, inclusive and diverse texts, share with parents and ensure classrooms are resourced with these books. | | |
| 4.5 Provide reading and writing interventions to ensure pupils keep up and | a) Continue to make use of academic tutors and tuition partners to provide targeted reading and writing interventions | Half Termly | CTs, SN, AR, ML, BS, LTs |
| | b) Audit intervention provision across both schools | | |



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| catch up, particularly early reading | c) Find out what the research says about effective intervention, including supporting children with EAL and SEND | | |
| | d) Respond to findings accordingly; re-establish effective intervention and the systems around this. | | |
| | e) Work alongside a researcher to diagnose common handwriting issues across the Trust and action against these. | | |
| 4.6 Leaders monitor the quality of teaching of reading and writing and its impact on pupil achievement | a) Reading and writing health checks | Half Termly/Termly | CTs, SN, AR, ML, BS, LTs, FD, JI |
| | b) Establish a baseline for teaching and teaching support staff: perceived knowledge, skills and behaviours pertaining to reading and writing | | |
| | c) Revisit above at regular milestones as a measure of progression, and triangulate with data sets from health checks, interviews with leaders/planning leads etc | | |
| | d) Establish a process for monitoring and supporting teachers to monitor the use of Accelerated Reader. | | |
| 4.7 Ensure schools are well resourced for reading and writing | a) Explore what a good library looks like; audit current library provision; make adaptations to library space based on findings and feedback from pupils and staff. | Sept-DEC 2022 | AR, ML, SN, LTs |
| | b) Explore what a good class book corner looks like; audit current book corner provision; make adaptations to book corners based on findings and feedback from pupils and staff. | | |
| | c) Ensure class libraries represent our vision for a diverse, inclusive and age-appropriate reading diet. | | |
| | d) Ensure the schools are supplied with decodable texts for teaching early reading across the school, including KS2. | | |



2023~2024 Mathematics 'Problem Solving'

Vision for mathematics

Our pupils are confident, enthusiastic mathematicians. They use mathematical strategies with joy and are skilled problem solvers

Context

Our pupils are from a predominantly Bangladeshi community and sit in the highest quintile for pupils from ethnic minority groups, with EAL and in receipt of the pupil premium. 55% of pupils live in overcrowded households. A high proportion of pupils receive SEND support including many with EHCPs.

Achievements so far:

- Pupils in LETTA schools achieve highly in maths from low starting points
- The mathematics curriculum is carefully structured to allow pupils to gain fluency in core skills using a mastery approach and then apply those skills in a problem solving context
- The LETTA Initial Teacher Training Programme includes a successful maths specialist route
- A number of teachers are trained experts in maths mastery

Objectives:

- 5.1. Involve everyone in the school community in evaluating mathematics; what we do well and what could be better
- 5.2. Find out what the experts say about teaching mathematics
- 5.3. Give all staff members the opportunity to develop their knowledge and understanding of teaching mathematics, including subject knowledge
- 5.4. Train parents in effectively supporting their children's maths at home
- 5.5. Provide maths interventions to ensure pupils keep up and catch up
- 5.6. Leaders monitor the quality of teaching of maths and its impact on pupil achievement
- 5.7. Ensure school premises are well-equipped for teaching mathematics