



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



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3	Mathematics	
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2	Problem solving	Our pupils are confident, enthusiastic mathematicians. They use mathematical strategies with joy and are skilled problem solvers
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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:

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

- o Aspiration is a LETTA Trust core value and our staff teams have high expectations of pupils
- o The curriculum design begins with a clear rationale
- o There is planned progression of knowledge and skills for each subject area
- o Subjects are grouped under themes to maximise the understanding of key concepts and vocabulary
- o 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:

- o Pupils in LETTA schools achieve highly over time from low starting points
- o Teachers shape lessons carefully so that pupils will know more and be able to do more over time
- o Teachers use reading and research to remain up to date with learning theories
- o Teachers visit lessons delivered by colleagues to help improve their practice
- o Teachers take part in a large amount of high quality professional learning
- o 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:
 - o learning theories & cognitive science; of how children learn
 - o metacognition & self-regulation; of how children can take increasing responsibility for their learning
 - o motivation; the importance of a willingness to engage our metacognitive and cognitive skills and apply them to learning
 - o 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



2021~2022 Annual Plan for 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

Objectives	Actions	When	Who
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	a) Gather pupil views on what they think the school does well and what could be improved – pedagogy focus – including exit interview for Y6 pupils	From Sum 2021	HTs & DoSI
	b) Find out what parents think about practice at the school		
	c) Ascertain staff understanding of cognition, metacognition, motivation and self-regulation as a baseline, a midyear review and an end point; to gauge developing/deepening understanding of key concepts		
	d) Ask subject leaders, teachers and other members of staff to evaluate the strengths and weaknesses of how we learn at school		
	e) Work with school governors to evaluate practice and plan improvements		
3.2.	a) Look at what the DfE and Ofsted say about best practice in pedagogy	Each term	HTs & DoSI
	b) Look at the work completed by other schools on developing pedagogy and learn from them		
	c) Seek advice from experts in the field of pedagogy and invite them to train and develop staff, including leaders		
	d) Establish a LETTA approach to pedagogy, create a Trust policy/strategy with reference to the evidence-base		



<p>3.3. Develop staff knowledge and understanding of:</p> <ul style="list-style-type: none"> - 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 	a) Enrol staff on training courses/webinars to develop their understanding of effective pedagogies across the curriculum	Each term	All leaders
	b) Provide time and space for developing knowledge and understanding via the professional learning strategy		
	c) Allocate time for reading and research so that staff can engage with a strong and broad evidence base for effective pedagogy		
	d) Ensure an emphasis on pedagogy in 1-1s and phase meetings, including time devoted to discussing reading and research		
	e) Ensure teachers talk about appropriate pedagogies in planning meetings		
	f) Develop knowledge and understanding of effective pedagogies for teaching in the online classroom, drawing on research from experts		
	g) Enable staff to apply these strategies in the classroom		
<p>3.4. Support parents in effectively supporting their children's learning at home</p>	a) Conduct an audit to find out what parents already do at home to support their children's learning	Each term	Phase, subject and inclusion leaders
	b) Create opportunities for parents to join their children in the classroom to learn alongside them and see effective practice		
	c) Run parent workshops on how to support learning effectively at home		
	e) Continue to develop parents' IT skills including Google Classroom, so that they can support learning at home		
<p>3.5. Provide personalised interventions to ensure pupils catch up and keep up</p>	a) Ensure that appropriate pedagogies are being used to support learning of disadvantaged pupils and pupils with SEND	Each term	Subject and Inclusion leaders
	b) Identify, use and monitor the best specialist interventions to help pupils to catch up		
	e) Train staff in SEND specific pedagogies, such as those for teaching pupils with autism and global developmental delay		
<p>3.6. Develop the pedagogical expertise of the leadership and curriculum teams</p>	a) Leaders monitor the quality of teaching and learning and its impact on pupil achievement	Each term	HTs & DoSI
	b) Train and support leaders to monitor using subject health checks		



	<p>c) Identify strengths, weaknesses and opportunities for further development</p> <p>d) Monitor and review planning and delivery for a balance of breadth and depth</p> <p>e) Develop assessment systems to monitor achievement</p> <p>f) Develop a strong understanding of the pedagogies that underpin character development</p> <p>g) Ensure that effective approaches to pedagogy underpin the planning process</p> <p>h) Subject leaders identify best practice for subject-specific pedagogies and include these in their action plans</p>		
3.7. Ensure school premises are well-equipped and designed to support learning, including IT	<p>a) Continue to improve the IT service infrastructure so that it supports effective online learning, e.g. wifi quality, server</p> <p>b) Ensure that staff and pupils have access to the resources necessary to teach and learn effectively</p> <p>c) Maintain the physical environment to ensure that teachers can teach and pupils can learn, e.g. classrooms, outdoor space</p>	Each term	Curriculum and IT leaders, Premises team



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:

- o Pupils in LETTA schools achieve well in reading and writing from low starting points
- o Pupils in LETTA schools achieve highly in grammar, punctuation and spelling
- o The reading curriculum is carefully structured to allow pupils to gain fluency quickly
- o Pupils are encouraged to read widely and often once they are fluent readers
- o 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 school premises are well-equipped for reading and writing



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:

- o Pupils in LETTA schools achieve highly in maths from low starting points
- o 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
- o The LETTA Initial Teacher Training Programme includes a successful maths specialist route
- o 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