



# Eynesbury Subject Leader Report

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Subject: PD

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## Key priorities identified from Action Plan

- Subject leadership development
- Leaders to ensure the school is delivering a broad and balanced curriculum to all groups of learners
- Develop assessment practices
- Develop vocabulary progression
- Develop links with prior learning.
- Consider end points
- Embed the use of KO/ front sheets
- To develop children’s understanding of what a PD looks like.
- To ensure progression is key.
- Safeguarding is effective
- Ensure breadth of opportunity for all learners

## Aims: Implementation (What have you achieved since the last report? How have you addressed the priorities raised in the action plan?)

- . Completed 2023/2024 action plan review
- New 2024/2025 action plan in place
- Embed SOW- lesson observations and work scrutiny show curriculum coverage
- Vocabulary progression in place and shared- evidence of use of appropriate geographical vocabulary used in drop in observations.
- Completed work scrutiny to ensure curriculum coverage
- Drop in observations show pupils are using KO/ front sheets when reflecting on their learning.
- Road map in place to show skills of a PD learner at Eynesbury and why PD is an important subject.
- Completed learning walk to ensure learning environments show a broad and balanced curriculum
- Evaluated current assessment – class PD folders are clear record of what pupils have covered.
- Circle times in place to enable teachers to target needs of individual classes.
- Evidence gathered to enable a full understanding of areas of strength and areas for development

## Outcome: Impact – what are the standards like in my subject?

- Learning walks/ book looks show scheme is being used consistently providing progression in learning
- Learning walks show pupils referring to KOs.
- Learning walks show classroom displays evidence clear progression (with previous boards displayed).
- Children can talk about their learning during learning walks and pupil voice
- Children are able to recall their prior knowledge and use their books to recall past lessons.
- Children benefit from rapid retrieval sessions

## Evidence

Lesson observations

### Strengths – identified across the school (when teaching was strong).

- Links made to prior learning
- Appropriate use of vocab/ modelled use of key vocab
- Clear modelling of tasks.
- No ceiling being put on learning- children choosing challenge right for them.
- In line with Cambs SOW
- Use of appropriate texts to support understanding
- Targeted questioning/ support/ scaffolds/ adaptations in place to support pupils with SEND
- Children engaged and keen to contribute
- Pupils respectful of opinions of others.
- High expectations with regards to pupil behaviour.
- Use of positive and specific praise.
- Discussion of strategies pupils can use in different scenarios.

### Areas of development



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	<ul style="list-style-type: none"> <li>➤ Continue to ensuring all teachers use one step removed approach for PD.</li> <li>➤ Adaptive teaching strategies to support pupils with SEND and challenge GD pupils. (Use of reflection approach).</li> <li>➤ TIPS boxes to be tightly focussed on knowledge</li> <li>➤ Teachers to have opportunities to observe teachers who are demonstrating strong teaching in PD.</li> </ul>
Scrutiny of planning and slides	<ul style="list-style-type: none"> <li>● All staff using the Cambridgeshire SOW to support their teaching</li> <li>● Opportunities for repetition of new vocabulary and recap of prior knowledge</li> <li>● Opportunities for rapid retrieval (and use of KOs).</li> <li>● Activities are scaffolded for learners</li> <li>● LFs are clear</li> <li>● Visual and engaging slides</li> </ul>
Evidence of standards - Pupil's books/assessments	<ul style="list-style-type: none"> <li>● Front sheets/ Knowledge Organisers/ LF Slips/ Tips boxes in place</li> <li>● In line with SOW.</li> <li>● Evidence of progression within topics and between year groups.</li> </ul>
Performance data groups –B/G PP/NPP/ Year groups/Low 20%/MA (if relevant)	<ul style="list-style-type: none"> <li>● Retrieval questions used to recap prior learning</li> <li>● Teachers identify pupils working towards ARE/ working at ARE/ Working beyond ARE for each topic taught. This is then summarised at the end of the year. (Summary data not available yet as all units have not been taught).</li> <li>● Pre and post unit assessments in individual pupil books.</li> </ul>
Classroom environment/ Display/website/ newsletters	<ul style="list-style-type: none"> <li>● PD documents available on the Eynesbury website</li> <li>● PD forms part of the half termly class newsletters and is also referenced in the end of half term write ups</li> <li>● Anti-bullying work on website</li> </ul>
<ol style="list-style-type: none"> <li>1. Pupil voice/</li> <li>2. questionnaires</li> </ol>	<p><b>Tell me about PD</b></p> <ul style="list-style-type: none"> <li>➤ It is personal development</li> <li>➤ It's about our bodies and how they change</li> <li>➤ We learn about our mental health</li> <li>➤ How our bodies change</li> <li>➤ That people speak different languages</li> <li>➤ How we were when we were little</li> <li>➤ How our bodies work when we grow up.</li> <li>➤ You can write/ express how you feel</li> <li>➤ Risks/ different risks you might take through your life</li> <li>➤ Healthy and positive relationships with others and how to stay healthy</li> <li>➤ Learn about our bodies</li> <li>➤ Learn new facts</li> <li>➤ It helps us to be informed, respectful citizens.</li> <li>➤ It's personal development. it helps to us learn about relationships. We learn about growing up.</li> <li>➤ It's important because it prepares us for the future.</li> <li>➤ We learn about safeguarding and keeping us safe.</li> <li>➤ It helps us to know how to have active and independent lives.</li> <li>➤ It helps us to learn about other people and what they need.</li> </ul> <p><b>Why is it important?</b></p> <ul style="list-style-type: none"> <li>➤ Learn about bullying and how we can prevent it.</li> <li>➤ Learn about being tolerant around others and how to be respectful Learn everyone is different</li> <li>➤ Learn about things that can have a bad impact on your body.</li> <li>➤ Important so you know how to be happy/ how to behave as a grown up.</li> </ul>



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- Learn about drugs and why you shouldn't touch them.
- Learn about keeping ourselves safe.

### **Why do you enjoy P.D lessons?**

- I like all the topics- we learn about ourselves
- I like PD because I know what will happen to my body when I get older.
- Because we learn our bodies and how they are going to change/ grow as we get older.
- It is fun and we learn new things.
- Because we'll know about changes that are going to happen to us when we are older- e.g. puberty.

### **Is there anything you don't enjoy?**

No comments

Teacher voice/ TA voice questionnaires

### **What are your thoughts on the current scheme of work?**

- Really like the scheme of work, covers all areas in great depth and has useful links to support teaching of PD as well.
- Challenges- scheme often references books which we do not have in school, would be great if we had access to some of these as having used them previously, they really support what is being taught.
- I like it but there is so much I always have to spend a lot of time at the start of the half term going through it.
- It does suggest good ideas though

### **Explain what I would see in your PD lessons.**

- All pupils engaged/ supported.
- Scheme being followed.
- Clear progression
- Adapted learning/ outcomes for all pupils
- References to further challenge for higher attaining pupils.
- TIPS/LF/ Eynesbury non-negotiables in place.
- Circle times
- Hands on activities
- Lots of discussion
- Adapted activities
- Partner or group work as well as individual tasks

### **How do you support pupils with SEND in your PD lessons?**

- Adapted activities
- TA support
- Resources that they use for all lessons such as fidget toys
- Scaffolds
- Small group work
- 1:1 where appropriate
- Adapted vocabulary/ simplified language
- Adapted challenges as appropriate.

### **How do you challenge pupils working at GD within your PD lessons? (Including thoughts on the new reflections approach).**

- Additional challenges within lessons
- Thought-provoking questions/ discussion points.
- New reflections approach really effective for showing pupil understanding of learning covered and exposing deeper understanding and knowledge.
- Opportunities for reflection,



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	<ul style="list-style-type: none"> <li>➤ Targeted questioning during input</li> <li>➤ Adapted activities</li> </ul> <p><b>How do you assess pupils within your PD lessons?</b></p> <ul style="list-style-type: none"> <li>➤ Combination of verbal, summative and formative assessment against learning objectives and success criteria against national curriculum.</li> <li>➤ Observations during discussions</li> <li>➤ Marking children's work</li> <li>➤ Pupil assessment</li> <li>➤ General lesson observations.</li> </ul>
<p>Extra- curricular/ other evidence – how is learning in your subject engaging</p>	<ul style="list-style-type: none"> <li>● First aid sessions planned in 2iith 2 x nurses (1-6)</li> <li>● Nurse in to support drug education lessons (6)</li> <li>● PCSO dan to support safety lessons.</li> <li>● Magistrates visit (6)</li> <li>● People who help us visit (R)</li> <li>● Parent meetings offered throughout school to share RSE curriculum/ plans/ resources</li> <li>● Whole school anti-bullying week.</li> </ul>
<p>Evidence of BV, School Values, SMSC</p>	<ul style="list-style-type: none"> <li>● All PD KOs link in to British Values.</li> <li>● British values and SMSC closely linked with PD. Clear evidence of how topics link to different British Values. E.g.</li> <li>● Particular focus on tolerance and respect- especially in diversity and community units</li> <li>● Rule of law and democracy focussed on during beginning and belonging units as well as rights, rules and responsibilities units.</li> <li>● Responsibility and liberty focussed on during healthy lifestyles, my emotions, managing change, managing risk units</li> <li>● School values of 'Respect' evident in lessons – pupils value the ideas and contributions of others. 'Courage' evident when pupils are trying new thing.</li> </ul>
<b>Next Steps</b>	
<ul style="list-style-type: none"> <li>● Action 2024/2025 plan</li> <li>● Order books to supplement teaching of PD curriculum</li> <li>● Plan further enrichment opportunities for PD learning- (life bus and careers fair).</li> <li>● Ensure vocabulary progression is embedded.</li> <li>● Consider end points</li> <li>● Plan opportunities to moderate PD assessments.</li> </ul>	