

Closing gaps

in learning

Formative assessments effectively identify those pupils who have not retained key learning/experiences.

Teaching effectively provides 'Same Day Intervention' or pre-lesson learning.

Ensure that SDI/pre-learning happens in **ALL subjects across the curriculum.**

Securing learning over time

Ensuring there are regular learning opportunities for pupils to systematically revisit, re-learn and consolidate key learning/experiences over time- this week, this term, this year and in their school life.

Formative assessments are effective in identifying key learning/experiences that need to be revisited with greater regularity.

Staff ensure their practice is informed by the EEF '5-a-day' approach:



The school is an **active community** which encourages developing minds and new approaches- for **ALL members of the school community.**

Research alongside reflective practice ensures there is **high Quality** First Teaching (QFT) across the school.

Staff have a clear understanding about our QFT offer and **actively** use research and innovative learning approaches to enhance their practice.

Parents/carers are fully engaged with the consultation around the school's provision offer.

Pupils have opportunity to positively shape the curriculum offer.

Developing an ethos of 'active learning' for all

Aims

Impact

Design

Use afternoons to revisit learning where gaps appear.

Reduced gaps in learning for **bottom 20%.**

Curriculum content for all pupils is more consistent.

Reduction in **unnecessary whole class** consolidation due to effective SDI.

Attainment outcomes improve for SEND/ vulnerable learners.

Key measuring points- eg **EYFS Foundation Stage, Year 6**

Our curriculum offer is balanced, **reducing as best we can, curriculum/ knowledge overload.**

As a result, all **pupils are fully engaged** with their learning in all subjects.

Monitoring reveals that pupils retain knowledge over time- **from this week, this term, this year and beyond.**

Staff feel confident in identifying what has been taught, what they are **currently teaching and how this learning relates to the curriculum offer over time.**

Attainment outcomes show there is good progress over time. EYFS, Y1 phonics, Year 4 MTC and Year 6 SATs show pupils at **Wellsprings are close to or at least in line with National comparisons** in Core subjects.

Pupils, parents/carers, governors and staff can articulate effectively how **current and prior is explicitly taught and reinforced over time.**

There are opportunities for staff, pupils and parents to engage in **whole school community learning events** every half term.

New initiatives are welcomed and embraced by the school community- as evidenced by targeted questionnaires.

Staff **confidently** about use **research approaches** to inform their practice (use of surveys to measure). This impacts on classroom practice, contributing to **High QFT.**

The school will seek to develop pupil council engagement on developing the curriculum.

Revisit Autumn 2026

Deployment of TAs (or cover teachers) to SDI in the afternoon. PiXL assessments to support 'next steps' learning.

Use of targeted consolidation resources- e.g. use of Google Classroom computer-based resources, RWI videos; PiXL resources; Ilsham/Boolean. **2026-27**

Agreed approach around SDI/consolidating learning. Staff focus group to develop this. **Monitor Learn and Review (L+R) programme**

Subject Leads ensure that the curriculum offer is stream-lined to teach the key information.

Leaders review the content of their curriculum subject in the Summer Term, making sure it is 'fit for purpose' for 2026-27 and beyond- in particular English. **By Summer 2027**

Year group phases and subject leaders to ensure curriculum plans have appropriate Tier 3 (and Tier 2) **vocabulary.**

Revisit Autumn 2026

Scaffolding activities and resources are identified to support SEND pupils and others who need additional help.

Use of technology to support SEND pupils is fully embedded in QFT offer. **By Summer 2027**

Introduce 'Think back three' to consolidate learning over time. **Spring 2026 and onwards- Science**

5 a-day strategies are revisited and explored in more detail.

Ongoing

Whole staff INSET around 'mastery and adaptive' learning. Links to training from PiXL, Ilsham and Boolean Hubs and training support.

The school complete a Teaching and Learning policy to formalise common features of learning across the age-ranges. **Term 3 Spring 2026; revisit Autumn 2026**

Surveys, workshops and parental engagement events are planned to get input from the wider community.

Term 4 Spring 2026; ongoing

In a few curriculum subjects, some teachers do not check well enough if pupils secure previous knowledge into their long-term memory. As a result, some pupils have gaps in what they know and remember. The school needs to ensure that teachers have the expertise to assess accurately where pupils have gaps and address them promptly so that pupils develop the intended depth of knowledge and use it efficiently across the curriculum. OfSTED Report December 2024- Wellsprings Primary School

Key activity and timescale

Closing gaps in learning		
Activity	Who	Key Information- milestones/timescale/resources
To develop a whole school systematic approach for SDIs.	ALL	Shared good practice of existing Same Day Interventions- PDMs and Key Phase meetings. Ongoing
	LJ/JH to Lead	To revise the Assessment Policy- to identify whole school expectations for Same Day interventions. Subject and Assessment/Inclusion Leads. Common whole school approach about how we: - Identify those pupils who have not understood/applied new learning; - Decide upon how to address the gap in learning: - o Same day- small group/paired/individual (PM) - o Next day, 'start-of-the day'- planned activity by teacher - o TA/teacher input in the next lesson- small group work - o Whole class consolidation- build flexible times within the weekly timetable to revisit learning. - Use of PiXL assessments and resources. Ongoing
		To deploy effective assessments to identify 'next steps' over time as well as provide a summative judgement. Use of PiXL assessment resources. Autumn 2026
To use technology resources to support SDIs.		Computing, Curriculum and Inclusion Leads (along with HT) explore the use of technology- eg use of RWI, Google classroom interventions, ATOM, Chat GPT/Copilot etc. Summer term 2026 onwards
		Identified training for staff around the key software training required- managing the use of TEAMs and SharePoint as an active resource in 2026-27. Ongoing

Securing learning over time		
Activity	Who	Key Information- milestones/timescale/resources
Streamlining and improving the curriculum	Subject Leads	Leaders given time to review their curriculum plans (at PDMs). Summer 2026 and onwards
	Key Phase teachers	Key phase teachers to review the content of the provision offer in each key phase. This will be undertaken after subject leads. Preparation for new National Curriculum. Summer 2027
	AB/CL to Lead	English and Curriculum Lead, along with other teachers. To review the current planned English content, with a view to streamlining the weekly timetable to make it more manageable to deliver alongside new curriculum developments (eg PiXL assessments, Grammarsaurus). Autumn 2026

		Revisit and review the use of Tier 2 Language within the school timetable. Autumn 2026 and ongoing
		To undertake 'mastery and adaptive learning' training for teachers and the development of an inclusive Oracy framework across the school (Somerset Curriculum team). Autumn 2026 onwards
		Plan for the rolled-out introduction of the Grammarsaurus Spelling programme for KS2. Autumn 2026
Developing resources for SEND and vulnerable pupils	JH and all staff	Audit and identification of all resources used by staff to support SEND/Vulnerable pupils- including use of available technologies to improve learning outcomes of SEND pupil. By the end of Summer 2027
Securing and retaining prior learning over time.	All	Ongoing research into how we can improve the impact of teaching and learning across the school- use of Ilsham/Boolean Hubs and PiXL. Ongoing- Learn and Review pupil interviews x 6 per year
	All	'Think back three' strategies to be introduced- trialled in Science in the first instance but rolled out in other subjects in 2026 onwards .
	All	5-a-day strategies to be reinforced through PDMs, INSET and TA meetings. Ongoing

Developing an ethos of 'active learning' for all		
Activity	Who	Key Information- milestones/timescale/resources
Research approaches to support Hight QFT.	Subject Leads	Keep aware of any relevant research by subject leads and Curriculum Lead. Ongoing- use of PiXL Networks and Ilsham/Boolean Hubs
	Subject Leads	Revisit and revise our Teaching and Learning Policy so that it reflects our approach to 'active learning' for all.
	SLT	Update and amend relevant subject policies to reflect our key actions. Autumn 2026 onwards
Parental and pupil engagement	SLT	Pupil council active and involved in the review of curriculum development.
	School Council lead	To review and improve Autumn 2026
	Subject Leads/SLT	Engaging community voice through workshops and surveys. Spring 2026 onwards
	ALL	Visits to classrooms by parents and engaged understanding of what the curriculum. 2025-2027 planned programme of parental visits Consideration of the key curriculum newsletters that have been produced previously- these will need to be revised in light of curriculum changes/improvements.