



THE ST. MARY'S PARTNERSHIP

Rhythm of the Year (RoY) Monitoring Schedule

Term 1 of 6 2025 - 2026



High expectations • No excuses • Whatever it takes



What are our key priorities and what does success look like by half-term (October 2025)?



AUTUMN TERM - THE KEY PRIORITIES

This is the roadmap for delivering our 'big moves' between September and December



RAPIDLY IMPROVING HANDWRITING

- Transforming transcription with adherence to 'Letter Join' - monitored closely.
- EYFS to focus on improved motorskill opportunities to aid early writing.



CONSISTENT USE OF CURRICULUM TOOLS

- PiXL, IXL and ReadTheory will be used daily and monitored closely to aid pupil progress. We will see improvements in teaching-to-need as well as adapted provision.



PHONICS & EARLY READING

- To ensure Y1 and 2 outcomes meet national - focusing on ensuring consistent delivery
- Developing staff subject knowledge further.



TIGHTER FEEDBACK THROUGH MARKING

- Ensuring that children receive the feedback they need, across curricula, to make improvements in their learning. Going back to basics to ensure all make progress (Core and Non-Core).



IMPROVING SPELLING

- Delivery of the Purple Phase (alternative spelling patterns) for all who need it (Post Y2).
- Ensuring consistent delivery of spelling weekly and monitoring underperformance.
- Assessing the impact on writing.




AUTOMATICITY IN MATHS

- Stricter focus on timestables knowledge and key expectations for each year group.
- Rigour and focus on pupil application as well as problem solving skills







St Mary's Partnership
Phase 1 Autumn Term – Fixing and Securing the Basics

What does SUCCESS look like for our first half-term? How will we know we are getting it right for the pupils?

Transcription – Writing (Early writing, handwriting and spelling)	Consistent use of Curriculum Tools	Phonics and Early Reading	Tighter Feedback through Marking & Assessment	Automaticity in Maths
<p>Children taught daily session of LetterJoin (non-negotiable). Taught with absolute fidelity to the LetterJoin scheme we use across the Partnership.</p> <p>Teachers assess progress of handwriting using LetterJoin's assessment.</p> <p>Transcription application is evident and clearly visible in books. Precise feedback of expectations evident in books across curricular.</p>  <p>Spelling patterns are taught using Purple Phase (Pip and Pap). Including finding pupils' gaps in Yr 3-6 and addressing these.</p>  <p>Early writing in EYFS focuses on fine and gross motor skill improvement. Use of old National Strategy to map progression from 0-5 in mark-making.</p>	<p>Children have opportunities built into every lesson (core) to access tools to practice missing skills (ReadTheory, IXL, PiXL). Teachers target children specifically on their LI/SC grid plan to ensure coverage.</p> <p>Staff utilise data available from previous year to ensure that lessons meet need – this means we are teaching gaps and considering discrete teaching groups to improve areas missing in pupils' knowledge.</p> <p>Leaders are consistently checking IXL. Are teachers allowing children enough time to practice skills for reinforcement? What can we see in terms of pupil progress?</p> <p>Homework offer includes digital tools. (In Y6 children are able to take a device home daily to practice).</p> <p>Opportunities in each year group, through lunch/afterschool clubs are targeting children with specific gaps to help improve attainment.</p>	<p>Leaders have a consistent approach to monitoring phonics – with a laser-sharp focus on Y1 and progress being made.</p> <p>Everybody delivering phonics has a base (an area for delivery) that is purposeful and allows children to be successful. (Walls have references to phonemes/graphemes, there are sit down lap desks, resources are ready and high quality). Sessions are ready for children. No learning time lost.</p> <p>There is precision in teaching to eradicate poor phonemic development.</p> <p>The early years is straight into phonics. We can see early reading threaded through the curriculum.</p> <p>Transcription tasks (early writing) are given the same high expectation required in continuous provision (EY/Y1)</p> <p>Teachers deliver with accuracy – not perform. Strong subject knowledge.</p>	<p>Standards checks show that the core books are marked 1 in 5 (1 class group daily) in depth. This includes an NSL linked to the child's next step, it is specific and not generic.</p> <p>Misconceptions are highlighted quickly (to avoid transference into long-term memory) and misconception tickets used to support redressing this.</p> <p>Non-core books are marked 1 in 2 lessons. Therefore, half of the class marked each week. NSLs given and misconceptions highlighted and addressed.</p> <p>Staff ensure all children self and peer assess their work. This is a skill they teach the children to do – this is evident in book looks and learning walks – where teachers address the 'Learner Boards' visible in each classroom.</p> <p>NSLs are well-answered to ensure rapid improvement of skill/knowledge/application. Teachers continually review previous work to ensure the child has made progress.</p>	<p>In all year groups, there is a timestables plan for the term. This focuses on the key timestables being taught and opportunities for practice and assessment.</p> <p>Wrote/oral/singing opportunities help children commit the times tables to long-term memory.</p> <p>Lessons begin with number-fact and retrieval – quick fire recall inc flashcards, IWB etc.</p> <p>All children have access to numberlines and counting equipment in every classroom.</p> <p>'Spot the mistake' helps children to analyse worked examples to strengthen their fluency and understanding.</p> <p>Same problem, different numbers – apply learnt procedures across varied contexts (solving different word problems with and using different fact families)</p> <p>For children who need additional help – agreed tools (IXL, PiXL are used to help children catch up quickly)</p>



RoY – Autumn Term 1 2025-26 (8-weeks) Monitoring, Meetings, Progress Checking

	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<p>Senior Leadership Team</p> <p>Head/Deputy /Assistant</p>	<p><u>Specific W1 items:</u></p> <ul style="list-style-type: none"> INSET all teachers to submit LI/SC grid for the first week (8/9/25) – ensure in SLT office folders. Teachers to prepare for Mental Agility Test 1 (print) Send out dates for meeting teachers (Perf Man completion and setting new targets). <p><u>Meetings</u></p> <ul style="list-style-type: none"> Y6 teachers meet Head/DHT to discuss progress from KS1. Prepare for the Partnership Gov Meeting (8 Sept) at Valentine 6-7pm. Focus: SDPs <p><u>Foci B&A/PD</u></p>  <ul style="list-style-type: none"> Check Pupil of Day Check threshold behaviours – teachers meeting at the doors. Welcome & Ready (Do Now) Weekly Behaviour completed <p><u>QofE Monitoring:</u></p>	<p><u>Specific W2 items:</u></p> <ul style="list-style-type: none"> Children to complete the feed-forward assessments for non-core. (Plicker to be used or on paper). Copies in Teacher folders. Reception baseline begins Mental Agility 1 completed. Teacher PM (review last year and set new targets – Perspective). <p><u>Meetings</u></p> <ul style="list-style-type: none"> DSL and attendance – how are children settling back? Any missing in education? <p><u>Foci B&A/PD</u></p> <ul style="list-style-type: none"> Character development – superheroes known? Playground and behaviour. Deep dive into how well breaks and lunches are working – learning walk this. Feedback to middays, teachers and TAs Lunchbox – be curious – is it healthy? 	<p><u>Specific W3 items:</u></p> <ul style="list-style-type: none"> School councillors to be elected through vote – one week of hustings. Fire Drill. Writing Wonder Postcards. Have any been awarded for handwriting?  <ul style="list-style-type: none"> All baseline phonics data is due (Fri 19th) <p><u>Meetings</u></p> <ul style="list-style-type: none"> DSL/Attendance. DSL actions log check EYFS supervision <p><u>Foci B&A/PD</u></p> <ul style="list-style-type: none"> Use of the Character Culture Award cards?  <ul style="list-style-type: none"> Nutritional value of lunchboxes <p><u>QofE Monitoring:</u></p> <ul style="list-style-type: none"> Writing Book Look (Perspective Feedback) Learning Walk – Ethos (checking threshold interactions, DO NOW, readiness to learn, no time 	<p><u>Specific W4 items:</u></p> <ul style="list-style-type: none"> School council first meeting. Early Years Data Conference – lowest first (to ensure SEND have oversight) Mental Agility 2 completed. Handwriting Assessment Baseline (LetterJoin) Mason Moor SIO 1 English Governor – learning walk phonics groups. <p><u>Meetings</u></p> <ul style="list-style-type: none"> DSL/Attendance review with officer: below%? PA%? Fines? DSL actions log check Weekly grounds and shared areas walk and report. Nursery meeting – numbers. <p><u>Foci B&A/PD</u></p> <ul style="list-style-type: none"> Use of the Character Culture Award cards? <p><u>QofE Monitoring:</u></p> <ul style="list-style-type: none"> Writing Learning Walk (EY-Y6). Teaching/Pedagogy 	<p><u>Specific W5 items:</u></p> <ul style="list-style-type: none"> SEND Autumn Targets set up Pay Committee to take place after each FGB – all pay committee data to be anonymised Governing Body Meetings(M W F) Autumn Census – Thursday Mental Agility 3 <p><u>Meetings</u></p> <ul style="list-style-type: none"> DSL actions log check DSL/Attendance review with officer: below%? PA%? Fines? Weekly grounds and shared areas walk and report. Nursery meeting – numbers. Behaviour calls home for high reds. Data conference 1, 2 and 6 <p><u>Foci B&A/PD</u></p> <ul style="list-style-type: none"> Worship/Assembly QA+ Golden Rules Quality of play at breaks and lunchtimes – feedback. <p><u>QofE Monitoring:</u></p> <ul style="list-style-type: none"> S Plan review by SLT for all year 	<p><u>Specific W6 items:</u></p> <ul style="list-style-type: none"> New Salford Reading Test A Valentine Peer Review Valentine SIO 1 Reception Baseline Data Due <p><u>Meetings</u></p> <ul style="list-style-type: none"> DSL/Attendance review with officer: below%? PA%? Fines? Report Weekly grounds and shared areas walk and report. Nursery meeting – current numbers. Roll out of the Breakfast Clubs. Where are we? Meet with inclusion leads. Report prepared for Governors. <p><u>Foci B&A/PD</u></p> <ul style="list-style-type: none"> Worship/Assembly QA+ Golden Rules Quality of play at breaks and lunchtimes – feedback. <p><u>QofE Monitoring:</u></p> <ul style="list-style-type: none"> Writing Book Look (Perspective Feedback) Learning Environment Check 	<p><u>Specific W7 items:</u></p> <ul style="list-style-type: none"> Years 3-5 Testing (PiXL) Writing outcome (final finished piece from the build up). Mental Agility Test 4 EYFS supervision Teachers should complete the exit skills ticket for Autumn 1 – Art, History, Geography. <p><u>Meetings</u></p> <ul style="list-style-type: none"> EYFS supervision <p><u>QofE Monitoring:</u></p> <ul style="list-style-type: none"> Leaders to look at writing outcomes against the LAT. On track? Pupil voice with sample of children who were underachieving in the previous academic year. How is this year better? Phonics LW – Year 1 and 2 focus.  <p><u>PDM</u></p> <p>TWILIGHT Weds 15 October – Assessment against</p>	<p><u>Specific W8 items:</u></p> <ul style="list-style-type: none"> Phonics assessments across. Y3-Y5 QLA data due in Govs in to review non-core books Mason Moor Peer Review UPS application deadline for teachers for governors to review. Teachers to complete pre-assessments for non core. (Plicker). Leaders need to prepare for the Y3-Y5 data conference (1st week back). <p><u>Meetings</u></p> <ul style="list-style-type: none"> Heads and SLT meeting (Tues 5-6) EYFS lead to meet SLT – progress in N and R. <p><u>QofE Monitoring:</u></p> <ul style="list-style-type: none"> History Book Look Art Book Look Gardening (floor book). LW of phonics, are groups ready for Aut 2?

	<ul style="list-style-type: none"> Phonics learning walks. Every child in every group. (Email) Handwriting Learning Walk (10 min visit) Perspective Spelling Book Look Reading Record Check <p><u>PDM:</u> No PDM –INSET</p>	<p><u>QofE Monitoring:</u></p> <ul style="list-style-type: none"> Phonics learning walks. Every child in every group. (Perspective) Handwriting Learning Walk (10 min visit) Spelling Book Look Reading Record Check <p><u>PDM:</u> No PDM – Teacher Reviews and Performance Targets set (20 mins – 1 hour back from INSET hours)</p>	<p>wasted) email feedback.</p> <ul style="list-style-type: none"> Leaders to go into 'Read To' timetabled sessions – are they all engaged? Reading Record spot check (email feedback) 	<ul style="list-style-type: none"> Spelling book look Reading record spot check (Are teachers sending home letters/speaking to parents about non-readers?) 	<p>groups. Review against Summer Term outcomes. (Feedback on Perspective)</p> <p><u>PDM:</u> TWILIGHT Weds 1 October – S Plans for Writing (Venue: Valentine)</p>	<p>(emails WWW and EBI)</p>	<p>the LAT (Venue: St Marys)</p>	
Aut 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
EYFS Team	<ul style="list-style-type: none"> Dynamic risk assessment board updated and displayed in N and R settings. Start to baseline R – this is a new format. Ensure that maths provision equals that of writing and reading in/outdoor settings. Vocabulary and displays up Reading records and phonics focus. <p><u>Nursery specific:</u></p> <ul style="list-style-type: none"> ITERS (Infant and Toddler Ratings Scale) focus on Personal Care Routines. Rate 1-7 with a senior leader. 	<ul style="list-style-type: none"> Phonics – screening. Check through Tapestry – focus on next steps – are they applicable? Outdoor learning – what are you doing to make the most of seasonal change? Learning environment check. <p><u>Nursery specific:</u></p> <ul style="list-style-type: none"> ITERS (Infant and Toddler Ratings Scale) focus on Space and Furnishings. (focus on indoor, room arrangement and display for children) 	<ul style="list-style-type: none"> Early Years Supervision - statutory Early Maths – learning walk with SLT. Focus on use of manipulatives in the setting. Phonics learning walk Outdoor learning formal learning walk – by SLT (EYFS) and EYFS lead. Feedback as necessary. Equity? Reading books and comments. Check in on risk assessments <p><u>Nursery specific:</u></p> <ul style="list-style-type: none"> ITERS (Infant and Toddler Ratings Scale) focus on 	<ul style="list-style-type: none"> How is the Role Play accessed? Gender? Interest? <p><u>Reception specific:</u></p> <ul style="list-style-type: none"> School-age Care Environment Rating scale (SACERS) focus on Space and Furnishings. How is the indoor space being used to ensure that varied Consider room arrangement now we know the cohort better. Recreational vs structured activity set up? 	<ul style="list-style-type: none"> Lowest 20%. What evidence is there of progress in writing? Data conference week for N and R. Who is offtrack? Horsforth Quads completed. How are you communicating the changes needed to provision to wider team? <p><u>Reception specific:</u></p> <ul style="list-style-type: none"> ECERS-E – Extension. Focus on Item 5 – Emergent Mark Making/writing. Look at setting for access. 	<p><u>Nursery specific:</u></p> <p>FOLLOW UP:</p> <ul style="list-style-type: none"> ITERS (Infant and Toddler Ratings Scale) focus on Program Structure (schedule and transitions) Have practitioners begun to adapt schedules based on interest and need? Are there clear transitions in place to support pupils to engage productively with learning? Awe and wonder in the learning environment. How does the setting reflect the theme? 	<ul style="list-style-type: none"> Early Years Supervision - statutory Assessment piece ready for Partnership Moderation. Writing. Focus on mark making and progression of mark making. (Use National Strategy to help guide this). Outdoor learning environment check – English, maths and science. Equitable? Progressive? Are pupils needs and interests being supported? 	<ul style="list-style-type: none"> Set up for Autumn 2. – setting to have all of the areas ready to go (indoor and out). Discussions with SLT over areas chosen and how this links to theme. Progress check with SLT for N and R. How many on track? Who is causing concern? Preparation for Nursery Parents Meeting on Aut 2 Week 1. Ensure any supervision – feedback is actioned and SLT know what you've done to amend/change.

			<p>Program Structure (schedule and transitions)</p> <ul style="list-style-type: none"> How are our youngest children transitioning from activity to activity? How independent are they with non-verbal cues? 		<ul style="list-style-type: none"> How are children encouraged through role-play? Do children in free-flow understand the PURPOSE of writing? 		<ul style="list-style-type: none"> Phonics check – go'ck'. 	<ul style="list-style-type: none"> Update dynamic risk assessments.
SENCo, Assistant SENCo and Inclusion Teams	<ul style="list-style-type: none"> SENCo's/Assistant SENCo's to ensure that provision stated is correct. Ensure that baselines are being completed for all areas. Review sensory audits, SALT needs etc. Who is doing this? When is the expected completion date? Complete risk assessments for EHC children of concern. Look at Writing for SEND – are teachers utilising structure strips? Reading records and SEND 	<ul style="list-style-type: none"> Year 1 inclusion focus – review groupings and consider those who were below GLD. Concerns re: SEND needs emerging? Improvements? Check in on the provision for the Lowest 20%. Ensure that Perspective feedback is available to staff. Check on reading records for SEND. <p><u>Specifics for monitoring:</u></p> <ul style="list-style-type: none"> TA learning walks Cover Supervisor learning walks 	<p>SEND FORUM 1</p> <p>Bottom 20% list circulated to all staff. Foci for:</p> <ul style="list-style-type: none"> Handwriting Spelling age (HAST) Reading (based on reading age Salford) SENCo drop-in PM TA training Maths manipulatives. Are they out? Audit lower sets and red tables. 	<ul style="list-style-type: none"> Pupil Perspectives - SEND Check provision against the IEPs. Is it right? Check in on EYFS. Are there any children of concern? EYAT referrals needed? EHCP planning? 	<ul style="list-style-type: none"> Pupil observations – those recently referred and any EHCs of concern SEND parent forum. Check in on Lowest 20% /SEND reading records. Feedback. QA the inclusion staff rotas – including spot checks on interventions. Check on risk assessments for SEND Autumn Term Targets to be on the system. 	<ul style="list-style-type: none"> Checking the Pre-Key Stage 1 standards. Interventions for phonics – how well are these working? <p><u>Specifics for monitoring:</u></p> <ul style="list-style-type: none"> TA learning walks Cover Supervisor learning walks 	<ul style="list-style-type: none"> SENCo's/Assistant SENCo's to ensure that provision stated is correct. <p><u>Specifics for monitoring:</u></p> <ul style="list-style-type: none"> TAP should be completed or cycle closing. Discussions with staff members. Update risk assessments for EHC children of concern. 	<ul style="list-style-type: none"> QA the inclusion staff rotas – including spot checks on interventions. Pupil observations – those recently referred and any EHCs of concern
Aut 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
School Improvement TLR – Year Leads/Phase	<p>During directed release:</p> <ol style="list-style-type: none"> Attendance of year group Behaviour analysis Golden rules Learning environment check 	<p>During directed release:</p> <ol style="list-style-type: none"> Attendance of year group Behaviour analysis Golden rules Learning environment check 	<p>During directed release:</p> <ol style="list-style-type: none"> Attendance of year group Behaviour analysis Golden rules Learning environment check 	<p>During directed release:</p> <ol style="list-style-type: none"> Attendance of year group Behaviour analysis Golden rules Learning environment check 	<p>During directed release:</p> <ol style="list-style-type: none"> Attendance of year group Behaviour analysis Golden rules Learning environment check 	<p>During directed release:</p> <ol style="list-style-type: none"> Attendance of year group Behaviour analysis Golden rules Learning environment check 	<p>During directed release:</p> <ol style="list-style-type: none"> Attendance of year group Behaviour analysis Golden rules Learning environment check 	<p>During directed release:</p> <ol style="list-style-type: none"> Attendance of year group Behaviour analysis Golden rules Learning environment check

	<p>5. Reading check/homework check 6. LI/SC check</p> <ul style="list-style-type: none"> Reading culture – ensuring all pupils are taking home a reading book/record and there is evidence of input. Vocabulary ready Mapping of provision for the year group – focus on the bottom 20% (SEND + disadv) Phonics in every year group – incl UKS2 – how are teachers utilising Purple Phase and the spelling patterns of phonics? 	<p>5. Reading check/homework check 6. LI/SC check</p> <ul style="list-style-type: none"> Marking and NSL use. Supporting team members to deliver on expectations. Reading checks. Checking that the reading and writing spine are being delivered as direction. Golden rules. Behaviour analysis in Year Group. - actions? Horsforth Quadrants all completed for sets/classes. 	<p>5. Reading check/homework check 6. LI/SC check</p> <ul style="list-style-type: none"> Look at writing as a year group – can you see stamina for writing improving? Reading checks – home records Homework – spelling and handwriting. Uptake? Incentives? Golden Rules assembles Behaviour analysis in Year Group. - actions? Year/phase leads to check in on exit ticket completion – how well are they completed? What are teachers using the feed forward sheets to amend in terms of plans? 	<p>5. Reading check/homework check 6. LI/SC check</p> <ul style="list-style-type: none"> Handwriting expectations. Dip sample the Lowest 20% - are they writing as you would expect? Evidence of LetterJoin? Look at the Horsforth Quadrants – select children low effort/low progress to speak to. What are the barriers? How can you help dismantle them? 	<p>5. Reading check/homework check 6. LI/SC check</p> <ul style="list-style-type: none"> Inclusion – interventions. How are we in a stronger position? What progress have those Lowest 20% made? How is this being measured? SEND learners to ensure that books are seen. Marking as per policy – 1 in 5 in R/W/M with detailed NSLs linked to the LI/SC. Is this happening? 	<p>5. Reading check/homework check 6. LI/SC check</p> <ul style="list-style-type: none"> Focus on writing outcomes. Assessment for the partnership and marked books to be presented at the PDM. Ensure that the grids for marking are completed. Strengths of writing? What needs to improve? 	<p>5. Reading check/homework check 6. LI/SC check</p> <ul style="list-style-type: none"> Non-core marking checks – ready for the SLT checks the next week. 	<p>5. Reading check/homework check 6. LI/SC check</p> <ul style="list-style-type: none"> Final week of non-core teaching. Therefore assessments for LAT to be stuck in and ticked. Year 3-5 preparation for data conference.
<p style="text-align: center;">Governors</p>	<p>All governors invited to INSET across the partnership</p>	<p>Maths Governors – Book look.</p> <ul style="list-style-type: none"> Early application Standards Support in books <p>Partnership Meeting – Monday 8 September 6-7pm</p> <ul style="list-style-type: none"> Year ahead What needs to improve? KCSIE 		<p>English Governors – Phonics Learning Walk</p> <ul style="list-style-type: none"> Routines Set up and ready Are they teaching appropriate to age/stage of Pip and Pap progressions? 	<p>Governing Body Meetings: Monday – VPS Wednesday – SM Friday – MM</p> <p>Pay Committees to meet and look at last years’ recommendations.</p>			<p>Non-Core Governors for Curriculum – book look</p> <p>Deadline for M5 and M6 teachers to send in representation to be considered for UPS application.</p>