School Improvement and Development Plan 2022-23

Outlined below are our priorities for the entire school community as we strive towards excellence:

1. **SEND (In-school Provisions)** – although Ofsted have quite rightly identified SEND as a strength of the school, we have an unprecedented number of pupils with complex SEND needs being admitted. We need to build capacity in physical and human resources to meet the needs of these pupils and ensure the quality of education secures good outcomes for them.

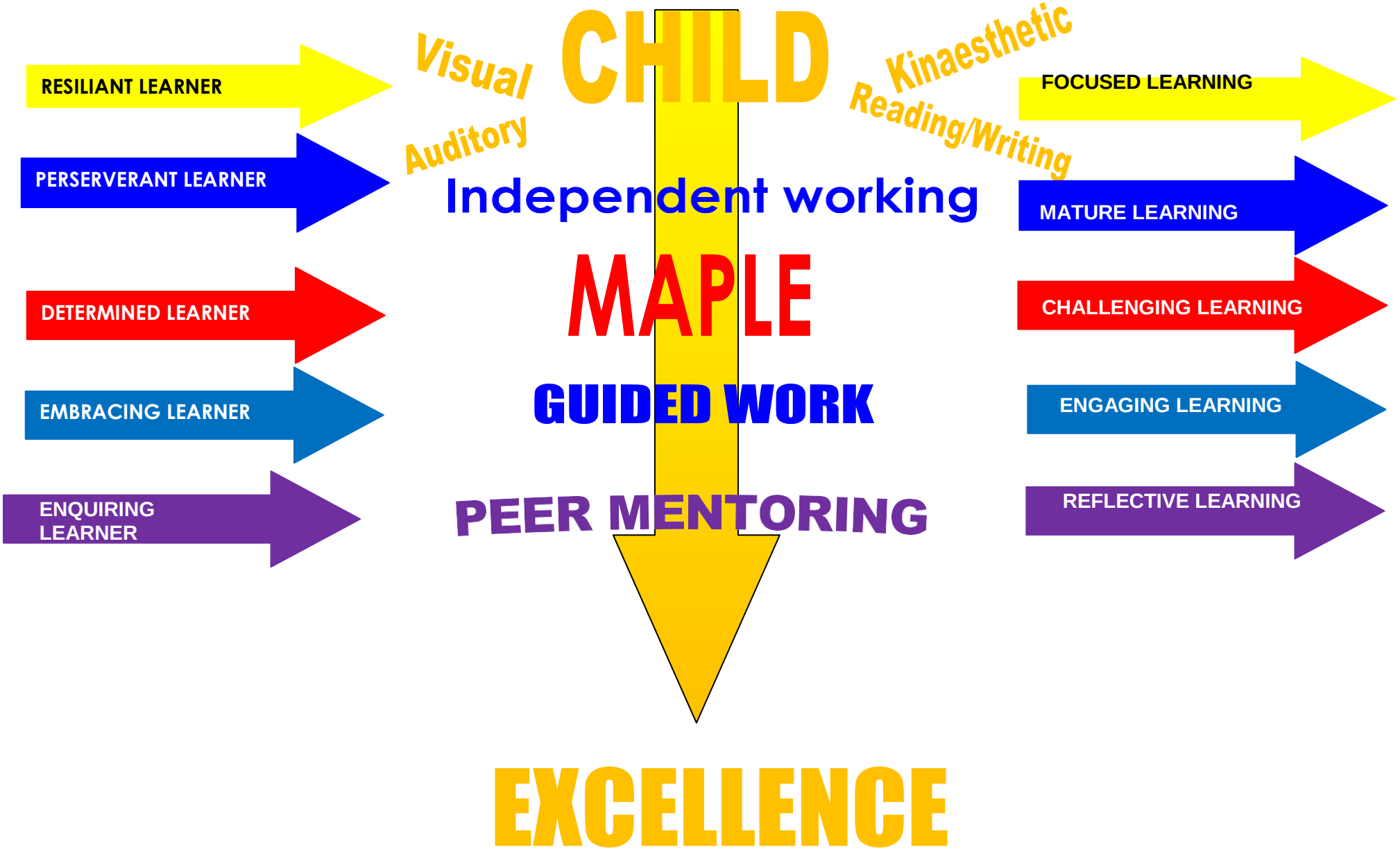
2. **Assessment for Learning** – we reviewed our assessment and feedback approach but this needs further refining; also included within this priority will be provision for pupils within the lowest 20% group.

3. **Spoken Language and Oracy** – ensuring our pupils develop confidence in spoken language and can articulate opinions, ideas and feelings well is a priority across the school.

4. **Behaviour and Relational Approach Policy** – Feedback from staff during our recent Ofsted inspection indicated that they felt this approach needs further developing, we will map out a clear progression of leadership qualities to recognise integrity and positive attitudes and achievements. Our Rights Respecting values and character development strands will be integrated throughout.

5. **Curriculum – Subject Knowledge Retention –** an Ofsted identified area for improvement to further embed our strategies.

GASCOIGNE PRIMARY SCHOOL PRIORITIES 2022-23



GASCOIGNE PRIMARY SCHOOL PRIORITIES

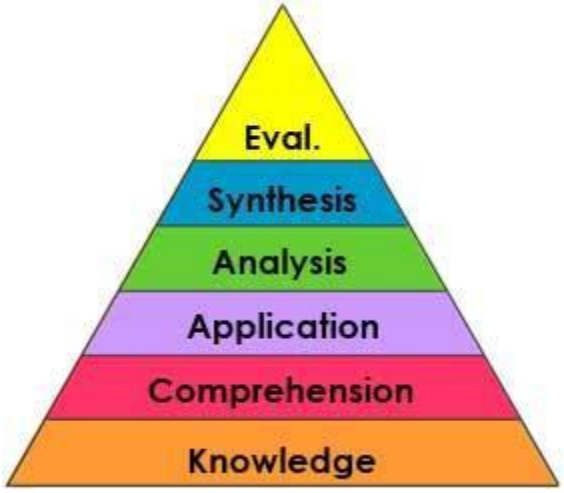
Which methods underpin our learning community at Gascoigne Primary

Following the introduction of the New National Curriculum, year group expectations have changed considerably for all primary school aged children. It would be fair to say that the "bar" has been raised and learning expectations for English and Maths, in particular, are greater. We, at Gascoigne Primary, are taking Bloom's Taxonomy principles in helping our young learners to embrace these varied skills and being able to apply them in a range of contexts in order to prepare all children for jobs that don't exist yet…. Using technologies that haven't been invented… in order to solve problems we don't even know are problems yet!

New Version

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behaviour important in learning. During the 1990s, a new group of cognitive psychologists, led by Lorin Anderson (a former student of Bloom), updated the taxonomy to reflect relevance to 21st century work. The two graphics show the revised and original Taxonomy.
Note the change from nouns to verbs associated with each level.

Note that the top two levels are essentially exchanged from the traditional to the new version.



Old Version

Remembering: can the children recall or remember the information?	define, duplicate, list, memorise, recall, repeat, reproduce state
Understanding: can the child explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognise, report, select, translate, paraphrase
Applying: can the child use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analysing: can the child distinguish between the different parts?	appraise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the child justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the child create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

SIDP Priority 1: SEND (In-school Provisions)

Target	Actions	Evaluation	Who is Responsible	Achieved By	Cost	SEF Reference
All teachers to ensure that all pupils with SEND can access the learning in class and make progress.	All teachers to be familiar with SEND pupils' needs and targets in their class by reading the pupil profile CPD session for teachers and Inclusion to discuss high needs pupil's in new classes Focus period of SLT monitoring to focus on in-class provision and progress of SEND groups Inclusion leads to agree with subject leads/SLT, how pupils working below age related expectations will be addressed in specific subjects. Training for staff on each specific area of SEND need and how to improve in-class provision and teaching of this group		Class teachers TLAs Inclusion Managers SLT External Agencies	Start of each term By end of Autumn term Spring term Spring term	£500	Quality of Education
Provision map	ICT team to transfer current SEND records to Provision Map Training for staff to use the program		ICT team Inclusion Managers/ICT team Class teachers	Start of each term 28/9/22	£0	Quality of Education

	Class teachers meet with inclusion leads to review passports and set targets.		TLAs			
In School Autism provisions	Training for staff who are new to rooms covering Structured Teach and Visual schedules, PECS, Understanding Autism, The Engagement model. Identify which provision will best meet the needs of the pupils for whom we are receiving extra funding Organise transition for pupils into and out of mainstream class Ensure that learning environments are well structured, predictable, safe and fun. Develop an outdoor environment for pupils to use Create autism audit checklist for rooms and to be used by teachers for pupils in class Establish good communication links with parents to include: • Initial introductions and updating website pages	Understanding Autism has been completed during Summer term 2022. TIC has audited staffs further training needs	Teacher-in-charge/ LA Advisor Inclusion Manager Star, Sunshine and Rainbow room teams, led Teacher-In-Charge ASC team Inclusion Manager/TIC	Initial training booked in for Autumn term. Full training to be complete by the end of the year All groups must be fully in place by the end of autumn 1 September 20th 2022 Over the first two terms By end of Autumn term	£0	Quality of Education

	• Meet the teacher and see the environment 26/9/22 • Start of day routines • Regular (Half termly) newsletter shared on line and on website • Weekly coffee morning for parents to share experiences and receive information			By end of Autumn term		
	• Develop the use of The engagement model and agree how progress will be assessed and tracked	•	TiC / Inclusion Manager and LA Advisor Core Team Monitored by SLT	Over the Spring term	£0	Quality of Education
	• Develop a curriculum to meet the needs of pupils with autism and which is in-keeping with the Gascoigne curriculum		SEND core team, DHT responsible for Curriculum Inclusion Manager	Ongoing work, to be completed by the summer term	£0	Quality of Education
In School SEMH provisions	H360 - environment tailored to meet the needs of the new cohort through assessment of children's needs including discussion with school counsellor on best approach needed to suit individuals, (i.e sensory input - play based). Outdoor space in H360 to be used as an extended part of the classroom – purchase canopy,		H360 teacher IT Systems Manager Inclusion Manager Nurture Team	By end of Autumn term Spring Term	£0	Quality of Education

	turf, organise furniture/ equipment resources Support for teachers who have children in mainstream with SEMH needs through sharing of expertise, CPD Nurture – environment tailored to meet need and leads to work in collaboration with class teachers to ensure smooth transition of children on return to class environment in order for children to continue making good progress.		Emotional Health and Wellbeing Practitioner	By end of Autumn term Spring Term		
Using visuals to support speech and language in the class room	Training for all staff Subject leads to provide office with list of key vocabulary for symbols for curriculum area each term/year group / Office staff to prepare visual resources using 'In Print'. Resources implemented in class room		Words First - SALT Subject Leaders Office Staff YGLs Teachers	19th October 2022 End of Autumn term From beginning Spring Term	£0	Quality of Education

SIDP Priority 2: Assessment for Learning

1. ***To embed the assessment & feedback policy in order to raise attainment standards in all subjects.***
2. ***To further improve the quality of staff interaction and feedback in order for all pupils to make rapid progress in all areas of learning.***
3. ***To further develop a consistent approach to how pupils record peer – and self-assessments of their learning.***

Target	Actions	Evaluation	Who is Responsible	Achieved By	Cost	SEF Reference
1.To embed the assessment & feedback policy in order to raise attainment standards.	**1.1 Staff CPD and collaborative inter-year group working:** -Review & Re-launch of the Assessment and feedback Policy. -Ensure the Policy captures recommendations from EEF's Guidance Report on teacher feedback to improve pupil Learning. -Deliver training on • the purpose of and effective implementation of formative assessment and • the use of Teacher Response Plan as part of the assessment process. -SLT to meet with Core teams/Subject leads regularly: expectations are communicated to all members of staff. -EYFS: to deliver staff training:	Feedback & Assessment at the school has evidence informed principles at the heart of practice (based on EEF recommendations) All Teachers confident and consistently implement a wide range of assessment methods to identify errors, address these and reteach. Pupils receive more immediate feedback and response from teacher in lessons, enabling faster progress and successful achievement of lesson outcomes. Teachers are responsive in lessons and increasingly adapt lessons through high quality formative assessment and plan next steps to further improve learning in all areas of learning. EYFS staff: a consistent approach when recording observations and feedback All EYFS staff using formative assessment effectively to plan for next steps in learning.	EYFS DHT/AHT (EYFS) Core teams Subject Leads	Autumn 2	None	Section 4.QOE

	• effective formative assessment during Child-initiated play. • Recording developmentally appropriate feedback and observations					
	1.2 – ***Monitoring of the implementation of the Assessment and feedback policy.*** (including a focus on the role and impact of the learning environment) Core teams and Subject leads to monitor the implementation of the policy and feedback to SLT.	Assessment Policy embedded in practice. (EEF recommended principles) Pupils' recorded learning shows: • teacher and pupil assessments are used routinely as part of teaching practice; • pupils have errors and misconceptions addressed and they are making rapid progress. (data overviews); • how the needs of **all** pupils are met, considering the range of learning styles and vulnerable pupils in particular; • How the gaps in particular subjects are quickly addressed Monitoring also determining how the class learning environment demonstrate learning and assessment (e;g a focus on the 'process', rather than the 'outcome') In the EYFS: how 'narrowing gap maps' are used effectively - Targeted support is implemented quickly.	SLT & YGL	On going	None	Section 4.QOE
	1.3 – termly progress meetings in response to data analysis.	Pupils attainment is on track. Year Group Leaders and class teachers respond to data outcomes, leading pupils to make fast progress.	SLT/YGL All teachers	Termly	None	Section 4.QOE

		Lowest 20% make progress through boosters following data analysis. Teachers, pupils and parents know what targets are set for core subjects Reading, Writing & Maths. EYFS – children below age related expectation are targeted with additional support – reflected in 'narrowing gap maps'. This targeted support is reflected in pupil voice, learning environment / provision provided / Tapestry (online recording tool)				
2.To improve the quality of interaction and feedback in order for pupils to make rapid progress in all areas of learning.	**2.1 – Staff CPD** -Carry out a staff skills and knowledge audit (teachers and support staff) -Subject leads and core Teams to deliver Staff training to address gaps in subject area knowledge. **EYFS –** introducing the ShREC-approach to develop high-quality interactions between adults and children.	Teachers are reflective about own areas of strengths and weaknesses. Also improve subject knowledge and skills in assessment. Gaps in staff subject knowledge addressed quickly. Teachers have improved their understanding of a range of ways to assess and feedback in foundation subjects. Staff are able to articulate the next steps for children in their class – in particular for vulnerable pupils	SLT/YGL Subject Leads Core Teams	Autumn 2 and Spring 1	None	Section 4.QOE
	2.2 – Support Staff (Teaching and Learning advocates and Nursery Nurses)	Support staff understand and implement the assessment & feedback policy in practice. Staff confidence raised as a result of improved subject knowledge in Reading, Writing & Maths.	SLT/YGL	Autumn 2	None	Section 4.QOE

	Deliver training for support staff on quality interaction and feedback within assessment. Provide CPD to match gaps in subject knowledge within Reading, Writing & Maths. Clarify expectations on the role of support staff in the assessment process. SLT to allocate time for support staff in order to prepare for their roles when supporting in class.	Pupil and staff engage in quality dialogue during lessons.				
To develop a consistent approach to how pupils record peer and self-assessments of their learning.	3.1 – Staff training: Assessment and feedback policy expectations for pupils' written feedback in recorded learning. (EEF recommended methods) Opportunities for staff to share good examples with colleagues and how practice is embedded Core teams and Subject leads to monitor the quality of pupils' self-assessments in their recorded learning. Feedback given to staff and support provided as appropriate. EYFS –staff training focus:	All pupils' written feedback/self-assessments are focused on moving learning forward, targeting the specific learning gaps that pupils exhibit. EYFS – regular monitoring feedback and review our books – identifying which comments / written feedback has impact on child's learning. Sharing as a year group / phase floor books/ recorded learning – ensuring consistency and support is given to staff members who require.	SLT/YGL Core Teams Subject leads	Autumn 2	None	Section 4.QOE

	• How to incorporate pupil voice in the assessment process, including for non-verbal pupils? • Scribing for pupils not yet able to record their responses • Ensuring next steps in learning are developmentally appropriate					
	3.2 Pupils to be given regular opportunities to act on feedback given. E.g time for pupils to re-correct errors, re do work or discuss feedback. (EEF recommended principles & methods) EYFS – expectations of how the 'floor book' will be used for children to reflect on learning	Pupils will be monitoring and evaluating own learning. EYFS - Staff sharing regularly the floor book with children – skills / vocabulary / Gascoigne Treasures / key questions / STEM sentences visible in that entry are shared and links made with other learning.	YGL Class teachers	Autumn 1	None	Section 4.QOE

SIDP Priority 3: Spoken Language and Oracy

To ensure our pupils develop confidence in spoken language and articulate well ideas and feelings across all aspects of school life by developing a whole – school approach to embedding Oracy across the curriculum.

Target	Actions	Evaluation	Who is Responsible	Achieved By	Cost	SEF Reference
PREPARATION – To allow enough time for effective implementation, particularly in the preparation stage.	- Allowing dedicated leadership time to research best practice - Appointing an Oracy Leader within the school - Identify and cultivate leaders of Oracy implementation throughout the school. - Build leadership capacity through Oracy implementation teams.	Best practice has been identified following extensive research. Oracy leader and Oracy implementation team identified.	English Lead	Autumn 1	£500	Quality of Education
EXPLORE - To define the problem we want to solve and identify appropriate programs or practices to implement.	- Identify a tight area for improvement in Oracy using a robust diagnostic process. - Make evidence-informed decisions on what to implement. - Examine the fit and feasibility of possible interventions to the school context. - Make an adoption decision.	Adoption of an evidence informed decision, ready for implementation following on from identifying a tight area for improvement,	English Lead	Autumn 2	£0	Quality of Education
PREPARE- To create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.	- Develop a clear, logical, and well-specified implementation plan: a. Specify the active ingredients of the Oracy strategy clearly: know where to be 'tight' and where to be 'loose'. b. Develop a targeted, yet multi-stranded, package of implementation strategies. c. Define clear implementation outcomes and monitor them using robust and pragmatic measures.	Oracy Policy developed. Curriculum maps / progression maps detail vocabulary progression. Oracy strategy implementation plan finalised, complete with implementation	English Lead Leaders of Oracy Team.	Spring 1	£1200	Quality of Education

	- Thoroughly assess the degree to which the school is ready to implement the Oracy strategy - Once ready to implement the Oracy strategy practically prepare for its use: a. Create a shared understanding of the implementation process and provide appropriate support and incentives. b. Introduce new skills, knowledge, and strategies with explicit up-front training. c. Prepare the implementation infrastructure.	strategies, timescales and outcomes. Implementation plan and process has been communicated to the Oracy implementation Team. Provide training to the implementation team. Implementation team have the knowledge and expertise to deliver the Oracy Strategy Implementation plan.				
DELIVER – To support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.	- Adopt a flexible and motivating leadership approach during the initial attempts at implementation. - Reinforce initial training with expert follow-on support within the school. - Use highly skilled coaches. - Complement expert coaching and mentoring with structured peer-to-peer collaboration. - Use implementation data to actively tailor and improve the approach. - Make thoughtful adaptations only when the active ingredients are securely understood and implemented. -	Continued professional development opportunities are available to staff. Teachers are confident, in the subject knowledge and pedagogy to effectively deliver the Oracy Strategy. Peer-to-Peer collaboration is in place. Rigorous and frequent monitoring of progress informs timely adaptations to the Oracy implementation plan. Pupils Voice shows that the implementation plan is implemented. Pupil outcomes in Oracy improve. Oracy is used as a lever to improve the quality of writing.	English Lead Leaders of Oracy Team	Spring 2	£1000	Quality of Education

<u>SUSTAIN</u> To plan for sustaining and scaling the Oracy strategy from the outset and continuously acknowledge and nurture its use.	- Plan for sustaining and scaling the Oracy implementation strategy an innovation from the outset. - Treat scale-up as a new implementation process. - Ensure the implementation data remains fit for purpose. - Continuously acknowledge, support, and reward good implementation practices.	Pupils develop confidence in spoken language and articulate well ideas and feelings across all aspects of school life because a whole – school approach to embedding Oracy across the curriculum has been successfully implemented. All staff have a shared understanding of effective teaching of oracy in the classroom.	English Lead Oracy Leaders	Summer 1 Summer 2	£0	Quality of Education

SIDP Priority 4: Behaviour and Relational Approach Policy – Pupil Leadership and Accountability						
Target	**Actions**	**Evaluation**	**Responsible**	**Achieved By**	**Cost**	**SEF Reference**
Design Strategy: To reflect the needs of the school community and enhance the school's existing Behaviour Policy with flowcharts and visuals. To encourage, promote and recognise the leadership qualities of pupils.	- Develop child friendly flow chart, outlining leadership skills and personal qualities which reflect our Character Strands and Rights Respecting values. - Link to visual prompts and reminders focused on achievement and recognition. - Establish importance of its prominence within the classroom as a point of reference and celebration. - YGLs to promote and adhere to in order to raise expectations of pupil behaviour across their year group. - Identification of wider opportunities for pupils who excel in their leadership. - Specific Leadership areas for example to include lunchtimes – Lunchtime Monitors/Sports Leaders, others to be decided as and when need is identified. - Pupil Leadership Team to be invited to attend Senior Leadership Team/Governor meetings when appropriate.	Ongoing: Smart School Council Parent Voice/Parent View Staff voice questionnaire	YGLs / SLT / HT	Autumn 1	£0 – will use existing resources within school	Behaviour and Attitudes Personal Development
Resourcing: To ensure consistency in quality of resourcing.	- Publication of resources for display in classrooms and around school. - Publication of resources for MDAs use at lunchtimes. - Golden badges and certificates in place. - Bibs, sashes, lanyards personalized to role and pupils. - identified displays in communal areas for photographs of pupil leadership team.	Ongoing: Smart School Council Parent Voice/Parent View Staff voice questionnaire	HT will arrange	Autumn 1	£0 school already has the resources £200 cost for bibs, lanyards and sashes	Behaviour and Attitudes Personal Development

Sharing/Engagement/Launch:	Launch strategy through: - Pupil assemblies - Parent Workshop - Present to Governors - Staff briefing Pupils to be fully informed as to their involvement and accountability in the engagement of this approach – including peer mentoring. Pupils, staff and parents empowered to nominate pupils for leadership awards.	Ongoing: Smart School Council Parent Voice/Parent View Staff voice questionnaire	HT / SLT	Autumn 1	£0	Behaviour and Attitudes Personal Development
Implementation:	Whole community approach to implementation. Whole school community to lead on recognizing and praising achievement of Gascoigne Treasures / Right Respecting values and Leadership Values. Momentum carried through Key Stage – Pupil Achievement assemblies and events.	Ongoing: Smart School Council Parent Voice/Parent View Staff voice questionnaire	All stakeholders	Autumn 2	£0	Behaviour and Attitudes Personal Development
Stakeholder Feedback:	Gather stakeholder feedback to ensure this strategy is achieving its aims and children are engaging with it successfully. Review taking account of stakeholder views to reshape/amend approach and then be incorporated within policy.	Ongoing: Smart School Council Parent Voice/Parent View Staff voice questionnaire	HT will arrange	Spring 2	£0	Behaviour and Attitudes Personal Development

SIDP Priority 5: Curriculum: Subject Knowledge Retention					
Target	**Actions and Evaluations**	**By whom?**	**Timescale**	**Cost**	**SEF Ref.**
To improve pupils' long-term retention of key subject knowledge.	Robustly ensure that all subject leaders clearly define both the key subject-knowledge and vocabulary per unit, and where pupils apply related skills. These are documented in policy, online and through the expectations for displays around school. Consider capturing / describing these elements as "Words of Wisdom" or similar **Progress / Evaluation:**	Curriculum Lead	Autumn1	0	4. QofE
	Ensure that all teachers are well-informed about the specific key subject-knowledge (above) across the school and about how the curriculum design for each subject supports sequenced learning, the revisiting of concepts and the application of skills. **Progress / Evaluation:**	Curriculum Lead / Subject Leaders	Autumn1	0	4. QofE
	Ensure that the policies and procedures for all subjects emphasize the importance of a "Step 0", in which the expected prior SKU (see above) is revisited as part of the baseline for a new topic. Ensure that the implementation of these policies is well-monitored and adhered to. **Progress / Evaluation:**	Subject Leaders	Autumn1	0	4. QofE
	Standardize the format and the expectations for the use of knowledge organizers (detailing the new knowledge expectations) across the range of curriculum subjects. Ensure that the implementation of these expectations are well-monitored and adhered to. **Progress / Evaluation:**	Curriculum Lead / Subject Leaders	Autumn2	0	4. QofE
	Ensure that knowledge organizers play an active role in the plenary of a lesson. For example, where a key piece of (pre-defined) knowledge (*Words of Wisdom*?) is introduced or revisited, ensure that it is appropriately highlighted. **Progress / Evaluation:**	Curriculum Lead / Subject Leaders	Autumn2	0	4. QofE

	Introduce weekly quizzing (through the improved deployment of online learning platforms) in class and/or as home learning **Progress / Evaluation:**	Curriculum Lead / Subject Leaders	Autumn2	0	4. QofE
	Ensure that robust summative assessment procedures are deployed in all subjects (see 2nd target below) in support of forward planning for both the cohort and the delivery of that topic in subsequent years. **Progress / Evaluation:**	Subject Leaders	See below	0	4. QofE
	Introduce an explicitly timetabled "1 / 3 / 6" half-termly knowledge-review model, in order to embed the pre-defined knowledge requirements for each unit (*Ebbinghaus Forgetting Curve).* Provide for the outcomes of these reviews to be recorded, and compared to the previous summative assessments of that cohort's acquisition of the key knowledge **Progress / Evaluation:**	Curriculum Lead / Subject Leaders	Spring1	0	4. QofE
	Introduce updated timetable expectations giving space for both peer to peer verbal knowledge recaps and the 1st and 3rd month knowledge reviews **Progress / Evaluation:**	Curriculum Lead / Subject Leaders	Spring1	0	4. QofE
	Provide opportunities for teachers to visit lessons in the year below (where required) prior to delivering a "3rd half term" knowledge review in their own class **Progress / Evaluation:**	Curriculum Lead / Subject Leaders	Spring1	0	4. QofE
	Strengthen the effectiveness and scope of class assemblies as the "6th half-term" review point of the pre-defined key knowledge. **Progress / Evaluation:**	Curriculum Lead / Subject Leaders	Spring1	0	4. QofE
	(If concerns arise relating to the retention of subject knowledge for a particular area of learning across a cohort of pupils through the 1 / 3 / 6 model described) Review the curriculum map to strengthen original delivery / logical sequencing / prior learning opportunities etc where appropriate **Progress / Evaluation:**	Curriculum Lead / Subject Leaders	Spring1	0	4. QofE

	Improve the effectiveness of the above strategies through enhancing the profile of the "Thirst for Knowledge" Gascoigne Treasure as a positive attribute of character (eg through introducing the strategies with pupils and through displays around the school). **Progress / Evaluation:**	Curriculum Lead	Spring1	0	4. QofE
Target	**Actions and Evaluations**	**By whom?**	**Timescale**	**Cost**	**SEF Ref.**
To ensure effective assessment and tracking of pupils' SKU in all subjects, in support of responsive and impactful learning interventions.	Convene Subject Leaders to form working party on principles / intentions for uniform summative assessment practices, sharing existing subject policies / procedures. **Progress / Evaluation:**	Curriculum / Subject Lead	Autumn1	0	4. QofE
	Conduct research across other schools etc on best practice in summative assessment (of both knowledge and skills) **Progress / Evaluation:**	Curriculum / Subject Lead	Autumn2	0	4. QofE
	Raise standards in pupil attainment by developing a model that: 1. Complements the work of the formative assessment SIDP 2. Robustly tracks pupils' SKU across the curriculum 3. Enables leaders to reporting to stakeholders on pupils' SKU 4. Provides information in order for leaders to affect improvements to provision in subsequent years (for cohort or to curriculum) **Progress / Evaluation:**	Curriculum Lead / Subject Leaders	Autumn2	0	4. QofE
	Hone new model to maximize common principles / procedures across subjects (while allowing for some differences in approach where appropriate), through trialing. **Progress / Evaluation:**	Curriculum / Subject Leaders	Autumn2	0	4. QofE
	In conjunction with subject leads, provide appropriate training to staff on the model developed. **Progress / Evaluation:**	Curriculum / Subject Lead	Autumn2	0	4. QofE
	Implement model developed across the curriculum. **Progress / Evaluation:**	Curriculum / Subject Lead	Spring1	0	4. QofE
	Evaluate the success of the model through pupil voice and staff surveys (and through assessment outcomes) and refine further where necessary. **Progress / Evaluation:**	Curriculum / Subject Lead	Spring2	0	4. QofE