



# Barrowby Church of England Primary School

## School Development Plan 2021-2022

Final Edition: Next Steps

*Make your light shine, so that others will see the good that you do  
and will praise your Father in heaven.*

*Matthew 5:16*



**Y5 Adventure Experience - June 2022**

### Key

1<sup>st</sup> Edition  
2<sup>nd</sup> Edition

4<sup>th</sup> Edition  
3<sup>rd</sup> Edition

5<sup>th</sup> Edition  
6<sup>th</sup> Edition

Next Steps



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## Introduction – Our Church School Vision

As a Church school family, we strive for excellence, ensuring that we all feel happy, valued and loved. We aim to provide an exciting, innovative, and relevant curriculum that enables all to 'shine' and develop as creative, respectful and independent citizens. We seek to promote equal opportunities for all so that each individual is encouraged to achieve their full potential and become lifelong learners who can make a positive contribution to society.

## Our School

Barrowby Church of England Primary School is a large, average sized co-educational school situated within a large semi-rural village, adjacent to All Saints' parish church.

The school has eight classes, two mixed age Reception/Year 1 classes, two mixed age Year 1/Year 2 classes, a Year 3 class, a Year 4 class, a Year 5 class and a Year 6 class. The number on roll has been reduced due to the bulge intake leaving the school. In 2021, the school admitted 34 pupils, for September 2021; resulting in 235 on roll.

It is anticipated that numbers on roll will remain at this level, although the Governors are exploring options to reducing the school's PAN.

There are nine full time teachers, including the Headteacher, and three 0.5 part-time teachers. Non-teaching/support staff include: 9 Teaching Assistants, 2 x 1:1 Teaching Assistant, 10 dinner supervisors, 2 x 1:1 dinner supervisors, a School Business Manager, an Administrator and an Administration Assistant, a full time Caretaker, 3 part-time Cleaners and 2 part-time Breakfast Club and After School Club Supervisors.

The school accommodation has been significantly developed over the previous years. All other accommodation and facilities are continually refurbished and maintained to a high standard.

The outdoor classroom and sensory garden, playgrounds and extensive grounds: adventure playgrounds, outdoor gym equipment, Trim Trail, Cabbage Patch, Pumpkin Patch and Dig for Victory Gardens, games field, wild life areas and pond, Earth Loom, story circle, Tree House and camp fire area provide an excellent outdoor environment, for all our pupils.

## Target Setting 2022

### Key Stage 1

<u>Key Stage 1</u>	<u>Year 2 Standard</u>	<u>Targets 2022</u>
Reading	Expected	50
	Greater Depth	33
Writing	Expected	65
	Greater Depth	18
GAPS	Expected	47
	Greater Depth	32
Maths	Expected	62
	Greater Depth	24
Science	Expected	91%

### Key Stage 2

<u>Key Stage 2</u>	<u>Year 6 Standard</u>	<u>Targets 2022</u>
Reading	Expected	60%
	Greater Depth	15%
Writing	Expected	65%
	Greater Depth	20%
GAPS	Expected	60%
	Greater Depth	25%
Maths	Expected	65%
	Greater Depth	20%
Science	Expected	80%

## Strategic Plan-3 years (2017-2020-Extended to 2022 due to COVID-19)

### Quality of Education:

Ensure high quality teaching which is consistently good and often outstanding to raise pupils' achievement and supports progress.

- Ensure teachers use their expertise to develop skills, knowledge and understanding in English and Mathematics and other subject areas across the curriculum.
- Teachers to consistently evaluate and provide a creative curriculum that excites and motivates children, provides a rich variety of first hand experiences and fosters pupils curiosity.
- Ensure teachers' high expectations are reflected through curriculum planning and extend pupils' prior knowledge, skills and understanding to consistently challenge all groups e.g. vulnerable, gifted, boys, girls etc so that all pupils reach their potential
- Consistently provide good and outstanding quality teaching and fully engage all pupils in this process to enable them to be partners in their own learning
- To enhance further the use of AFL strategies including use of questioning and discussion, to support and engage pupils in their learning.
- Through the effective use of:
  1. feedback teachers will engage with pupils so that they understand how to improve their own learning
  2. peer and self-evaluation, pupils will be encouraged to understand and contribute to their targets/next step
- Further develop global and international links and perspectives within the school's curriculum focusing on French as a modern foreign language.
- Continue to evaluate, adapt and use effective tracking systems to enable appropriate intervention strategies and programmes to be implemented for individuals and groups to achieve high standards and 'narrow the gap' where identified.
- Use ICT very effectively to enhance and extend learning for all pupils.
- Further evaluate and improve outdoor learning opportunities across the school curriculum to develop children's skills in problem solving, team building, communication and cooperative skills.
- All pupil learning environments to be vibrant, inspirational and interactive.
- Continue to sharpen the level of challenge so that at the end of EYFS, Year2, 4 and 6 more pupils attain standards in Reading, Writing & Maths which are well above age related expectations and those found nationally.
- Narrow the gap between the performance of various groups of pupils in school and compared to pupils nationally, relevant to school data analysis and findings e.g. good or better progress to be attained by all pupils, irrespective of age, ability, gender or starting points by the end of Key Stage 1 and by the time they leave school at the end of Key stage 2, in reading, writing and mathematics.
- Develop further pupils' range of skills including communication, reading, writing and mathematical skills and their application across the curriculum
- Ensure all pupils including SEN/D pupils make good or better progress relative to their starting points.

### Behaviour & Attitudes:

Ensure all stakeholders are highly positive about the behaviour and safety of pupils in school.

- Further communicate School values to all stakeholders, so that all understand their part in promoting respect, independence and creativity through their conduct, behaviour and attitude.
- Evaluate the impact of extended services in promoting healthy lifestyles for all pupils.
- Continue to monitor and audit our Enhanced Healthy School status.
- Continue to refine E-safety curriculum, documentation and procedures so that stakeholders e.g. staff, parents understand how to keep pupils safe

### Personal Development:

Ensure all stakeholders are highly positive about the behaviour and safety of pupils in school.

- Ensure all Safeguarding documentation and procedures are up to date.
- Ensure that all Health and Safety documentation and procedures are completed as appropriate.
- Ensure relevant, new staff and governors have attended appropriate training in Safer Recruitment, Safeguarding Children, Child Protection, E-safety, Outdoor Educational Visits and First Aid training
- Continue to promote pupil voice.

### Leadership & Management:

Ensuring that there is a clear, strong ambition and drive for improvement of outcomes for all children in all areas of school life.

- Ensure School Leadership is up to date with implementation of national agenda.
- Share vision, aims, values and priorities with all stakeholders ensuring they understand the whole school Development/Improvement plan and their own role in supporting and achieving good or better progress and achievement for all of our pupils.
- Improve school leadership capacity e.g. SENCO, SLT, Subject Leaders, HLTA to sustain improvement through high quality targeted CPD which matches School Development Priorities and individual needs, for example training for new staff: Head Teacher, Deputy Head Teachers, NQT, assistant administrator, caretaker, cleaner and including Governor induction training and any further needs.
- Maintain and build on the Governors' experience and skills to utilise these for the benefit of school improvement e.g. Health and Safety, Fire Warden Training, ICT and financial guidance/expertise.
- Evaluate and strengthen existing collaborative partnerships for the benefit of pupils and staff.

# The Quality of Education

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Curriculum								
Teachers to consistently evaluate and provide a creative curriculum that excites and motivates children, provides a rich variety of first hand experiences and fosters pupils curiosity.	Subject Leaders	LS	Review the changes to the school's Long Term Planning and ensure the subject intention is clearly communicated through the subject specific Curriculum Maps.	<ol style="list-style-type: none"> <li>1. Attend Assessment Conference-19<sup>th</sup> Nov 21</li> <li>2. Facilitate Curriculum Impact Twilight-24<sup>th</sup> Nov 21</li> <li>3. Identify 'Milestone outcomes' in subjects for R, KS1, LKS2, UKS2 Nov 21</li> <li>4. Ensure curriculum is sequenced to deliver outcomes Jan 22</li> <li>5. Create Progression Documents May 22</li> <li>6. Refine Long Term Plan and re-articulate as Curriculum Map May 22</li> </ol>	Govs	£360	School Leaders will ensure the school's curriculum Intent, Implementation and Impact is clearly communicated and is visible.	<p>16<sup>th</sup> November 2021: School facilitated Locality Lead Viist who identified school's curriculum needed reviewing so that it demonstrated proportionately sequenced learning. See Autumn Report.</p> <p>19<sup>th</sup> November 2021: LB and LS attended Assessment course. IMPACT Supported to better understand organisation of learning through articulation of milestones and sequenced steps. Recommended to Subject Leads to review Long Term Plan and Sequenced Units of Work.</p> <p>24<sup>th</sup> November: Facilitated meeting with B Jackson CIT to support Subject Leads to understand how curriculum should be organised. IMPACT: Subject Leads better understand how subject curriculum is sequenced.</p> <p>Through Jan-Feb:</p> <ul style="list-style-type: none"> <li>• Teachers review LTP</li> <li>• Subject Leads review and articulate individual Subject LTP</li> <li>• Subject Leads collate units of work and review stepping stones</li> </ul> <p>IMPACT Subject Leads can describe curriculum and sequence demonstrating greater understanding of expectations.</p> <p>Next Steps: Subject Leaders complete Curriculum Stepping Stone Documents.</p>

				<p>Review how learning is recorded, including use of:</p> <ul style="list-style-type: none"> <li>English Books</li> <li>Topic Books</li> <li>Recording of other subjects</li> </ul> <p>Jan 22</p>	Govs	N/A	<p>Children clearly understand what they are learning and can remember more.</p>	<p>16<sup>th</sup> November 21: Following Locality Lead Visit LB instigated a full review of how pupils' learning is recorded. Through teacher meetings evaluated:</p> <ul style="list-style-type: none"> <li>Curriculum content</li> <li>Reviewed most appropriate way to record learning</li> </ul> <p><b>IMPACT:</b> As a result of this the school moved away from using 'Topic Books' and introduced singular subject books for:</p> <ul style="list-style-type: none"> <li>Humanities (his/Geog)</li> <li>Computing (as well as pupil folder on Pupil drive)</li> <li>PSHCE/RSE</li> <li>Design Portfolio</li> </ul> <p>4<sup>th</sup> January, new books introduced.</p> <p>In addition, Subject Leads introduced Summary/Context Pages in books e.g. History curriculum-Vikings-Context stating what is being learnt, vocabulary etc</p> <p>Work Scrutiny conducted in Feb 21 (Teacher Meeting) indicated that pupil outcomes had improved.</p> <p>Through Lesson Visits by LB and subject leads, pupils continue to demonstrate a real security of learning i.e. describe what they are doing, why they are doing it and on occasion can explain how it might be used in a different context.</p> <p>22<sup>nd</sup> March 22: Locality Lead Visited School. Confirmed that all pupils from R-Y6 were able to explain what they were doing and why. <b>IMPACT:</b> Able to confirm that changes to the curriculum have had a positive impact on pupil's learning and there ability to learn more and remember more.</p> <p><b>Next Steps:</b> Continue to review newly implemented processes.</p>
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Assessment							
Continue to evaluate, adapt and use effective tracking systems to enable appropriate intervention strategies and programmes to be implemented for individuals and groups to achieve high standards and 'narrow the gap' where identified.	LB	Govs	Introduce a new way of tracking school based data.	<ol style="list-style-type: none"> <li>1. Migrate school based data to new Integris Markbooks- <b>Sept 21</b></li> <li>2. Attend Integris Markbook Training- LS/LB-<b>9<sup>th</sup> Nov 21</b></li> <li>3. Disseminate training to teaching staff- <b>18<sup>th</sup> Nov 21</b></li> <li>4. Demonstrate how to use Hello Data-<b>Jan 22</b></li> <li>5. Support subject leaders/class teachers to manipulate and track standards-<b>Ongoing</b></li> </ol>	£4000	Govs	<p>Ensure school leaders are able to manipulate data and understand where to target support</p> <p><b>Sept 21:</b> Through summer holidays, work undertaken to migrate Cohort Trackers to Markbooks. <b>IMPACT:</b> Ensure data is accessible to all.</p> <p><b>9<sup>th</sup> Nov 21:</b> LS and LB attended training delivered by K Marczak. <b>IMPACT:</b> LS and LB familiarised with new system.</p> <p>Explained to Governors new Markbooks system and access for Governors <b>IMPACT:</b> Enable greater accountability.</p> <p>Through teacher meetings introduced new Markbook system. Familiarised teachers with usage on <b>9<sup>th</sup> March 2022</b>.</p> <p><b>IMPACT:</b> Data can be used to ensure all pupils continue to know more and perform in line with school/LA expectation.</p> <p><b>Next Steps:</b> Liaise with Hello Data and modify grade boundaries in accordance with new assessments.</p>
Evaluate revisions and embed Marking and Feedback policy, to reflect current practice and best practice, in light of recommendations	LS	LB	Liaise with teaching and non-teaching staff to further develop effective feedback to pupils.	<ol style="list-style-type: none"> <li>1. Teaching staff supported to reflect on new Feedback Policy and implementation <ul style="list-style-type: none"> <li>• <b>Nov 21</b></li> <li>• <b>March 22</b></li> <li>• <b>June 22</b></li> </ul> </li> </ol>	LB	N/A	<p>Teachers ensure they follow school policy to ensure pupils receive appropriate feedback.</p> <p><b>Sept- Nov 2021</b> Various lesson visits and work scrutinies undertaken to establish ongoing practice and impact of feedback. <b>IMPACT:</b> Some evidence of feedback having impact on learning but further work needed to ensure consistency.</p> <p>Through Spring Term: further supported TA with understanding of feedback through:</p> <ul style="list-style-type: none"> <li>• <b>5<sup>th</sup> Jan</b>-Role of TA supporting Learning</li> <li>• <b>12<sup>th</sup> Jan</b>-Active Feedback</li> <li>• <b>19<sup>th</sup> Jan</b>-Post Learning Feedback</li> <li>• <b>26<sup>th</sup> Jan</b>-Post Lesson Review</li> </ul>

								<p><b>IMPACT:</b> TAs understand effectiveness of active feedback and ensure developed into practice. Lesson visits confirm greater active feedback provided since training.</p> <p><b>Next Steps:</b> Through ongoing monitoring engage with staff, celebrating strengths and supporting areas for development with active feedback.</p>
To implement the Catch-Up Numeracy intervention in school to help minimise the impact of the forced school closure on mathematics attainment.	TW Teaching Assistants	LB  TS	Monitor teaching assistants delivery of the intervention.	<ul style="list-style-type: none"> <li>Spr 22</li> <li>Sum 22</li> </ul>	Govs		Teaching assistants will be equipped to begin their catch up intervention and deliver these two times weekly	<p>Through Summer: Monitoring Drop In sessions conducted by KS2 Team Leader</p> <ul style="list-style-type: none"> <li>Observed delivery</li> <li>Pupil Interviews</li> <li>Reviewed session packs</li> <li>Provided feedback</li> </ul> <p><b>IMPACT:</b> Ensure consistency of approach</p> <p><b>Next Steps:</b> None.</p>

# Behaviour & Attitudes

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Further support those identified children to develop resilience within their learning e.g. through training and implementation of a Pastoral Lead	DK	LB	Evaluate current facilities for supporting/providing pastoral support.	Review newly created Pastoral Room and identify ways to adapt and change to develop a Pastoral Support Base <b>Dec 21</b>	Govs		Develop a Pastoral Base so that identified pupils have a 'calm space' for support	<p><b>Sept 21:</b> IL appointed as new Pastoral Lead. IL, LB and DK discuss use of new Pastoral Room and agree usage. Room includes:</p> <ul style="list-style-type: none"> <li>• Softer seating area</li> <li>• Resources for children e.g. toys, books</li> <li>• Sensory Tent</li> <li>• Sensory Light tube</li> </ul> <p><b>IMPACT:</b> Space has proved a versatile space to support individuals through counselling, Pastoral Support Work etc</p> <p><b>Summer Term:</b> Purchased fish for Pastoral Room. Y6 children named Fish and Fish introduced to School Family via Collective Worship and Newsletter</p> <p><b>IMPACT:</b> Honored Y6 Legacy Gift</p> <p><b>Next Steps:</b> None</p>
	DK	LB	Explore further resources which could be used to supplement/support individuals	Research and procure resources e.g. 1. Stress relievers e.g. balls and animals 2. Well-Being colouring activities 3. Soothing e.g. teddies or calmers Worry Monster	Govs	£500	Ensure that pupils have the access to resources to help them manage their anxiety or worry therefore providing ways to reduce or remove issue for children	
Evaluate the impact of extended services in promoting healthy lifestyles for all pupils.	IL DK	LB	Continue to embed the Behaviour Management support mechanism e.g. Pastorsal Support Plan	Liaise with IL and DK to refine opportunities to assist with PSP parental meetings: <ul style="list-style-type: none"> <li>• IL begin to lead PSP meetings-LB observe Nov-Jun 22</li> <li>• IL able to liaise with parents and provide advice during PSP meetings July 2022</li> </ul>	Govs	N/A	Further develop PSP support and build capacity within the team	<p><b>From Sept 21:</b> IL has taken the lead on managing the Pastoral System.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• IL liaising with LB</li> <li>• IL conducting initial meeting with parents</li> <li>• IL liaising with DK and facilitating meetings</li> <li>• IL devising a questionnaire to be used with families after support</li> <li>• IL updating the Additional Needs Log as needed</li> </ul> <p><b>IMPACT:</b> Ensures that Pastoral Support is catered for and capacity is there if increase in demand.</p> <p><b>Next Steps:</b> None.</p>
	IL	LB	Evaluate the effectiveness of Pastoral Support.	<ul style="list-style-type: none"> <li>• Devise Referral Form-Sept 21</li> </ul>	Govs	N/A	Ensure the effectiveness of Pastoral Support and make any adjustments as necessary	

				<ul style="list-style-type: none"> <li>Devise Questionnaires-Nov 21</li> <li>Implement use of questionnaires after block of support and analyse impact-generate report for HT</li> </ul>				<p><b>Autumn 2:</b> IL introduced new 'Coffee and Catch Up' session termly for parents e.g. vulnerable, SEND etc. <b>IMPACT:</b> Parents have the opportunity to meet and network.</p> <p><b>Summer Term:</b> Questionnaires devised and shared with parents at the end of support. <b>IMPACT:</b> Stakeholder views gathered to enable school to improve provision.</p> <p><b>Next Steps:</b> None.</p>
	DK	IL	Attend ELSA Training	<ul style="list-style-type: none"> <li>Day 1: 23<sup>rd</sup> Sept 21</li> <li>Day 2: 7<sup>th</sup> Oct 21</li> <li>Day 3: 4<sup>th</sup> Nov 21</li> <li>Day 4: 18<sup>th</sup> Nov 21</li> <li>Day 5: 2<sup>nd</sup> December 21</li> </ul>	LB	£495	Further develop PSP support and build capacity within the team	<p>Ongoing throughout the academic year, school has been able to facilitate the meetings with DK.</p> <p><b>Next Steps:</b> DK to finish sessions in Autumn 2022.</p>

# Personal Development

Development Priorities	Staff	Account to	Task/Training/Resources	Timeline/Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Ensure all Safeguarding documentation and procedures are up to date.	LB	Govs	1) Review Safeguarding and Child Protection Policy. 2) Upload onto school website. 3) Produce Annual Safeguarding Report and disseminate to Governors. 4) Disseminate SCP Policy to staff and governors. 5) Deliver Safeguarding refresher to staff.	<b>Sept 21</b>  <b>Sept 21</b> <b>Nov 21</b>  <b>October 2021</b>  <b>Ongoing through meetings</b>	Govs	None	Ensure all stakeholders understand processes for Safeguarding members of the school community	<b>2.9.21</b> Delivered Safeguarding Refresher INSET for all staff and Governors • disseminated new Safeguarding and Child Protection Policy; • disseminated updates to KCSIE. <b>IMPACT:</b> All stakeholders are aware of ongoing safeguarding concerns.  <b>March 22:</b> LB liaised with MH to ensure: • Safeguarding Log • CPD Log Are both up to date and reflect Safeguarding Requirements. <b>IMPACT:</b> Ensure all staff understand training requirements.  <b>Next Steps:</b> Review and update Policies and practices accordingly.
	LB	Govs						
	SCo	LB	Embed Safeguarding monitoring process to ensure Governors continue to hold the school to account, including:	1) Independent checks of the SCR • Jun 22 • June 22 2) Independent checks of Safer Recruitment Practices <b>Ongoing</b>	Govs	N/A	Ensure school is compliant to statutory guidance e.g. KCSIE	Throughout year, Safeguarding Governor has conducted checks on: • SCR • Audit • Safer Recruitment <b>IMPACT:</b> Ensure school is compliant and Safeguarding is in line with policy.  <b>Next Steps:</b> None needed as practice is embedded.
	All Staff	Govs	Complete E-Learning course:	All teachers expected to complete e-learning: 1) Safeguarding Children Refresher 2) An Introduction to FGM	Govs	None	Compliant with current legislation	<b>Autumn 1</b> – HT conducted PM for all teachers and allocated e-learning units. <b>IMPACT:</b> Teachers understand issues and training provided.

				3) On Line Safety				<p>Summer Term: End of Year Reviews completed and all teachers completed e-learning. <b>IMPACT:</b> Teachers continue to stay abreast of safeguarding issues.</p> <p><b>Next Steps:</b> Identify e-learning for next year and signpost to teachers.</p>
<p>Ensure relevant, new staff and governors have attended training in:</p> <ul style="list-style-type: none"> <li>• Safer Recruitment,</li> <li>• Safeguarding Children,</li> <li>• Child Protection,</li> <li>• E-safety, Outdoor Educational Visits</li> <li>• First Aid training</li> <li>• Food Hygiene</li> </ul>	LB	Govs	Review 6 year pathway and devise CPD opportunities according to need.	Ongoing	Govs	N/A	Support the strategic planning of school CPD to facilitate succession planning as needed	<p>17<sup>th</sup> March 22: LB attended Safeguarding Briefing and received updated 6 Year Pathway.</p> <p>LB liaised with MH to review:</p> <ul style="list-style-type: none"> <li>• Safeguarding Log</li> </ul> <p>And ensure training is appropriately sequenced. <b>IMPACT:</b> Ensure all staff understand training requirements.</p> <p><b>Next Steps:</b> Provide support to newly appointed Business Manager and Deputy Head to assume management of Pathway in line with DSL Role.</p>
	LB		<p>Deliver Annual Safeguarding Training to staff and governors to include:</p> <ul style="list-style-type: none"> <li>• Disseminate CP&amp;S Policy</li> <li>• Refresh KCSIE needs</li> <li>• Review of Legislation</li> <li>• Child Protection</li> <li>• Reporting a Disclosure</li> <li>• Safer Working Practice</li> </ul>	<p>Annual Safeguarding Training</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> September 21</li> <li>• Ongoing through meetings</li> </ul> <p>Attend Safeguarding Briefing Meetings</p> <ul style="list-style-type: none"> <li>• Date 11<sup>th</sup> Nov 21</li> <li>• Date 17<sup>th</sup> March 22</li> <li>• Date: 30<sup>th</sup> June 2022</li> </ul>	Govs	N/A	All staff updated with current guidance and legislation re: Safeguarding and Safer Recruitment Practices	<p>2<sup>nd</sup> September 2021 Safeguarding Refresher undertaken:</p> <ol style="list-style-type: none"> <li>1.Introduction to Safeguarding Children</li> <li>2.Managing Concerns and dealing with disclosures</li> <li>3.Our School Procedures</li> <li>4.Safer Working Practice</li> <li>5.Policy Updates</li> <li>6.Changes to KCSIE</li> </ol> <p><b>IMPACT:</b> Staff continue to be up to date with guidance.</p> <p>11<sup>th</sup> Nov 21 and 17<sup>th</sup> March 22: LB attended Safeguarding Briefing-notes taken and disseminated to relevant members of staff. <b>IMPACT:</b> School continue to keep up to date with training and legislation.</p> <p><b>Next Steps:</b> Plan next updates and delivery for next academic year.</p>

Improve school leadership capacity	NS	LB	Attend 2 Day face to face Interagency Training Day to update knowledge re: procedures supporting and delivering EHA and TAC	N Selby attend training • TBC	Govs	None	To build capacity within the school team (succession planning)	Next Steps: Arrange for completion next cycle.
Ensure that all Health and Safety documentation and procedures are completed as appropriate.	TAs	LB	Ensure relevant members of staff have completed appropriate First Aid Training to ensure school is compliant	Complete Pediatric Course: Autumn • B Hart • J Rowlands	LB	£400	Ensure school is compliant with regards to First Aid	8 <sup>th</sup> September 21: B Hart completed Pediatric First Aid Training. IMPACT: TA working with Reception have appropriate First Aid Training.  Next Steps: Review training needs for 2022-2023 and implement.
	All Teacher	LB		Complete Emergency First Aid Course-22 <sup>nd</sup> October 2022	LB	£720		22 <sup>nd</sup> October 2021-Nominated members completed Emergency First Aid At Work blended learning and recorded on CPD Log. IMPACT All staff are able to deal with first aid issues.  Next Steps: Review training needs for 2022-2023 and implement.
Evaluate the impact of extended services in promoting healthy lifestyles for all.	LB	Govs	Review and evaluate the implementation of Wrap Around Care.  Liaise with the Wrap Around Care staff – evaluate provision in light of results from parent survey. Nov 21  Monitor and review practice:  Headteacher monitoring Ongoing  Governor Monitoring 1. 17 <sup>th</sup> November 21 2. 18 <sup>th</sup> March 22 (postponed)		Govs	None	Ensure provision is of a high standard and supports pupils	17 <sup>th</sup> November: Governor Monitoring Visit undertaken. IMPACT: Provision continues to be well organised and responds to needs of children.  1 <sup>st</sup> Feb 22: LB and TB (School Food Governor) attended School Food Standard Workshop. IMPACT: Both better understand requirements from School Food Standard. Actions undertaken: 1. TB present to Governors and School Food added to FRP agenda 2. Review of Food available at Wrap Around Care-pending  Next Steps: Ongoing monitoring of provision by Governors and a review of school food by Business Manager.

Continue to promote a positive culture for well-being.	LB	Govs	Explore a range of ways to promote positive well-being for all stakeholders.	<ol style="list-style-type: none"> <li>1. Embed and extend Well-Being Committee representative of all stakeholders</li> <li>2. Facilitate Well-Being Committee Meetings <ul style="list-style-type: none"> <li>• Aut 2-21</li> <li>• Spr 1-22</li> <li>• Spr 2-22</li> <li>• Sum 1-22</li> <li>• Sum 2-22</li> </ul> </li> <li>3. Attend termly Wellbeing Cluster Meetings</li> <li>4. Review implementation of 5 Ways to Wellbeing- 24<sup>th</sup> Nov 21</li> <li>5. Evaluate provision within school</li> </ol>	Govs	Included in Inspire+ Membership	Ensure all stakeholders understand the importance of personal well-being and are supported to look after it.	Next Steps: None.
To continue to hold Wellbeing Committee meetings made up of different stakeholders.	LB/ IL	LB	Ensure Wellbeing Committee is represented by different stakeholders- SLT, Teaching, Admin, Site team, Governors Teaching assistants.	Ongoing	LB	NA	<p>To ensure that members of staff have a voice on Wellbeing</p> <p>To further the Wellbeing agenda</p>	<p>Next Steps:</p> <ul style="list-style-type: none"> <li>• Establish new committee for 2022-2023</li> <li>• Facilitate Committee dates for Staffing: 5<sup>th</sup> Nov, 7<sup>th</sup> Mar 23 and 20<sup>th</sup> June 23</li> <li>• Establish Pupil Committee for 2022-2023-set 3 dates</li> <li>• Facilitate 3 meeting Aut, Spr and Summer</li> </ul>
To send out a Wellbeing Questionnaire devised by the Wellbeing Award.	LB/ IL	LB	Questionnaire needs to be devised and discussed with Wellbeing Committee. Sent out via Parent Mail/ Paper copies.	October 21	LB	NA	To ensure that stakeholders are given chance to voice their opinions on key issues	<p>Summer Term: Questionnaire implemented with a small selection of pupils across the school. Results analysed and shared with HT</p> <p>IMPACT: Able to identify strengths of the school and provide targeted support to address any issues raised by pupils.</p>



							relating to wellbeing.	Next Steps: Continue to collate pupil voice and act on findings.
			Analyse responses to the Questionnaire.	December 21			To allow Wellbeing Committee to discuss key findings from questionnaire.	
To gain the Wellbeing Award for Schools.	IL	LB	Start process of Wellbeing Award. (will take roughly 18 months). Complete preparations for initial advisor visit eg: · Stake holder questionnaires · School self evaluation · Complete separate action plan · Start to build portfolio of evidence.	December 2022	LB	Cost of award	To use award to promote positive social and emotional wellbeing, mental health and wellness for pupils and staff in school.	Next Steps: Start in 2022-2023
To raise the profile of wellbeing in school.	IL	LB	Ensure all children are familiar with the '5 ways to wellbeing', and class teachers are using them regularly.	June 22	LB	NA	To highlight the importance and prominence of wellbeing in the school.	Next Steps: Review with teachers and pupils how these are being used.

# Leadership & Management

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Continue to refine the roles and responsibilities of the SLT: <ul style="list-style-type: none"> <li>Deputy Headteacher,</li> <li>EYFS/KS1 and KS2 Team Leader;</li> <li>SENDCo</li> </ul>	SLT  LS  NS	LB	Evaluate Senior responsibilities of the Senior Leadership Team e.g. <ul style="list-style-type: none"> <li>Monitoring &amp; Evaluating</li> <li>Coaching</li> <li>Leadership e.g. SENDCo, Pupil Premium, SIAMs, Maths,</li> </ul> Review SLT structure:	Through PM Agree areas of focus <b>September 21 Pupil Premium</b> 1) Evaluate impact 2021-2022 2) Create Pupil Premium 2021-2022 <b>SIAMs</b> 1) Create SIAMs 2021-2022  <b>TW attend NPQSL</b>	Govs	None	To further develop capacity of SLT to fulfil and maximise staff.	<b>October 2021</b> New Pupil Premium document created with anticipated expenditure.  Catch up premium document created with anticipated expenditure IMPACT: will be seen after Aut 2 assessment results data analysis in Jan 2022.  <b>Next Steps:</b> Revise Role Descriptors for: <ul style="list-style-type: none"> <li>Performance Management</li> <li>DSL</li> <li>Pupil Leadership</li> </ul> Engage with Governors to review leadership structure e.g. <ul style="list-style-type: none"> <li>Replace Key Stage Leader role with Assistant Head role</li> <li>Devise new Assistant Head Role Descriptor</li> </ul>
	LB  LS	Govs		<ul style="list-style-type: none"> <li>Evaluate, refine and extend role descriptors e.g.</li> </ul> 1. <b>DHT and KS Leaders</b> to include monitoring of all leaders distributed across the SLT- <b>Nov 21</b> 2. <b>SENDCo-</b> incorporate Pastoral Lead, named LAC teacher and agree at PM- <b>Nov 21</b>	Govs	N/A		<b>In September</b> , prior to PM, LB liaised with relevant staff to draft and update role descriptors. Changes included: <ul style="list-style-type: none"> <li>Allocation of Subject Leaders e.g. DHT Core, KS Leads respective teachers as leads in phase responsible for</li> <li>Non-teaching-staff deployment</li> </ul> They were presented at Performance Management to be agreed. <b>IMPACT:</b> SLT have appropriate responsibilities which ensure leadership is appropriate and can hold staff to account.

				<ul style="list-style-type: none"> <li>Review meeting frequency and purpose-Dec 21</li> </ul>				<p>10<sup>th</sup> Feb 22: LB met with FRP Committee who agreed to review role descriptors for KS Leaders.</p> <p><b>IMPACT:</b> Slight reorganisation of duties for DHT and KS Leaders to clarify leadership structure.</p> <p><b>Next Steps:</b> As above.</p>
Further enable senior and middle leaders to monitor, evaluate and measure the Impact of the Curriculum on pupils i.e. Lesson Visits, Pupil Interview, Work/Planning Scrutiny etc	LS TW NS	LB	Work alongside allocated leaders to support their development so that they can conduct a range of monitoring activities	<p>SLT-monitor the Monitoring and Evaluation schedule termly focus, detailed on:</p> <ul style="list-style-type: none"> <li>Autumn 21</li> <li>Spring 22</li> <li>Summer 22</li> </ul> <p>LB shadow and support:</p> <ul style="list-style-type: none"> <li>DHT</li> <li>Acting KS2 Team Leader</li> <li>Subject Leads</li> </ul> <p>When conducting Lesson Visits. <b>Ongoing</b></p>	Govs	LB	Middle Leaders supported, through Coaching, to further develop their understanding of their subjects and able to reflect upon actions identified and impact.	<p><b>Through Spring term:</b> SLT have begun to liaise with Subject leaders to:</p> <ul style="list-style-type: none"> <li>Ensure Subject leaders are adequately using their non-contact time in a purposeful way</li> <li>Ensure Subject Leads articulate monitoring activities</li> <li>Support Subject Leads to complete Monitoring and Evaluation Schedule for Summer Term 22</li> </ul> <p><b>IMPACT:</b> SLT have a real oversight of subject leader development and can hold to account.</p> <p>TW delivering INSET training on 1/4/22 on Subject Leader Development</p> <p>Sections of training to be delivered at teacher meetings to develop subject leaders</p> <ul style="list-style-type: none"> <li>27.4.22 - Schemes of Work</li> <li>4.5.22- SEND and Interventions</li> <li>11.5.22- Pupil Premium</li> <li>25.5.22- Assessment</li> <li>8.6.22- Workload and Wellbeing</li> </ul> <p>Subject leader meetings to take place between TW, NW and LS and their relevant subject leads to support monitoring and evaluation.</p> <p><b>Next Steps:</b> In 2022-2023, DH take the lead on managing the Monitoring and Evaluation Schedule, liaising with KS Leads to monitor and support middle leaders.</p>

To support the school self-evaluation by completing the necessary documentation for:SIAMS in preparation for a Church School Inspection	NS	LB	LB and NS to finalise document.  LB to share finalised SIAMs document with governors.  NS to disseminate and discuss with all staffing groups, through teacher meeting and TA directed time.	July 22	Govs	Supply Costs £200	To continue to ensure that Church School Distinctiveness is prominent within our school and that Barrowby CE Primary School maintains its overall 'Excellent' grading.	<b>Next Steps:</b> NS meet with LB early in Autumn term, to re-shape the SIAM SEF.

# Evaluating the Quality of the early years provision

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
To further enhance outdoor provision and to make the most of our unique surroundings.	NS,SB	LS, SB	<p>Install the access point from the Outdoor Classroom into the new extended outdoor area, opening up the Outdoor Classroom and extending into the Woodland/Story Circle Area.</p> <p>Install a partition fence and gate to cordon off field from Outdoor Area.</p> <p>Install the mark making shed in the outdoor area as part of continuous provision.</p> <p>Resource mark making shed with a rich variety of writing opportunities which can be taken anywhere.</p> <p>To create areas within the extended outdoor learning environment, e.g. mud kitchen, Maths resource shed that children can access independently.</p>	<p>November 2021</p> <p>November 2021</p> <p>January 2023</p> <p>January 2023</p> <p>Ongoing</p>	Govs		<p>Children will be able access the EYFS curriculum in an environment that fosters rich learning opportunities.</p> <p>EYFS staff will have a log in.</p> <p>Correct data will be updated onto the BeP.</p>	<p><b>February 22</b> - The access point into the new extended outdoor area has been completed, as has the fence and gate to cordon off the field.</p> <p><b>18th March</b>- S Banfield, N Selby and LB agree placement of resources within the EYFS extended classroom.</p> <p><b>March 22</b> - The EYFS risk assessment for outdoor provision has been finalised and shared with EYFS Team Leader.</p> <p><b>IMPACT:</b> Creation of new area enables EYFS greater opportunity to utilise school grounds when delivering curriculum.</p> <p><b>July 2022</b> - S.Banfield &amp; N.Selby places order requisition for resources for Outdoor Classroom, e.g. tyres with wooden tops, Tpees, hexagonal displays. Areas have been set up in the Outdoor Classroom, although this is subject to change as all of the top area will be used for Reception.</p> <p><b>IMPACT</b> - More natural resources to encourage children to apply their learning in different ways. Increased opportunity for open ended learning, based on childrens interests.</p> <p><b>Next Steps:</b> Secure contractor to install hard landscaping to finish Outdoor Classroom.</p>

To implement the Reception Baseline Assessment.	NS,SB	LB	Log in to the Reception Baseline ePortal.	September 2021	Govs	N/A	EYFS staff accessing the assessment will ensure that it is administered correctly.  RBA assessment materials will be stored in a central cupboard and locked away after each use.  All RBAs will be completed by mid October.  All narratives will be downloaded and filed by mid October.  HT declaration will be complete.	September 2021 – RBA has been administered to Reception Cohort 2021.
			Update pupil data onto the Reception Baseline ePortal.	September 2021	Govs	N/A		All assessments were administered in line with the ARA.
			EYFS Teaching staff to preview assessment and assessment training materials before administering the RBA to pupils.	September 2021	Govs	N/A		Parents were informed via a newsletter (Friday 24 <sup>th</sup> September 21).
			HT and EYFS staff to ensure that confidentiality of assessment material is maintained, including securing storing assessment materials when it is not being used.	Ongoing	Govs	N/A		Narrative statements have been downloaded and filed in each child's assessment folder.
			The RBA to be administered within the first 6 week of the Reception Year.	First 6 weeks	Govs	N/A		Head Teacher Declaration has been signed and sent off (31 <sup>st</sup> September '21)
			Download narrative statements for each child and file in their assessment folder.	October 2021	Govs	N/A		IMPACT Baseline completed so school will be able to measure progress once cohort leave Y6.
To implement the Statutory Framework for the EYFS (September 2021)	NS, SB	LS	HT to complete Headteacher's declaration form.	To be completed by the 1 <sup>st</sup> November 2021	Govs	N/A	EYFS Teaching staff will understand the key messages around the new framework.	Next Steps: None as practice implemented.
			EYFS team to attend training throughout the Summer term to begin to familiarise themselves with the changes to the EYFS statutory framework.	Summer Term 2021	LB	N/A - after school.		Summer 2021 - NS/SB attended virtual training through June and July.
								IMPACT - NS/SB have a better understanding of the changes to EYFS Framework.
								July 2022 - EYFS statutory framework is fully embedded.
								IMPACT -

								<p>All EYFS practitioners have a good knowledge of the new curriculum. Middle leaders have an increased knowledge of EYFS in line with their own subject area.</p> <p><b>Next Steps:</b> Review EYFS Curriculum.</p>
			EYFS Teaching staff to explore the Educational Programmes and ensure that this is covered through the LTP for EYFS. Change LTP accordingly.	<p>Summer 2021 for Autumn term.</p> <p>Ongoing for Cycle</p>	LB	1 day release time for one teacher	LTPs, MTPs will match the Educational Programmes for EYFS.	<p>Summer 2021- NS/SB looked at LTP for Cycle A and Cycle B to identify if current topics match the Educational Programmes for each Area of Learning, <b>IMPACT</b> - all Educational Programmes are met through both Cycle A and Cycle B.</p> <p>July 2022 - EYFS LTP has been completed, complete with assessment points for Autumn, Spring and Summer to aid assessment in line with Pupil Progress.</p> <p><b>IMPACT</b></p> <p>The LTP for EYFS reflects the educational programmes in the Statutory Framework for the EYFS.</p> <p>Summer Term: Curriculum Stepping Stone Document finished for EYFS to ensure learning is properly sequenced.</p> <p><b>Next Steps:</b> None.</p>
			EYFS Teaching Staff to support middle leaders in understanding the progression of skills in their subject from Reception to Year 6.	Staff training in Autumn Term.	LB	N/A	Middle leaders are aware of how the skills and knowledge in their subject of responsibility is being taught in early years and how it flows seamlessly into the KS1 and then onto KS2.	<p>July 2022 - EYFS LTP has been completed. EYFS teachers have supported middle leaders in how to use the relevant areas of learning to their subject, e.g. Science to Understanding the World.</p> <p><b>IMPACT</b></p> <p>Middle leaders have a developing awareness of EYFS, how it relates to their subject areas and how what is taught in EYFS builds on to what is taught throughout the school.</p> <p><b>Next Steps:</b> None.</p>

			EYFS Teaching staff to use educational Programmes and Early Learning Goals to included EYFS on each subject curriculum map.	Autumn 2021	LB	N/A	EYFS staff will be clear about how their provision fits into the wider curriculum. All plans show progression of skills from EYFS.	<p>Autumn 2021 - All Subject Curriculum maps show progression from EYFS - Year 6. <b>IMPACT</b> - EYFS practitioners fully understand how the provision in EYFS fits in with the wider curriculum.</p> <p>March 22 - EYFS team/SLT beginning to use vocabulary, such as on track or not on track for achieving a GLD during pupil progress meetings.</p> <p>Following Locality Lead Visit- Nov 21 on 21<sup>st</sup> March 22 - reviewed EYFS Curriculum Map and ensured document is sequenced appropriately for areas of EYFS. <b>IMPACT</b>: Ensure EYFS curriculum builds upon prior knowledge and sequenced to maximise pupil retention.</p> <p>July 2022 - EYFS Is included on each subject curriculum map, linked to the relevant areas of learning.</p> <p><b>IMPACT</b>: A clear curriculum document for each subject which shows progression from Rec - Year 6.</p> <p>Next Steps: None.</p>
			To begin to explore assessment in line with new focus within the EYFS Framework, e.g. Reception Baseline Assessment, assessment throughout the year the EYFS Foundation Stage Profile, using new exemplification materials. Within that, EYFS staff to explore the new development matters (non- statutory) document as a way of tracking children throughout their Reception Year.	Ongoing	LB,LS	N/A	SLT, EYFS staff, middle leaders will have a deep understanding of assessment in the EYFS and key changes.	<p>September 2021 - RBA has been administered to Reception Cohort 2021. All assessments were administered in line with the ARA. Parents were informed via a newsletter (Friday 24<sup>th</sup> September 21). Narrative statements have been downloaded and filed in each child's assessment folder. Head Teacher Declaration has been signed and sent off (31<sup>st</sup> September '21). <b>IMPACT</b> Baseline completed so school will be able to measure progress once cohort leave Y6</p>



								<p><b>March 22</b> - EYFS team/SLT beginning to use vocabulary, such as on track or not on track for achieving a GLD during pupil progress meetings. <b>IMPACT</b> - EYFS teachers and SLT know where each child is and can identify any children with areas of concern.</p> <p>July 2022 - EYFS practitioners have completed the EYFS profile for each child in line with the new framework . At each Pupil Progress meetings all children have been discussed as either on track or not on track. Any children not on track are monitored and interventions, class support put in place. Ongoing assessments are used frequently to assess children. <b>IMPACT:</b> 77% of the cohort have achieved a Good Level of Development.</p> <p><b>Next Steps:</b> None.</p>
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# Subject Leader Action Plan: English

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
To purchase a new synthetic phonics programme in line with DfE recommendations in FS and KS1	LS/NS	LB	Research Essential Letters and Sounds (ELS) programme. Liasse with rep to ascertain costs Share with SLT and purchase Inform KS1 team of progress Undertake training	<ul style="list-style-type: none"> <li>September 2021</li> </ul>	NS monitor teaching and outcomes	£3500 (approx)	Consistent teaching approach across the Key Stage Improved outcomes Better access to phonic reading books for children to embed, practise and apply daily/ weekly phonics teaching	<p><b>4<sup>th</sup> September</b> - KS meeting to inform EYFS/KS1 staff about the intent to purchase ELS and to have a validated synthetic phonics scheme in school.</p> <p><b>10<sup>th</sup> September</b> - Final Quote provided for ELS by local rep for ELS Teaching and training materials, in addition to books to match the programme.</p> <p><b>14<sup>th</sup> September</b> - SLT discussed the ELS programme and agreed to purchase to begin teaching phonics through ELS.</p> <p><b>Next Steps:</b> None.</p>
To implement a new synthetic phonics programme in line with DfE recommendations in FS and KS1	LS/NS	LB	School bursar to attain a Purchase Order Number to progress further. NS to contact Knowledge Schools Trust Training to access training for staff. LB/NS allocate teacher meetings to facilitate staff training on ELS. NS to liase with KS1 staff to enable TA to access training for ELS during release time. NS/LS to identify how best to set e learning books through Oxford Owl until hard copy book have arrived in school. NS to create a voice over PowerPoint showing parents how to access the e learning books.	<ul style="list-style-type: none"> <li>September/October 21</li> </ul>			Consistent teaching approach across the Key Stage. Improved outcomes Better access to phonic reading books for children to embed, practise and apply daily/ weekly phonics teaching	<p><b>WC 20<sup>th</sup> September 2021</b> - Purchase order number has been attained. School rep has completed the order.</p> <p><b>WC 20<sup>th</sup> September 2021</b> - NS has contacted Knowledge Schools Trust Training and is awaiting a response.</p> <p><b>4<sup>th</sup> October '21</b> - NS/LB have allocated staff training for all staff.</p> <p><b>Wed 6<sup>th</sup> Oct '21</b> - Teaching staff have attended training for Embed and received and ELS handbook.</p> <p><b>Thursday 14<sup>th</sup> October.</b> ELS handbook provided to all support staff, with log in details. Support staff received training for Embed and Enact.</p> <p><b>20<sup>th</sup> October</b> - NS has set homework (phonics books) for Year 1 children for Autumn 2 - All</p>

			<p>NS/LS to assign spelling homework in line with each set that is taught to further support application.</p> <p>NS/LS to update Reading policy in line with the new systematic synthetics phonic programme - ELS</p> <p>NS/LS draft a letter to parents.</p> <p>NS to catalogue new books and provide storage.</p>					<p>children will have access to 2 phonics books in the interim until book are in school.</p> <p><b>21<sup>st</sup> October 2021</b> Support staff have received training for <i>Enable</i> element of ELS (interventions), led by NS</p> <p><b>Friday 22<sup>nd</sup> October '21</b> Training on <i>Enact</i> delivered by NS as part of training day.</p> <p><b>Friday 5<sup>th</sup> November 2021</b> NS checked each book into school. They have been stamped and have been organised into sets. Space has been allocated for storing the new phonics books and storage has been ordered.</p> <p><b>WB 8<sup>th</sup> November 2021</b> Reception children have been added to Oxford Owl by LB. NS has allocated phonics books for all Reception children, linked to teaching in school.</p> <p><b>Friday 12<sup>th</sup> November 2021 -</b> Essential Letter and Sounds update have been written and sent to parents. All children can begin to access phonics books online until all phonics books have arrived into school.</p> <p><b>Friday 12<sup>th</sup> November 2021 -</b> A second order has been quoted in order to have sufficient books to allocate 2 per week.</p> <p><b>23<sup>rd</sup> November 2021 -</b> NS attended ELS Execute training. Key point addressed and implemented, e.g. no other phonics interventions, just ELS; no other phonic friezes in classrooms.</p> <p><b>10<sup>th</sup> December 2021 -</b> Phonics Curriculum Map updated in line with ELS.</p> <p><b>13<sup>th</sup> January 2021 -</b> NS devised phonics tracking system for</p>
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								<p>Reception and Year 1 pupils. This is to be completed each half term, following assessments.</p> <p><b>18<sup>th</sup> January 2021</b> Phonics part of the website under curriculum has been updated. Phonic curriculum map has been uploaded to phonics curriculum section on the website and infant class pages.</p> <p>Phonics policy has been updated and awaiting ratification by governors before uploading to relevant sections of the website.</p> <p>NS has completed data analysis of phonics data for the Autumn term.</p> <p><b>19<sup>th</sup> January 2022</b> NS has booked onto ELS Execute training 9.3.22 9 - 10:30. NS completed ELS decodable book list, accessible on TEAMS - This will be used to allocate phonic books once all books have been received into school.</p> <p><b>9<sup>th</sup> February 2022</b> NS has booked onto ELS Evaluate training for the 9<sup>th</sup> March 2022.</p> <p><b>9<sup>th</sup> March 2022</b> NS attended ELS Training 9 - 11am.</p> <p><b>10<sup>th</sup> March 2022</b> KS meeting about ELS decodable texts. Discussion about how to organise distribution of phonics texts within phonics groups. Teachers to hear all children access phonics text over the next week to ensure that it is accessible to each individual child.</p> <p><b>15<sup>th</sup> March</b> NS drafted phonic letter to be sent to parents this week regarding phonics books update.</p>
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								<p>NS delivered refresher training in ELS interventions to KS1 TAs and premium catch up TA.</p> <p>Next Steps: None.</p>
Evaluate and monitor the quality of Reading lessons in KS2 to ensure that the impact of Covid 19 on attainment is minimised and that children can sufficiently 'catch up'.	LS	LB	<p>Through monitoring and evaluation schedule examine the effectiveness and impact of discrete reading lessons in KS2 by undertaking:</p> <ul style="list-style-type: none"> <li>Lesson study</li> <li>Pupil interview</li> <li>Work scrutiny</li> <li>Moderation Activities</li> </ul>	<p>As part of monitoring and evaluation schedule <b>termly</b> undertake work scrutiny of English books/Reading journals to determine the impact of reading lessons on outcomes for pupils, focusing on:</p> <ol style="list-style-type: none"> <li>Range of reading skills being taught across the term</li> <li>Quality of comprehension questions</li> <li>Quality of pupil responses</li> <li>Range of activities being used</li> <li>Quality, breadth and range of texts</li> <li>Range of genres</li> <li>Appropriate targets</li> </ol> <p>Sustained improvement over time</p>	Govs	N/A	<p>Consistent outcomes for pupils</p> <p>Improved attainment</p> <p>'catch up' evident where necessary</p>	<p>September, October and November 2021</p> <p>English lesson visits undertaken in Y5, Y3 and Y1/2. Some scheduled visits were cancelled due to Covid clusters in line with Outbreak plan and will be rescheduled in the new year.</p> <p>IMPACT:</p> <ul style="list-style-type: none"> <li>Range of reading skills being taught</li> <li>Evidence of comprehension and EEF advice shared with staff to further improved comprehension teaching and questioning and with support to offer varied and appropriate activities to support the learning.</li> </ul> <p>Next Steps: None</p>
	LS	LB	Monitor frequency of 1:1 reading and its impact	<p>Reading folder/record</p> <p>scrutiny</p> <p>Termly</p>	Govs	N/A	<p>Children have the opportunity to develop further their opportunity to fluency, stamina and can respond to</p>	<p>September 2021</p> <p>Reading folder scrutiny</p> <p>IMPACT:</p> <p>Frequent 1:1 reading taking place across the school in line with policy</p> <p>Next Steps: ongoing</p>

	LS	LB					question types when asked	
	All Staff	LS	Undertake reading moderation activities:	<ul style="list-style-type: none"> <li>Key Stage level</li> <li>Whole school</li> <li><b>Termly</b></li> <li>Cluster group Sept 20</li> </ul>	LB	N/A	To ensure that teachers have the opportunity to deepen their understanding of standards in reading	<p><b>November 2021</b> All teaching staff attended reading moderation in year groups with GRACE schools <b>IMPACT:</b> moderation forms completed and targets agreed</p> <p><b>Next Steps:</b> None</p>

# Subject Action Plan: Mathematics

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
<p>To continue to develop the teaching of mental maths strategies to promote children's independence, fluency, rapid recall and depth of understanding.</p> <p>To provide children with further opportunities to apply their maths skills in context</p>	TW All Staff	LB	<p>Through monitoring and evaluation schedule examine the effectiveness and impact of Maths Lessons in KS1 and KS2 by undertaking:</p> <ul style="list-style-type: none"> <li>Lesson studies</li> <li>Pupil interview</li> <li>Work scrutiny</li> <li>Moderation Activities</li> </ul> <p>Provide coaching blocks to support and develop staff subject knowledge where applicable.</p> <p>Whole school event to celebrate World Maths Day. Maths Magic workshop arranged for the whole school.</p>	<p>Lesson visits to be conducted in</p> <ul style="list-style-type: none"> <li>Autumn</li> <li>Spring</li> <li>Summer</li> </ul> <p>Work scrutiny and evaluation to be conducted in line with Monitoring and Evaluation schedule</p> <p>Friday 13<sup>th</sup> May 2021- Maths Magics day!</p>	<p>2021/22</p> <p>2021/22</p>	£500	<p>Consistent teaching across all year groups with lessons planned to provide reasoning opportunities.</p> <p>Improved attainment</p> <p>High standards in books</p>	<p>September 2021- Books monitored across school and all following schools MTP which has been rewritten in line with catch up curriculum.</p> <p>Maths Magic day booked in for Summer Term</p> <p>Maths Magic Day took place and all children enjoyed it. <b>IMPACT:</b> Engagement and enrichment in maths</p> <p>November 19<sup>th</sup>- Maths books in KS2 reviewed with focus on cross curricular Maths and developments discussed with KS2 at key stage meeting. <b>Impact:</b> Teachers made aware of maths developments regarding resources and ideas to use in classrooms.</p> <p>March 2022- Researched and invested in 'fluency session materials' in line with new scheme in maths and new direction from the Autumn term</p> <p><b>Next Steps:</b> Throughout 2022/23 continue to monitor maths developments and evaluations will be ongoing.</p>
To develop teachers' understanding of Mastery in Mathematics.	TW All Staff	LB	Maths Mastery Training for all Teachers and TA's on the principles of mastery and how to support the teaching and learning of Mathematics across the school.	Online Zoom training with Jenny Cooke (Maths Specialist) - 3/9/21	2021/22	£500 (further training to be arranged)	All staff attended training have an awareness of mastery and understand the benefits of using concrete resources in lessons to support mastery.	<p>September 2021- Maths training attended by all staff and teachers encouraged to explore the notion of mastery checkpoints in their work to ensure learning is reviewed and what has been studied has been embedded and remembered. <b>IMPACT-</b> Teachers have a greater concept of mastery which will support curriculum changes going into next academic year.</p>

								Next Steps: Monitor mastery approaches through new maths learning sequences and arrange training if necessary.
To develop the calculation policy in line with teaching a Mastery approach	TW		Maths lead to review the current Maths Policy and Calculation Policy and make alterations in line with the teaching and learning in school	Calculation policy to be reviewed in the Autumn Term and reviewed with staff	2021/22		Consistent approaches to teaching the 4 calculations across the school with clear progression	<p>Calculation policy under review and TW made alterations to number formation policy.</p> <p>February 2022-Alterations beginning to be made to the calculation policy in line with curriculum within school updates.</p> <p>March 2022-Herts for learning calculation policy purchased. Next steps: review and adapt in line with our school setting then share and train staff when implementing new scheme.</p> <p>June 22-Herts for Learning Essential Maths calculation policy and mental maths progression documents adopted by the school and all teachers received training on x2 Twilight sessions. IMPACT: Teachers will now use these documents to support their planning and teaching of new concepts to children as they progress.</p> <p>Next Steps: None</p>
To develop the teaching of Mathematics in EYFS following the implementation of new EYFS framework	TW NS	LB	Work with EYFS teachers to develop an understanding of the framework and arrange any training if appropriate.	Training to be arranged for TS, NS and SB	2021/22		Pupils in EYFS will develop their understanding of early number with opportunities to learn more and know more	<p>December 21-TW completed lesson drop in in the early years to develop a greater understanding of early number. TW also taught an EYFS/Y1 lesson</p> <p>March 2022- TW attended live webinar on reception curriculum and the implementation of the Herts for Learning sequences. Feedback to be given to NS and SB who will complete further training sessions.</p>



								<p>Worked with NS on the new Essential Maths EYFS learning sequences and supported EYFS teachers to prepare for September 22.</p> <p>IMPACT: Learning sequences understood and trialed</p> <p>Next Steps: None</p>
To develop the use of concrete apparatus in maths lessons using Concrete, Pictorial, Abstract representations to teach concepts.	TW All Staff	LB	<p>Teachers to promote the use of concrete resources in their maths lessons following guidance from Mathematics training.</p> <p>All classes have a maths resource bank in their classroom, subject lead to evaluate if any additional resources are required this year.</p> <p>Through monitoring and evaluation schedule examine the effectiveness and impact of Maths Lessons in KS1 and KS2 by undertaking, Lesson studies, pupil interview, Work scrutiny, Moderation Activities</p>	<p>Through lesson visits and pupil discussions, ensure CPA method is being used to introduce all new concepts.</p> <p>Follow up training to be arranged later in the year (face to face)</p>	2021/22		<p>Concrete resources available in all classrooms in the school and available to support learning.</p> <p>CPA model evidence in children's books.</p>	<p>Lesson visits arranged for Spring Term with a review on resource usage.</p> <p>February 2022- TW currently researching and adapting our maths curriculum within school to ensure progression and consistency</p> <p>Maths curriculum researched and developed in the Summer Term in preparation for Autumn 22- See below for actions / details</p> <p>Next Steps: Review resources as new learning sequences progress and order / distribute as necessary</p>
To implement and track progress using a newly implemented maths intervention for struggling mathematicians.	TW IL All Staff	LB	<p>Support staff to identify pupils for the Catch-Up Numeracy intervention at the beginning of Autumn 1 following previous year data and teacher feedback</p> <p>Work with Teaching Assistants to refresh training and arrange resources</p> <p>Train new teaching assistants on the intervention</p>	<ul style="list-style-type: none"> <li>Meet with TAs delivering the intervention monthly to assess progress.</li> <li>Regular communication with SENDCO regarding effectiveness of intervention</li> <li>New TA training on 17/9/21</li> </ul>	2021/22		<p>Pupils on the catch up intervention will show progress and will be more able to approach maths problems in their maths lessons in line with their peers.</p>	<p>September 21-New Teaching assistant OH trained on Catch Up Numeracy and Literacy.</p> <p>Catch up numeracy interventions completed in Autumn Term and good progress made by children. Registers reviewed and children added where necessary following assessments.</p> <p>May 22- Catch up intervention drop ins by TW to monitor success of intervention and receive</p>

								<p>feedback IMPACT: Identified to research an intervention that supports more learners in groups too. Next Steps: None</p>
To research and develop learning sequences in Maths using the Herts for Learning Essential Maths planning support.	TW	LB	Research into a new Maths scheme / planning support to ensure maths teaching a learning follows a sequence that progresses in learning.	<ul style="list-style-type: none"> <li>Spring / Summer term in preparation to start in Autumn term of academic year 22/23</li> </ul>	2021/22	£2000	The whole school Maths curriculum will be inclusive of stepping stones to ensure children achieve the desired learning outcomes.	<p>Identified Herts for Learning Sequences as appropriate way forward and purchased, established: Consultation appointment with Herts for Learning Maths Team and attended Webinar—Monday 7th March 2022-establish from EYFS to Y6 progression</p> <p>Attended follow up consultation with Reception Lead-Monday 14th March 2022 IMPACT: Maths lead gained awareness of learning sequences</p> <p>Training arranged for EYFS teachers-21st April 2022 Y1-6 teachers-27th May 2022</p> <p>Policies reviewed: Written Calculation Subject Policy</p> <p>Supported colleagues through implementation and review of 2 trial weeks to pilot sequences IMPACT: Teachers had the opportunity to trial the new maths learning sequences and were supported by TW to develop these. Fluency sessions also used to prepare teachers for September</p>

								<p>Reviewed and incorporated Herts for Learning Sequences into Maths Curriculum, developing:</p> <ul style="list-style-type: none"><li>• LTP</li><li>• Intent, Implementation and Impact Statements</li><li>• Curriculum Stepping Stone Documents</li><li>• Learner Profiles</li><li>• Maths in EYFS Curriculum</li><li>• Maths Policy</li><li>• Calculation Policy</li></ul> <p>IMPACT: Maths curriculum ready for Autumn 2022</p> <p><b>Next Steps:</b> Throughout 2022/23 continue to monitor maths developments and evaluations will be ongoing.</p>
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# Subject Action Plan: Science

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Information Evening for Y5 / 6 parents to discuss the resources to be used for teaching aspects of RSE in relation to the Science Curriculum Meeting at the start of the Spring Term 2020	ST  TS / IL	LB	Resources and detailed plans of lessons to be taught completed prior to this evening, so that all staff are fully prepared / informed to answer any questions raised sensitively.	Spring Term 2022	21 / 22	N/A	Ensure stakeholders are supported to further develop understanding of new RSE curriculum.	Information evening took place in Jan 2022 inviting parents from all year groups.  Invitations for another info evening Spring 2023
Audit Science resources we use in school and establish if any new resources need to be purchased.	ST	LS	1. Teachers to audit materials they frequently use in science lessons as they develop through their topics.	April 2022	21 / 22	N/A	Ensure that resources are available to encourage greater first hand experiences.	Due to movement of classrooms and resource areas - audit needs to happen 2022-2023
	All Staff		2. Teachers to feed back to ST		21 / 22			
Continue to monitor science assessments in line with work completed last year (scientific enquiry)	ST	LS	1. Book scrutiny- are children evidencing the AF in their books, do they understand what their enquiry is? Does this match the LO?	End of each term	21 / 22	N/A	Ensure standards are consistent and progress throughout the school.	Book scrutiny completes looking at use of AFs, balance of knowledge and scientific enquiry and use of scientific vocabulary
			2. Monitor knowledge assessments and ensure learning and progress is evident.	End of each term	21 / 22	N/A		2022-2023 - make sure that stepping stones progression is robust and evident across the school.

Use of scientific vocabulary by the children in their lessons	ST	LB	1. Book scrutiny- are children evidencing use and understanding of relevant, subject specific vocabulary?	End of each term	21 / 22	N/A	Ensure standards are consistent and progress throughout the school.	Book scrutiny completes looking at use of AFs, balance of knowledge and scientific enquiry and use and scientific vocabulary
			2. Planning monitoring- are teachers evidencing use of relevant vocabulary to inform their lessons?	End of each term				2022-2023 - make sure that stepping stones progression is robust and evident across the school.

# Subject Action Plan: RE

Development Priorities	Staff	Account to	Task/Training/Resources	Timeline/Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
To evaluate and monitor the quality of teaching and learning in RE across the school.	NS	LB	To provide planning support for teachers to plan RE Schemes of work for their year group for Cycle A, using the Understanding Christianity document and the New Lincolnshire Agreed Syllabus 2018-2023.	Autumn Spring Summer	Govs	N/A	<p>Staff will plan RE lessons that follow the LTP for RE.</p> <p>Teaching staff will continue to ensure that over the course of a unit of study, all elements of RE will be planned for, e.g. Understanding the Text (Believing), Understanding the Impact (Living) and making Connections (Thinking).</p> <p>Teaching staff will ensure that the curriculum map is followed to ensure progression throughout the subject.</p>	<p><b>February 2022</b> NS devised RE overview for RE books. To share and discuss at staff meeting before disseminating to staff. <b>IMPACT</b> All children will be able to access key vocabulary during each RE lesson. Children will be able to access the Big Story of Christianity in each core concept in Christianity.</p> <p><b>March 22</b> NS emailed all staff with the documentation needed to plan RE for the Summer term. <b>IMPACT</b> All staff have planned RE for Summer Term. Staff are ensuring that elements of believing, living and thinking are embedded throughout their RE lessons.</p> <p><b>July 2022</b> NS has shared new RE stepping stone document for Autumn. Staff are beginning to check that their planning matches to the stepping stones. <b>IMPACT</b> - All staff will know what they are teaching in RE in the Autumn term and be aware of previous learning and what they need to build on.</p> <p><b>Next Steps:</b> None.</p>

			To conduct planning scrutiny each half term/term to ensure that teachers are following the correct unit from the Understanding Christianity document and the New Lincolnshire Agreed Syllabus.	Autumn Spring Summer		N/A	Teaching staff will feel more able to plan high quality RE lesson where Understanding the Text, Understanding the Impact and Making Connections are evident as they will have a better understanding of these skills due to staff training.	<p><b>13<sup>th</sup> October 2021</b> See work scrutiny form. Standards were high and LTP for RE was being followed. Beginning to ponder the use of RE books in EYFS/KS1.</p> <p><b>15<sup>th</sup> March 22</b> NS work scrutiny. See work scrutiny form in RE folder.</p> <p>Next Steps - Continue to monitor standards in RE across the school.</p>
			To observe RE across the school at three different points throughout the academic year by facilitating an afternoon of drop ins.	Autumn Spring Summer		N/A	<p>All staff will be following the LTP for RE.</p> <p>All staff will be following the correct scheme of work for their year group.</p> <p>All staff will ensure that they are teaching at least one of the skills throughout an RE lesson.</p>	<p><b>13<sup>th</sup> October 2021</b> Work scrutiny of RE books show that all year groups are following the LTP for RE. All staff are following the correct MTP for the year group and term in the year.</p> <p><b>IMPACT</b> - Children are receiving high quality teaching in RE.</p> <p><b>April 2022</b> - Data analysis carried out.</p> <p><b>IMPACT</b> - Standards in RE across the school are high. 85% of the whole school are working at the standard for their year group.</p> <p>Next Steps: None.</p>
To continue to lead and further rebuild the RE Cluster Group, following the disruption of Covid.	NS	LB	<p>NS to collaborate with colleagues attending RE Cluster group. This has now gone beyond the six Cluster schools (GRACE schools)</p> <p>NS to set agenda items, disseminate prior to cluster groups, take minutes from the meeting and share minutes with all who attended.</p> <p>NS to liaise with RE Advisor to invite along to cluster meetings and be a part of it.</p> <p>To continue to organise and facilitate training for HT's, Governors, Subject</p>	ongoing	Govs	N/A	<p>RE lead will support other schools in the area and receive support.</p> <p>Establish strong links with the diocese. To organise training - SMSC and Cultural Capital for the schools within the local area.</p>	<p><b>Tuesday 25<sup>th</sup> January 2022</b> - RE Cluster, led by NS, discussion about supporting SEND children and assessment in RE.</p> <p><b>IMPACT</b> - Following Covid the cluster group is back on track and very much looking forward to collaborating again.</p> <p><b>March 22</b> - NS attended training around the potential of a new RE Advisor Role for the diocese. NS/ LB discussed and NS has signed and sent contract back on the 15<sup>th</sup> March 2022.</p> <p><b>IMPACT</b> - NS will be a RE Advisor for the Diocese. This will ensure that we are up to date with developments in RE. NS will deliver training to the staff in the future.</p>

			leaders and school staff about developments in RE/SIAMS					Next Steps: Continue to support RE across the area, working closely with the Diocese in new RE Advisor role.
NS to disseminate training to staff about the skills taught in RE.	NS	LB	<p>NS To ensure that the curriculum map shows the development of skills in Understanding the text, understanding the impact and making connections (Believing, living and thinking) from Rec through to Year 6.</p> <p>NS to disseminate staff training about the skills taught in RE and how to ensure progression across the school.</p> <p>NS to provide links to RE assessments throughout the year and how these link to the skills taught.</p>	Spring '21	Govs	N/A	<p>All staff will have access to an RE curriculum map that sets out the skills that children should achieve at the end of each phase: Reception, Year 1/2, Year 3/4 and Year 5/6 linked to <b>believing, living and thinking</b>.</p> <p>All staff will understand the key skills taught in RE and what progression in these skills look like.</p>	<p><b>19th January 2021</b> Data analysis for RE for the Autumn Term shows that the majority of children are working within expected. There are some concerns about the lack of progress (as shown in data) for our SEND children. NS to liaise with staff and ensure expectation in RE are understood.</p> <p><b>July 22 -</b> Stepping stones document for RE has been completed. All staff have access to this. All assessment points are detailed on the document, as are the links to previous learning. <b>IMPACT</b> - All staff are aware when the assessment points are. The RE curriculum is clearly sequenced and available to all staff, thus ensuring that children continue to develop a deeper knowledge and understanding of core concepts in RE.</p> <p>Next Steps: Continue to support staff with key components of RE lessons.</p>



# Subject Action Plan: Computing

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
1. To further support staff with the use of New NCCE curriculum. Support in implementation, use of resources and assessment.	LJW and SC	LB and SLT	<ul style="list-style-type: none"> <li>-Develop in-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum. Ensure coding is being taught and understand appropriately.</li> <li>-Pupil interviews to gain their understanding.</li> <li>-Staff questionnaire to gain understanding and views on new scheme.</li> </ul>	<p>End of each term.</p> <p>June 22</p> <p>Jan 22</p>	Monitor with teaching staff	N/A	Ensure standards are consistent.	<p>8/12/21 – SC - Staff meeting workshop based on understanding NCCE curriculum. <b>IMPACT:</b> Supporting staff with understanding the concept of the NCCE, importance of Computing and how this links to NC.</p> <p>12/12/21: Disseminate Staff survey on Teams Forms. <b>IMPACT:</b> To gain and understanding of teachers views and knowledge of computing to support in CPD and put in place where support is needed.</p> <p>12/1/22 Delivery of NCCE lesson with example worksheets to support learning and content. <b>IMPACT:</b> - Staff can use examples to support own knowledge of NCCE, giving support and guidance on creating well thought out resources to support.</p>

								<p>23/6/22 - To create a subject long term plan (stepping stonea).</p> <p><b>IMPACT</b> - Subject stepping stones will support staff when planning and making sure learning is correctly sequenced to develop all aspects of computing.</p> <p>30/6/22 - Pupil questionnaire (Pupil feedback in small groups (KS2)</p> <p><b>IMPACT</b> - Whole school questionnaire to gather current understanding of computing as a subject and its importance - Pupil discussions to gather more indepth understanding of the children's knowledge and views.</p> <p>Next Steps: Continue to engage with children and staff on their knowledge of computing (Small focus groups, questionnaires and classroom visits of computing in action).</p>
2. To further develop understanding of and accountability for assessment of the subject.	LJW SC	LB and SLT	-In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum and understand how to assess and what they are looking	End of each term.	Monitor with teaching staff	N/A		<p>9/12/21 - Discussions with Class teachers who have currently been teaching NCCE topics</p> <p><b>IMPACT:</b> To gain feedback on usage</p>

			<p>for. Ensure assessments are completed accurately and rigorously.</p> <p>-Supporting staff with CPD</p> <p>-Pupil questionnaire to gain their understanding of the computing curriculum.</p> <p>-To observe computing lesson across the school (EFYS, KS1 and KS2)</p>					<p>and usability of units, supporting how we can adapt to suit teaching in school.</p> <p>30/11/21 – Took part in an assessment workshop (SC)</p> <p>IMPACT: To understand rigor in assessment through out EYFS, KS1 and KS2. Implimenting ways to gather evidence to support judgement when assessing.</p> <p>11/3/22 Produce a subject long term plan for computing</p> <p>IMPACT - To gain further understanding of computing and progression across each year group, to support staff on delivery and content.</p> <p>17/6 – 27/6 – 28/6 – 8/7/22 Teacher CPD – SW computing support in delivery and planning.</p> <p>IMPACT - To upskill knoweldge of NCCE curriculum to delivery to children.</p> <p>Imporoving knowledge, skills in programming.</p> <p>Next Steps: To monitor and support the assessment of computing.</p>
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3. To ensure that we are correctly resourced and equipped to correctly deliver the coding curriculum	LJW SC	LS	Assess what is needed term by term to fulfil resources and ensure curriculum can be taught to its full potential. Possible large expenditure required.	Dec 22	LB	£1000	Ensure that resources support and extend pupil knowledge.	<p>16/12/21 - Continued target - Working through each unit, understanding needs of resources.</p> <p>IMPACT: Teachers exploring all resources needed to correct teach and fulfil learning of the children.</p> <p>23/6/22 - Identifying local NCCE computing hubs to loan and access computing resources IMPACT - Children and staff will be able to successfully take part and deliver the curriculum.</p> <p>Next Steps: Computing Audit - to make sure each unit can be taught by having the correct equipment.</p>
4. To ensure that technology, including laptops, i-Pads, Bluebots etc are being used effectively across school by staff and pupils	LJW SC	LB	<p>Continually support staff with new apps and updates to support classroom use.</p> <p>Creating 'Digital Leaders' to support staff with technology across the school.</p>	<p>On going throughout the year.</p> <p>Digital Leaders Dec 22</p>				<p>2/3/22 - Deliver training using AirServer and useful apps.</p> <p>IMPACT - To support staff to manage feedback and use AirServer to project work.</p> <p>14/7/22 - Applications and apps regularly updated and reviewed for ease of access in the classroom - Introduced a range of apps to support members of staff E.g. Stage app (To edit work in the lesson - active</p>

								<p>feedback) One Drive – To work collaborative between devices Use of TEAMS forms to produce questionnaires</p> <p><b>IMPACT</b> – These apps and processes to support working fluently with technology, and saving time in and outside of the classroom.</p> <p>Next Steps: To deploy Junior Online Safety Officers in school to support Online Safety (Training, meetings to support the chosen children)</p> <p>Continue to support staff with new ways to use the technology in the classroom (Apps/programs)</p>
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## Action Plan SEND

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Ensure SEND support plans are personalised and relevant to every child.	IL	IL	<p>Ensure SEND children are making relevant progress and are supported in doing this.</p> <p>Ensure SEND action plans are relevant, achievable and personalised.</p> <p>Minimise the impact of COVID 19 on attainment.</p> <p>Ensure SEND Support plans are fully updated at every review point.</p>	Complete SEND Support plan scrutinies before SEND Review meetings	LB	N/A	Class teachers will be more aware of the needs of their SEND children and support accordingly.	<p>5/1/21- Delivered CPD on writing effective SEND Support plan targets, and provided teachers with resource bank of statements. <b>IMPACT:</b> Teachers feel more confident writing their SEND support plans and targets are relevant, achievable and personalised.</p> <p>26/01/22- Checked new intervention trackers on Integris. Ensured staff has initial and end assessment data for both Autumn and Spring interventions. <b>IMPACT:</b> Staff members who had not completed intervention trackers correctly were supported to do so, and monitored to ensure that interventions are correct for that child, and they are making progress.</p> <p>05/07/22- Checked sample of SEND support plans to ensure quality before being sent home in reports. <b>Next Steps:</b> Continue to monitor SEND Support plans for teacher identified this year.</p>

Ensure staff are upskilled through regular training opportunities	IL	LB	Ensure a wide range of opportunities to allow for staff to be upskilled in SEND processes both inside and outside of school.	July 22	LB	Costing of training	Staff feel more confident with SEND	<p>2/9/21- Staff took part in 'Making sense of Autism' training delivered by WTT. <b>IMPACT:</b> Staff feel more confident when dealing/ identifying children on the autistic spectrum.</p> <p>19/1/21- Delivered CPD on costings for SEND support plans. <b>IMPACT:</b> Staff members feel confident to accurately work out costings of interventions and provision, and can add this onto SEND support plans.</p> <p>19/06/22- IL did some staff training on the implementation aspect of curriculum documents to ensure children with SEND are mentioned and supported in every subject.</p> <p><b>Next Steps:</b> Continue to ensure staff feel well supported and trained in regards to SEND.</p>
SENCO monitoring SEND provision in classrooms	IL	LB/ LS/TS/	SENCO regularly monitors through 'drop ins' and book scrutinies the provision on SEND support plans	July 22	LB	N/A	SENCO can ensure all SEND children are	<p>24/11/21- IL scrutinised selection of KS2 books of children with SEND (one with EHCP). Feedback given to</p>

		NS Members of SLT	matches the provision given in classrooms regularly.				making progress, and the support is being offered where needed.	<p>class teachers, KS2 leader, deputy head and Head teacher; <b>IMPACT:</b> IL confident with the provision given to SEN children. Follow up book scrutiny planned for Spring 2.</p> <p>9/3/22- IL scutinised intervention trackers. <b>IMPACT:</b> IL sent out reminders to complete intervention trackers, with instructions with hoe to complete them correctly. IL to scurtinise on scrutiny form next week,</p> <p>22/03/22- Locality Lead visit (Geraldine Wilder) with emphasis on SEND. <b>IMPACT:</b> IL completed a SEND Walk around and discussed SEND processes in school. Locality Lead confirmed that provision and processes in place are correct, and our children on the SEN register make progress.</p> <p>19/7/22 IL created action plan to support member of staff with teaching children with SEND. Progress has been made.</p> <p><b>Next Steps:</b> Continue monitoring activities next year.</p>
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SEND governor	IL & governor	LB	Designated SEND governor has reports/ face to face meetings regularly.	Termly	LB	N/A	Meetings/ reports ensure that there is communication between SENCO and governor.	<p>3/11/21 IL updated Kate Waghorn (SEND Governor) on updates in the first term.</p> <p><b>IMPACT:</b> SEND governor up to date on all aspects of SEND</p> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>None.</li> </ul>
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# Subject Action Plan: History

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
1. Ensure that the correct curriculum map is now in place and being used appropriately. Develop a vocabulary progression to be used alongside curriculum map and ensure staff understand how to use this.	EK	LS	In-year moderation to ensure staff are following curriculum map and are developing appropriate use of Historical terms. Develop vocabulary to be used within each key stage and format this to be used easily by staff alongside curriculum map. Develop use of knowledge organisers to reflect enquiry skills, knowledge and vocabulary required for each year group.	December 2021 See Monitoring & Evaluation Schedule	LB	N/A	Evidence of progressions being used.	Curriculum map work currently being undertaken in school across all subjects – will ensure new curriculum maps are used correctly when finalised. Vocabulary list has been created, however may need updating in-line with new curriculum maps when those have been created.  Document created identifying curriculum coverage and gaps within history coverage. Impact: curriculum needs addressing to ensure full coverage of National Curriculum  Next steps: In-year moderation to ensure people are using new curriculum documents appropriately and monitor progress of new topics in relevant year groups.
2. To develop whole school guidance for History to support assessment of the subject.	EK	LS	Guidance documents to be checked against updated curriculum maps to ensure full assessment coverage.  Disseminate assessment guidance to staff.  In-year moderation to support staff with using new guidance to assess History.	End of each term	LB	N/A	Evidence of progressions being used.  History guidance documents	Staff survey created and disseminated last week of term.  Staff survey shows staff focus on knowledge based assessment and don't necessarily take in to account assessing historical enquiry skills as well. Impact: Staff need support in assessing historical skills

			<p>Use of staff surveys to better understand where staff need support with assessment</p> <p>Update exemplar History work in folder to maintain standards of history work and assessment.</p>					<p><b>Next steps:</b> Update created history assessment documents to reflect points from staff survey and against research (HA membership). Create easily accessible document to disseminate to staff.</p>
3. Explore and research resources available for history teaching and leadership support.	EK	LS	<p>Research and explore courses and subscriptions to support within history leadership role and evaluate value. e.g. Keystage History and Historical Association</p> <p>Disseminate information gained to staff via Historical Enquiry CPD.</p> <p>Explore ways to ensure History topics are delivered consistently and covering curriculum e.g. knowledge organisers</p>	<p>December 2021</p> <p>Spring 2022</p>	LB		Folder up to date with all relevant sections included	<p>Historical Association membership gained, planning support and suggested schemes of work available to staff for new year - these will guide teachers to high quality planning and expectations in history for some topics and will provide ideas for good-quality vocabulary and resources.</p> <p>Knowledge organisers created for Years 1-6 with relevant timelines, context and vocabulary to be used as 'front covers' in history topics for children to refer to over a topic.</p> <p><b>Next steps:</b> Look into relevant CPD opportunities for EK as subject leaders and other staff if required and disseminate relevant information to staff. Develop vocabulary progression to feed in to knowledge organisers across the year and to ensure a broad vocabulary is developed through history.</p>

# Subject Action Plan: Geography

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
1. To develop use of the skills progressions now in place.	KG	LS	In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum.	End of each term.	LB	N/A	Evidence of skills progressions being used. Scrutiny of topic books.	Autumn Term Adaptations to 'skills progression'/curriculum planning now taking place Staff are using the new Long Term Planning (Summer 2021) at KS2 to write schemes of work. Spring term 2 Monitoring activities suspended this term to allow time for curriculum development as directed by LB.
			Ensure staff understand how they can assess the areas in the skills progression with greater confidence and understanding.		LB	N/A		Next steps: To be addressed as curriculum is updated.
2. To evaluate coverage of the curriculum and teaching/learning of the subject across the school, with a goal of raising standards in the subject.	KG	LS	Collect samples of lesson planning and scrutinise for coverage against the skills progression (all areas) and depth of understanding. Are objectives being delivered in enough depth and key skills delivered throughout the year? Local/national issues? Enquiry/critical thinking in emergence? Lesson Visit (Tues Pm) Share examples of good practice from other schools. Monitor and evaluate the use of fieldwork techniques through work scrutiny and discussion with staff.	End of each half term.	LB	N/A	Ensure teachers have appropriate support to develop practice.	4/11/21 Attended Kings School Geography Network Meeting IMPACT Shared good practice and areas of development for the subject at primary level. Better understanding of how practice is in this school compared with others. 22/3/22 Researched curriculum planning and redesign. Reviewed LTP for whole school and researched alternative scheme to support staff. IMPACT Rigorous scheme providing appropriate breadth and range of subject coverage.

								Staff will have high quality information to draw upon to plan their lesson and in turn should support raise in standards in subject. 10/3/22 New books introduced for the subject, replacing topic books. IMPACT Progress in subject for individuals and across topics will become more evident across year. Children can 'revisit' previous learning more easily.
			Pupil Interview-What are childrens perceptions of Geography? What is Geography? What is fieldwork?	Summer 2022			Measure pupil understanding of fieldwork skills-has the CPD made a difference?	Next steps: Pupil interviews to be carried out at the end of the autumn term to evaluate the initial impact of the new scheme. (SDP 2022-2023)
			Identify areas where locality/school grounds are being used within the Geography curriculum.					Next steps: To be carried over to next SDP (2023-2023) after new curriculum is underway.
			Review school resources for the subject and refresh as needed.  Digimaps training for staff. (staff meeting)	Autumn 2021 and ongoing.	LB	N/A	Ensure resources, including Digimaps are being used/integrated in planning.	New Atlases purchased for KS2 (1 each). 23/3/22 Digimap training for TA's. IMPACT Staff are aware how to access resource and aware of basic functions. Teacher Meeting to be scheduled Summer1
3. To raise profile of Geography across the school.	KG	LB	Introduce whole school photography competition to promote/enthuse around geography based upon local area.	Autumn 2021 and ongoing				29/3/22  Whole School Geography Competiton Launched.  IMPACT Profile of subject continues to be raised across the whole school.

			<p>Include Geographical issues e.g Climate Change in assembly topics.</p> <p>Extra-Curricular Club - Eco-Warriors to promote current geographical issues and help children view themselves as environmentalists.</p>					<p>1/12/21COP26 Climate Change assemblies introduced topic to whole school. Discussed ways we can help and travel in our school.</p> <p><b>IMPACT</b> Children more informed about environmental issues.</p> <p>Enthusiastic group of Y6 who have attended Eco warriors meetings. Spoken to Mr Batey and other staff members to help complete a 'eco-audit' to allow us to see where to place our focus of group activity. Planned data collection on Travel for next term.</p> <p>15/3/22</p> <p>Eco Warriors Whole School Assembly to disseminate school travel survey results.</p> <p><b>IMPACT</b> Children are up to date with environmental issues relevant to them.</p>
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# Subject Action Plan: Art & Design

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
1. To continue to develop use of sketch books in Key Stage 2.	SB	LB	Evaluate art schemes of work and ensure children will be developing skills and evaluation of art throughout each term and across the year. Sketch pads need to show the beginning, middle and end of each art topic.	End of academic year	Monitor with teaching staff	N/A	Evidence of skills progressions being used through sketch book work scrutiny.	Aut: Successful work scrutiny of KS2 Autumn Term Schemes of Work. Fed back to teachers. All KS2 children have sketch books and teachers given sketch book examples and advise during Teacher meeting to show expectations of work to be produced
2. Evaluate termly Schemes of Work ensuring the coverage of the curriculum and teaching/learning of the subject across the school, with a goal of raising standards in the subject.	SB	LB	Cross reference the Schemes of Work across the year groups and ensure the skills being taught follow the National Curriculum expectations. End of year moderation of KS2 Sketch Book by completing a Work Scrutiny - share findings with teachers and highlight strong examples - keep for portfolio of work.	End of academic year	Monitor with teaching staff	N/A	There will be evidence of the children's progression in skills in artwork/sketch pads. Schemes of Work will reflect expectations of National Curriculum.	Aut: KS2 Schemes of Work cross referenced to the current curriculum maps and skills are appropriate to each year group. Continue to evaluate SoW in both Spring and Summer Terms  Feb-March 2022 Spring Schemes of Work across Key Stage 2 show progression in skills across all 4 year groups. IMPACT Children are being given the opportunities to learn new skills and are being given the time to develop their ideas. The sketch books are being used very successfully.
3. Develop use of sketch books in Key Stage 1.	SB	LB	Evaluate art schemes of work and ensure children will be developing skills and evaluation of art throughout each term and across the year. Sketch pads need to show the beginning, middle and end of each art topic. Work Scrutiny of Spring Term art work in Summer Term following first term of use.	End of academic year	Monitor with teaching staff	N/A	Evidence of skills progressions being used through sketch book work scrutiny.	March 2022 In infant key stage meeting discussed the successful use of the new art sketch books in year's 1 and 2. IMPACT Teachers becoming more confident to use sketch books and are finding it useful to plan progressive lessons allowing the children to progress in their artist skills.

3. Write a Long-Term Plan showing the intent of skills across the school for each term.	SB	LB	Using the National Curriculum, write a long-term plan ensuring the age-appropriate skills and knowledge are being taught progressively throughout each term and across the year groups. (Including Cycle A and Cycle B for Infant classes).	End of academic year	Monitor with teaching staff	Subject Leader Time	Art will be mapped out clearly across the year for each term and each year group and show a comprehensive progression in skills and knowledge in Art.	<p>March 2022 Long Term Plan has been written and is being cross referenced with the National Curriculum. Cycle A and Cycle B have been completed for Year's 1 and 2 and Year 3 has also been completed.</p> <p>IMPACT Changes have been made and discussed with teachers and they are clearer on the skills to be taught and how to link the children's work to the chosen artist.</p> <p>March 2022 Long Term Plan has been cross referenced in years 4 and 5. New artists have been added to enhance children's learning.</p> <p>IMPACT Children will be inspired by a wider range of artists from different countries and cultures widening their experiences and knowledge.</p> <p>July 2022 Long Term Plan Completed</p>
3. Cross Reference the Long-Term Plan with the National Curriculum and teacher's Schemes of Work	SB	LB	Once the Long-Term plan has been completed, ensure the skills and knowledge has been broken down in to stepping stones in Teacher's Schemes of Work.	End of academic year	Monitor with teaching staff	Subject Leader Time	Art will be taught showing a clear starting point and end point with appropriate stepping stones mapped out in teacher's Schemes of Work. Children will progress well and begin to produce a higher standard of art and have the skills to evaluate their own and other's artwork including that of famous artists. E.g. painters, sculptors, architect and/or craft makers.	<p>July 2022 Stepping Stone skills written, progressing skills from EYFS to Y6. Wider range of artists will now be studied across the school and skills will be developed in drawing, painting, sculpture.</p> <p>Next Steps: Conduct work scrutiny of teachers schemes of work once developed.</p>



# Subject Action Plan: Music

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
1. To embed use of the Curriculum Map now in place and ensure it is detailed enough to give full overview of the teaching and learning taking place.	LJW	LB and SLT	<p>Review the curriculum map in-line with Government guidance and school SoW.</p> <p>In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum.</p> <p>Pupil interviews to gain their understanding.</p>	Ensure initial review is completed by November 2021 - monitor each term as SoW become available.	Monitor with teaching staff	N/A	<p>Ensure teachers are able to make robust decisions.</p> <p>Ensure curriculum map is clear and supports NC requirements</p>	<p><b>Summer Term:</b> Curriculum Stepping Stone Document reviewed and re-worked, to include:</p> <ul style="list-style-type: none"> <li>• Listen &amp; Appraise</li> <li>• Perform &amp; Evaluate- Singing</li> <li>• Perform &amp; Evaluate- Instrumental</li> <li>• Create &amp; Compose</li> </ul> <p>Each unit appropriately sequenced with reference to linked skills.</p> <p><b>IMPACT:</b> Learning is sequenced so that pupils can retain more.</p> <p><b>Next Steps:</b> Conduct Pupil Interviews next academic year 2022-2023 to gauge impact of curricular changes.</p>
2. To greater develop understanding of and accountability for assessment of the subject.	LJW	LB and SLT	<p>In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum and understand how to assess and what they are looking for. Ensure this is clear with MTP, Curriculum Maps and SOW.</p>	End of each term.	Monitor with teaching staff	N/A	<p>Ensure teachers are able to make robust decisions.</p> <p>Curriculum lead to have full understanding of what is being taught, when and how this ensures progress across the school.</p>	<p><b>Next Steps:</b> Conduct monitoring against new Curriculum Map.</p>
			<p>Ensure assessments are well understood and robustly and accurately undertaken.</p>					<p><b>Next Steps:</b> None.</p>

## Action Plan -Phonics

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Monitor and evaluate the quality and effectiveness of Phonics Teaching in FS and KS1	NS/LS	LB	Through monitoring and evaluation schedule examine the effectiveness and impact of discrete Phonics and some English session for FS by undertaking: □ lesson study □ Pupil interview □ Work scrutiny Subject audit  <i>See also English (Reading) Action Plan</i>	Autumn Term 2021  Feedback to individual members of staff weekly Cascade information through KS and Teacher meetings	Work with Phonics lead on actions in Phonics subject action plan	n/a	Consistent outcomes for pupils Improved attainment Consistent teaching approach across the Key Stage	<b>July 2022</b> EYFS/Year 1 are being taught phonics through new phonics programme. All staff show fidelity through the scheme. <b>IMPACT</b> – ELS is being used successfully to teach phonics across EYFS/KS1. 77% of EYFS children are on track and those that are not on track are in receipt of an intervention. 91% of Year 1 children passed the phonics Screening check  <b>Next Steps</b> – Support new members of staff in the delivery of ELS.
To further promote parental engagement and support in reading	NS, LS and teachers	LB	E learning books for Phonics and/or scheme reading to be set for 'homework' in line with weekly phonics teaching in R/Y1 and as additional reading for Y2.  Specific Phonics Workshops to be held Aut 21 and Spr 22 Reading workshops held with each class teacher on Curriculum Open Evening allowing teachers to share: □ Reading expectations/ standard for year group □ Strategies to support at home	Workshops: Autumn 21 Spring 22			Improved parental support given to children Reading stamina improved	<b>10<sup>th</sup> March 2022</b> KS meeting about ELS decodable texts. Discussion about how to organise distribution of phonics texts within phonics groups. Teachers to hear all children access phonics text over the next week to ensure that it is accessible to each individual child.  <b>15<sup>th</sup> March</b> NS drafted phonic letter to be sent to parents this week regarding phonics books update.  NS delivered refresher training in ELS interventions to KS1 TAs and premium catch up TA.

			<ul style="list-style-type: none"> <li>□ Expectations with reading homework</li> <li>□ Reading beyond the scheme i.e. quality texts rather than commercially popular one</li> </ul>					<p>Next Steps - Continue to hold parent workshops to support parents.</p> <p>July 2022 - All EYFS/Year 1 children receive two phonics books per week, linked to their phonic ability.</p> <p>IMPACT - All children have sufficient opportunities to read a decodable text, linked to their phonic ability.</p>
To research validated SSP programmes for R/Y1	NS/LS	LB	<p>Carry out research</p> <p>Attend training</p> <p>Research validated programmes on DfE list</p> <p>Make a decision and Action Plan</p>	July 2021	n/a	TBC	<p>Choose an effective and validated SSP programme to deliver high quality phonics teaching and learning</p>	<p>4<sup>th</sup> September - KS meeting to inform EYFS/KS1 staff about the intent to purchase ELS and to have a validated synthetic phonics scheme in school.</p> <p>10<sup>th</sup> September - Final Quote provided for ELS by local rep for ELS Teaching and training materials, in addition to books to match the programme.</p> <p>14<sup>th</sup> September - SLT discussed the ELS programme and agreed to purchase to begin teaching phonics through ELS.</p> <p>IMPACT - Validated SSP purchased and to be used in School from Autumn 2.</p> <p>Next Steps: None.</p>
To purchase and implement a validated SSP programme for R/Y1	NS/LS	LB	<p>Purchase ELS</p> <p>Attend 3 x 30 min training sessions (all staff)</p> <p>Prepare resources as necessary</p> <p>Update: Phonics Curriculum Map</p> <p>Phonics Policy</p> <p>Homeowrk Policy</p> <p>Set up individual Oxford owl accounts for FS/KS1</p>	Ongoing throughout accademic year 2021-2022	Minitor delivery 3 points on the year Mionitor autcomes via assements 3 points in the year	£1000	<p>Consistent approach to teaching and learning in phonics</p> <p>Children'keep up' rather than 'catch up'.</p>	<p>WC 20<sup>th</sup> Sepotember 2021 - Purchase order number has been attained. School rep has completed the order.</p> <p>WC 20<sup>th</sup> Sepotember 2021 - NS has contacted Knowledge Schools Trust Training and is awaiting a response.</p> <p>4<sup>th</sup> October '21 - NS/LB have allocated staff training for all staff.</p>

								<p>Wed 6<sup>th</sup> Oct '21 - Teaching staff have attended training for <b>Embed</b> and received and ELS handbook.</p> <p>Thursday 14<sup>th</sup> October: ELS handbook provided to all support staff, with log in details. Support staff received training for <b>Embed and Enact</b>.</p> <p>20<sup>th</sup> October - NS has set homework (phonics books) for Year 1 children for Autumn 2 - All children will have access to 2 phonics books in the interim until book are in school.</p> <p>21<sup>st</sup> October 2021 Support staff have received training for <b>Enable</b> element of ELS (interventions), led by NS</p> <p>Friday 22<sup>nd</sup> October '21 Training on <b>Enact</b> delivered by NS as part of training day.</p> <p>Friday 5<sup>th</sup> November 2021 NS checked each book into school. They have been stamped and have been organised into sets. Space has been allocated for storing the new phonics books and storage has been ordered.</p> <p>WB 8<sup>th</sup> November 2021 Reception children have been added to Oxford Owl by LB. NS has allocated phonics books for all Reception children, linked to teaching in school</p> <p>Friday 12<sup>th</sup> November 2021 Essential Letter and Sounds update have been written and sent to parents. All children can begin to access phonics books online until all</p>
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								<p>phonics books have arrived into school.</p> <p><b>Friday 12<sup>th</sup> November 2021</b></p> <p>A second order has been quoted in order to have sufficient books to allocate 2 per week.</p> <p><b>23<sup>rd</sup> November 2021</b></p> <p>NS attended ELS Execute training. Key point addressed and implemented, e.g. no other phonics interventions, just ELS, no other phonic friezes in classrooms.</p> <p><b>10<sup>th</sup> December 2021</b></p> <p>Phonics Curriculum Map updated in line with ELS.</p> <p><b>13<sup>th</sup> January 2021</b> - NS devised phonics tracking system for Reception and Year 1 pupils. This is to be completed each half term, following assessments.</p> <p><b>18<sup>th</sup> January 2021</b></p> <p>Phonics part of the website under curriculum has been updated. Phonic curriculum map has been uploaded to phonics curriculum section on the website and infant class pages.</p> <p>Phonics policy has been updated and awaiting ratification by governors before uploading to relevant sections of the website.</p> <p>NS has completed data analysis of phonics data for the Autumn term.</p> <p><b>19<sup>th</sup> January 2022</b></p> <p>NS has booked onto ELS Execute training 9.3.22 9 - 10:30.</p> <p>NS completed ELS decodable book list.</p>
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								<p>accessible on TEAMS - This will be used to allocate phonic books once all books have been received into school.</p> <p><b>9<sup>th</sup> February 2022</b> NS has booked onto ELS Evaluate training for the 9<sup>th</sup> March 2022.</p> <p><b>9<sup>th</sup> March 2022</b> NS attended ELS Training 9 - 11am.</p> <p><b>10<sup>th</sup> March 2022</b> KS meeting about ELS decodable texts. Discussion about ho to organise distribution of phonics texts within phonics groups. Teachers to hear all children access phonics text over the next week to ensure that it is accessible to each individual child.</p> <p><b>15<sup>th</sup> March</b> NS drafted phonic letter to be sent to parents this week regarding phonics books update.</p> <p>NS delivered refresher training in ELS interventions to KS1 TAs and premium catch up TA.</p> <p><b>IMPACT</b> - ELS is being used successfully to teach phonics across EYFS/KS1 77% of EYFS children are on track and those that are not on track are in receipt of an intervention. 91% of Year 1 children passed the phonics Screening check.</p> <p><b>Next Steps:</b> None.</p>
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# Subject Action Plan: Design & Technology

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Order resources to enable teachers deliver the curriculum.	JL	LB	Complete requisition form. Put new resources in DT cupboard and label relevant areas.	Dec 2021	Liaise with office staff and LB	TBC	Staff are aware the resources are available.  Children will have access to resources in lessons	Resources arrived, stored in DT cupboard in OSR and relevant teachers informed they are available. Resources used in lessons by relevant teachers.
To develop skills in the Curriculum Map	JL	LB	Moderation of children's work to assess the skills being taught.	End of Autumn term Dec 2021	Monitor with teaching staff	n/a	Work scrutiny Evidence in books of the skill being used by children. Feedback to teachers.	JL requested work examples from teachers to check against curriculum maps and for progression across school.
	JL	LB			Liaise with LB regarding appropriate assessment that could be used in school	n/a		JL Summer Term: Work examples analysed. Positive elements in DT teaching across the school as children using correct vocabulary, consistency in design process across school and progression seen in books.
					Monitor with teaching staff	n/a		Impact: Overview of DT progression across the school. Evidence of good practice.

Explore and research assessment programs in DT.			Investigate assessment tools for use across the school. Circulate to staff explaining how and when used.	When appropriate assessment program has been approved by LB			Research available assessment techniques/tools/packages	JL to undertake further investigate assessment tools which will effectively assess the new school curriculum.
Monitor and evaluate the standards of pupil's work - does it reflect the curriculum and progression document?			Collect work examples.	Summer term 2022			Assess whether children's work shows the skill relevant to year group.	Work examples show varied work across the school with skills used. Filed in subject folder Impact: evidence that children are given DT opportunities, JL to request work examples in 2022-23 to assess how Stepping Stones document has impacted teaching and learning in DT.



# Subject Action Plan: MfL

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
1. To begin to embed the new SoW and resources and ensure these are being used correctly across the school. Catherine Cheater SoW	LJW	LB and SLT	In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum. Lesson visits in the Autumn term to see how the new scheme is being used and identify support staff need to upskill and teach effectively.	Dec 21  Ongoing throughout the year	LB	N/A	Ensure standards are consistent	Next Steps: Complete next cycle
			Pupil interviews to gain their understanding and ensure correct vocab etc is being taught					Next Steps: Complete next cycle
2. To develop an understanding of what written work in MfL should look like, particularly for Years 5 and 6.	LJW	LB and SLT	In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum and are following the TLM planning fully to allow for these written opportunities.	Ongoing	LB	N/A	Ensure standards are consistent	Next Steps: Complete next cycle
			Pupil interviews to gain their understanding.					Next Steps: Complete next cycle

## Subject Action Plan: PSHE/RSE

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Amalgamation of PSHE/RSE scheme of work for both KS1 and KS2	ST	LB	Subject leadership time	Dec 2021		N/A	New combined scheme of work to be up and running and used across the school.	Completed with termly assessments included.
Virtual Information Evening for Y5 / 6 parents to discuss the resources to be used for teaching aspects of RSE.	ST TS / IL	LB	Resources and detailed plans of lessons to be taught completed prior to this evening, so that all staff are fully prepared / informed to answer any questions raised sensitively.	Spring Term 2022	Govs	N/A	Ensure stakeholders are supported to develop understanding of new RSE curriculum	Workshop already available and on website from last academic year. Information evening took place in Jan 2022 inviting parents from all year groups.

## Action Plan: Wellbeing

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
To continue to hold Wellbeing Committee meetings made up of different stakeholders.	LB/ IL	LB	Ensure Wellbeing Committee is represented by different stake holders- SLT, Teaching, Admin, Site team, Governors Teaching assistants.	Ongoing	LB	NA	<p>To ensure that members of staff have a voice on Wellbeing</p> <p>To further the Wellbeing agenda</p>	<p>25/11/21- First Wellbeing committee meeting held. Minutes can be found on G Drive. <b>IMPACT:</b> Actions arising from the meeting, devise questionnaire for teachers to complete with their children. Start to research activities for wellbeing week in summer.</p> <p>08/03/22- IL attended 5 ways to wellbeing networking meeting led by Carol Hines. <b>IMPACT:</b> Met other wellbeing leads and was informed about DfE staff wellbeing charter. IL to now investigate this.</p> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Establish new committee for 2022-2023</li> <li>Facilitate Committee dates for Staffing: 5<sup>th</sup> Nov, 7<sup>th</sup> Mar 23 and 20<sup>th</sup> June 23</li> </ul>
To send out a Wellbeing Questionnaire devised by the Wellbeing Award.	LB/ IL	LB	Questionnaire needs to be devised and discussed with Wellbeing Committee. Sent out via Parent Mail/ Paper copies.	<p>October 21</p> <p>December 21</p>	LB	NA	To ensure that stakeholders are given chance to voice their opinions on key issues relating to wellbeing.	<p>25/11/21- Wellbeing committee started to devise own children questionnaire centered around 5 ways to wellbeing work with Carol Hines. <b>IMPACT:</b> Devising our own questionnaire rather than using a pre-populated one will ensure that we get truthful and honest answers from our children.</p> <p>08/06/11- Wellbeing questionnaire completed</p>

			Analyse responses to the Questionnaire.				To allow Wellbeing Committee to discuss key findings from questionnaire.	with selected children in KS2. Results analysed and sent to LB and shared with wellbeing committee.  Next Steps: • Wellbeing questionnaire sent out to parents.
To gain the Wellbeing Award for Schools.	IL	LB	Start process of Wellbeing Award. (will take roughly 18 months). Complete preparations for initial advisor visit eg: • Stake holder questionnaires • School self evaluation • Complete separate action plan • Start to build portfolio of evidence.	December 2022	LB	Cost of award	To use award to promote positive social and emotional wellbeing, mental health and wellness for pupils and staff in school.	25/11/21- IL and LB decided that as a school we will not be undertaking the Wellbeing Award this academic year. <b>IMPACT:</b> As a school, we recognise we are at the start of our journey and can implement strategies devised during the Wellbeing Committee meetings.  Next Steps: • This year start to investigate the Wellbeing Award.
To raise the profile of wellbeing in school.	IL	LB	Ensure all children are familiar with the '5 ways to wellbeing', and class teachers are using them regularly.	June 22	LB	NA	To highlight the importance and prominence of wellbeing in the school.	08/06/11- Wellbeing questionnaire completed with selected children in KS2. Results analysed and sent to LB and shared with wellbeing committee. Results showed that children were all familiar with the 5 ways to wellbeing and used them regularly.  Next Steps: • None.