



Barrowby Church of England Primary School

School Development Plan 2020-2021

6th Edition: Next steps: June - July 2021

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

Matthew 5:16



Year 6 Leaver's Party - July 2020 'Don't Pop Me Now!'

Key

1st Edition
2nd Edition

4th Edition
3rd Edition

5th Edition
6th 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 nine 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 two parallel Year 6 classes. The number on roll has been stable for over 2 decades and increased in September 2014, resulting in a temporary 1 year PAN increase of 52. In 2020, the school admitted 34 pupils, for September 2020; resulting in 259 on roll.

This has been due to the excellent reputation and success of the school. It is anticipated that numbers on roll will remain at this level over the next few years, as the school manages the 'bulge intake' (September 2014 intake, currently Y6) and continues to be consistently over subscribed for admissions.

There are eight full time teachers, including the Headteacher, and three 0.5 part-time teachers. Non-teaching/support staff include: 1 Higher Level Teaching Assistant, 7 Teaching Assistants, 1 1:1 Teaching Assistant, 10 dinner supervisors, a full time School's Business Administrator and an Administration Assistant, a full time Caretaker, 2 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 2021-To be agreed/no longer relevant

Key Stage 1

<u>Key Stage 1</u>	<u>Year 2 Standard</u>	<u>Targets 2021</u>
Reading	Expected	
	Greater Depth	
Writing	Expected	
	Greater Depth	
GAPS	Expected	
	Greater Depth	
Maths	Expected	
	Greater Depth	
Science	Expected	

Key Stage 2

<u>Key Stage 2</u>	<u>Year 6 Standard</u>	<u>Targets 2021</u>
Reading	Expected	
	Greater Depth	
Writing	Expected	
	Greater Depth	
GAPS	Expected	
	Greater Depth	
Maths	Expected	
	Greater Depth	
Science	Expected	

Strategic Plan-3 years (2017-2020-Extended to 2021 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 school's Long Term Planning and ensure the subject intention is clearly communicated through the subject specific Curriculum Maps.	December 2020	Govs	N/A	School Leaders will ensure the school's curriculum Intent, Implementation and Impact is clearly communicated and is visible.	<p>Sept: DHT review all LTP and ensure are accurate, in readiness for uploading to the school's website. IMPACT All stakeholders understand how the bi-annual curriculum is implemented.</p> <p>21.6.21-Through Teacher Meeting-teachers review LTP for cycle A and B ensuring they reflect the intentions of the Curriculum Maps. IMPACT Ensure curriculum implementation is consistent.</p>
Support Subject Leaders/teachers to articulate Curricular Intent	NS Subject Leaders	LS	Review and adapt school's Curriculum Maps to reflect the school's broad and balanced curriculum from Reception to Year 6	<p>Create new Curriculum Maps:</p> <ul style="list-style-type: none"> RE Jan 2021 <p>Refine and update Curriculum Maps to include EYFS Dec 2020</p>	LB			<p>Sept: DHT review Curriculum Maps and liaised with Subject Leaders to incorporate Curricular Intention on to the documents, in readiness for uploading to the school's website. IMPACT All stakeholders understand curricular intention and how it links into subject implementation.</p> <p>WB 23.11.20-Curriculum Maps finished being reviewed by DHT and Subject Leader. DHT refined maps and included subject intention. All Curriculum Maps have been added to the Curriculum section of the school website. IMPACT Support all stakeholders to better understand the school's curricular intent and implementation.</p> <p>7-21.6.21-Through Teacher Meetings teacher/leads review Curriculum Maps and reorganise to better reflect shared planning expectations e.g. R.Y1-KS1-LKS2-UKS2.</p>

							<p>June 21 – All curriculum maps have been updated with the ELGs linked to the new EYFS curriculum.</p> <p>IMPACT Ensure Curriculum maps accurately articulate and feed LTP, MTP and STP.</p>
Evaluate Curricular Implementation and refine as needed, ensuring end-points are clearly identified and embedded	Subject Leaders	LS	Articulate the school's Curricular Implementation through development of Curriculum Policy.	<p>Liaise with Subject Leaders to:</p> <ul style="list-style-type: none"> Review Subjects and evaluate position Jun 21 Adapt Curricular Maps June 21 Evaluate and review curricular structure inc. LTP and MTP June 21 	LB	N/A	<p>Throughout, the Summer 1 term DHT refined information available on the school's website, including: Curriculum Maps for each subject with intentions clearly marked. IMPACT All stakeholders can see how our broad and balanced curriculum is comprised.</p>
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.	LS	LB	To ensure the 'Home Learning Curriculum' is available for those children who are in 'lockdown' or have to self-isolate.	<ul style="list-style-type: none"> Review 'Home Learning' section of the school website and modify to be used in case of 'local lockdown' Sept 20 	Govs	N/A	<p>Children are able to 'learn from home' accessing school's 'Home Learning Curriculum' remotely through TEAMS and the school website thus minimising any disruption caused through COVID-19 and non-attendance at school.</p> <p>Sept/Oct: School has established a clear Home Learning support for those children in isolation, including:</p> <ul style="list-style-type: none"> Reception-use Tapestry Y1/2-use Class Pages and email direct to teachers KS2-introduced to Microsoft TEAMS: 12th, 14th and 16th October. <p>IMPACT All children have the opportunity to follow the school's curriculum despite not being in school, thus minimising the impact of a bubble closure.</p> <p>5th Oct: Home Learning Protocol parent survey sent to all parents of Y3, 4, 5 and 6. IMPACT All parents and children understand how to keep themselves safe while working on line.</p> <p>23rd Oct: During INSET, HT described how information should be organised on Class Page e.g.</p> <ul style="list-style-type: none"> Weekly Forecast/Timetable Resources to support learning Advice for parents on how to send work to teachers

								<p>IMPACT: Parents understand expectations and are able to send children's work to teachers for feedback.</p> <p>5.11.20: HT advised parents that from 12.11.20-all KS2 classes will work through TEAMS rather than use Class Page on website.</p> <p>IMPACT Ensure that children are supported to complete work while at home in the most effective way.</p> <p>6.11.20: AM and LB complete 1st draft of Remote/Home Learning Policy. WB: 9.11.20: LB shared policy with SLT and asked for feedback. Policy presented to Governors for ratification.</p> <p>IMPACT: SLT are included in the development of new policies so to better understand their roles.</p> <p>11.10.20-LB and AM finished drafting Remote/Home Learning Survey. Survey sent to parents on 13.11.20. IMPACT Gather stakeholder views to identify strengths and areas for development/refinement so that we continue to minimise the impact of isolation periods for children.</p> <p>Prior to visit-LB worked with SLT and teachers to articulate Remote Education.</p> <p>11th February 2021-HT participated in a remote monitoring visit-reviewing Remote Education. IMPACT Enabled school to review practices in place and complete Self Evaluation of Remote Education, as well as refine the information available on the school's website. CLICK HERE</p> <p>March-work undertaken to refine Remote Education and articulate on the website in accordance with Government expectations.</p> <p>IMPACT All stakeholders</p>
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							<p>understand how Remote Education works now the children are back at school.</p> <p>June 2021- monitor government updates about requirements to close Bubbles and supply work in September 2021.</p>
	LS	LB		<ul style="list-style-type: none"> Evaluate and modify 'Curriculum' section of the school website for ease of reference, to include page for: <ol style="list-style-type: none"> Introduction to Curriculum Overview of Subjects-inc. Curriculum Maps Thematic Plans updated Information on remote learning-use of TEAMS <p>Feb 21</p>	Govs		<p>Sept: Thematic Plans uploaded for Autumn 2020. IMPACT: Stakeholders understand this terms topic.</p> <p>1st March - DHT reviewed Curriculum section of the school website. IMPACT Identified strengths and areas for refinement, ensuring the school's curriculum is reflected accurately.</p> <p>Beginning of the Summer term, the HT refined the offering available on the school's Remote Education area of the school website. IMPACT All stakeholders understand how to access learning when not in school.</p>
	All teachers LJW	LS		<ul style="list-style-type: none"> Refresh to teachers how to manipulate TEAMS and make it accessible for children <p>Sept 20</p>	LB		<p>Nov: Teachers supported to familiarise themselves with TEAMS. SCa liaised with AM and ARK to develop understanding. TS supported teachers and non-teaching staff during isolation to familiarise themselves with TEAMS. IMPACT All classes in KS2 are now using TEAMS-from 12.11.20 to support children at home.</p> <p>Jan - Feb: Ongoing through Teacher Meetings HT delivered training to teachers to enable all to conduct Live Lessons, as well as signpost training provided by ARK, including:</p> <ul style="list-style-type: none"> Download register Include Computer Sound Manage Participants <p>IMPACT All teachers enabled to deliver live sessions to all pupils.</p>

	LB	Govs		<ul style="list-style-type: none">Write a letter to parents explaining how 'remote learning' would look if school closed again Sept 20	Govs			12th, 14th and 16th October: KS2 TEAM Leader devised a set of instructions for parents. HT wrote Introduction to Microoft TEAMS letters to all KS2 parents, describing how to use the platform. IMPACT: All parents are supported to support their child in using TEAMS to streamline the Home Learning experience.
Assessment								
Continue to refine and embed assessment procedures	All Teachers	LB	When pupils return to school, assess their understanding in English and Maths to minimise the impact of the forced school closure.	<ul style="list-style-type: none">Conduct 'baseline' assessment for Y1-6 11th Sept 20Analyse outcomes- identify barriers 18th Sept 20	LB	N/A	Children are supported to identify gaps in their learning, through planned intervention and good quality teaching 'close the gap' to minimise the impact of the forced school closure.	Autumn 1: All teachers conduct baseline assessments for all pupils. See Autumn 1 Data Shot. In addition all teachers attend initial Pupil Progress Meeting to identify barriers for children and implement strategies to overcome. IMPACT: Teachers can begin to address gaps in learning.
		LB		<ul style="list-style-type: none">Attend Pupil Progress & Standards Meeting to agree interventions and targets Sept-Oct 20	Govs			Throughout Autumn Term 1, PPS Meetings undertaken for all NC Year groups: Y1-6. IMPACT: Teachers have analysed initial assessments and identified interventions to be used to improve progress. To be verified at Autumn 2 Data Shot.
								W/B 19th, 26th April and 3rd May Ht undertook Pupil Progress Meetings with all teachers reviewing: R, W, SPaG and M. Identifying barriers and implementing interventions. Catch Up Literacy and Numeracy to minimise impact. IMPACT: All teachers have been supported to reflect on recent lockdown, identify barriers to learning and recommend interventions/actions to 'catch up' children.

	TS Teachers	LB		<ul style="list-style-type: none"> Liaise with KS Lead and implement agreed interventions 	LB			<p>During Spring 2/Summer 1-DHT and KS2 Team Leader delivered Catch Up training to TAs. KS2 Team Leader liaised with TAs and teachers to identify small number of children to undertake intervention, as trial model before widening opportunity to more pupils based on need. IMPACT TAs have the opportunity to develop and familiarise with intervention. During PPS measure progress for individuals identified.</p>
	Teachers	LB		<ul style="list-style-type: none"> Monitor progress of pupils: <ol style="list-style-type: none"> Dec 20 Mar 21 June 21 	Govs			<p>W/B 15th March- Teachers undertake assessments for R, W, SpAG and Maths to ascertain impact of isolation. After which attend PPS meeting to identify strengths and areas for concern. IMPACT Ability to ensure all children are supported to minimise impact of isolation.</p>
	LS	LB	Support the Subject Leaders to review and refine Curriculum Maps.	<ul style="list-style-type: none"> December 2019 <p>Facilitate moderation</p> <ul style="list-style-type: none"> Autumn 20 Spring 21 Summer 21 	Govs	N/A	Continue to build teachers understanding so that decisions are accurate and robust	<p>1/12/20- all curricular maps now have subject intent clearly displayed. Curriculum Maps are now on the website. They are in the Curriculum section and there is link for ease of access on the class pages. IMPACT Clear, consistent and transparent information sharing that is easily accessible to all stakeholders.</p> <p>7-21.6.21-Through Teacher Meetings teacher/leads review Curriculum Maps and reorganise to better reflect shared planning expectations e.g. R.Y1-KS1-LKS2-UKS2. IMPACT Ensure Curriculum maps accurately articulate and feed LTP, MTP and STP.</p> <p>June 2021 Teachers have adapted LTP in light of changes to curriculum maps and EYFS Curriculum. Curriculum maps reflect school planning organisation (upper/lower KS2) IMPACT: all maps for foundation subjects are consistent and LTP reflects skills progressions.</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 staff to further develop effective feedback to pupils	1. Teaching staff supported to adopt new Feedback Policy and implement Sept 20	LB	N/A	Teachers implement new school policy to ensure pupils receive appropriate feedback.	<p>2nd Sept: INSET Day HT provided Feedback Policy for all members of staff to review in readiness for start of term. IMPACT Pupils receive feedback at point of learning.</p> <p>10th March 2021-HT conduct review of policy with TAs and DHT conduct review of Feedback Policy with teachers in Teacher Meeting. IMPACT All understand how feedback is to be provided to all pupils.</p> <p>Through Summer term-Lesson visits and monitoring activities have focussed on quality of active feedback. IMPACT Discussion had with relevant members of staff to either celebrate good practice or further refine practice.</p>
	All staff	LS		2. Evaluate practice and identify effective elements-modify and update policy to reflect enhancements Ongoing <ul style="list-style-type: none"> Jan 21 Mar 21 	Govs		Teachers explore ways to effectively provide feedback and empower children to take ownership of learning	<p>1/12/20- work scrutiny of English books from across the school to ascertain level of written feedback taking place. Work scrutiny form completed. Progress (or lack of) identified and fed back to teachers. IMPACT: understanding of how feedback is being used to move learning on.</p> <p>9.12.20-Feedback provided to teachers regarding effectiveness of current Feedback and quality of work. IMPACT Enable teachers to reflect on how active Feedback is provided and explored ways to ensure pupils maintain and improve on progress evident in books.</p> <p>KS1 and 2 Team Leaders worked with teachers to identify strategies being used to provide feedback to the children. Shared with HT. Feedback Policy updated to include a Remote Feedback section to future proof</p>

								<p>against impact of COVID. IMPACT All children engaged in learning received purposeful feedback to support them in their learning.</p> <p>From 19th April-HT offers feedback from lesson visits focussed on using active/summary feedback. IMPACT All teachers have the opportunity to discuss/identify best practice and ways forward.</p>
	LS	LB		<p>3. Update and inform parents of changes to feedback:</p> <ul style="list-style-type: none"> Reminder sent Sept 20 Confirmation of new policy Jan 20 	Govs		<p>Ensure stakeholders understand changes and the positive impact on pupil progress</p>	<p>5.11.20: Feedback Policy developments have been included in the Home Learning Policy. IMPACT All understand how feedback will be provided during:</p> <ul style="list-style-type: none"> isolation or bubble closure. <p>IMPACT: Children are able to identify strengths and next steps despite whether face to face in school or working from home.</p>
To implement the Catch-Up Numeracy intervention in school to help minimise the impact of the forced school closure on mathematics attainment.	TS SLT	LB	Work with SLT to agree an appropriate and measurable way of submitting data onto the intervention tracker. A numerical value could be used by adding up all the target numbers however this wouldn't show specific progress over each key component.	Jan 2021	Govs		A way of monitoring on assessment tracker will be decided.	<p>25/05/21: Maths ages considered as a way of identifying who is suitable for the tracker and therefore will also be used on the intervention tracker to measure progress. TS to feed this back to teachers and show where maths ages are to be located and worked out.</p>
	TS Teaching Staff	LB	Provide an overview of the intervention for Teachers at a teacher meeting	Jan 2021	Govs		Teachers will develop an understanding of the Catch-Up Numeracy intervention	<p>10/3/21: Overview provided to teachers of intervention following Catch Up Literacy Training. IMPACT: Information to follow for teachers to identify who is to be on the intervention. TS worked with teachers at KS2 meeting to discuss the intervention and what it involved for the identified children.</p>

	TS Teaching Assistants	LB TS	Train teaching assistants on the intervention. Collate training and produce training documents for teachers and TA's (PowerPoint for training and guides to refer to.) Create intervention packs for all TA's who will be delivering interventions (KS2) with resources, progress booklets and learner resources.	Spring Term 2021	Govs		Teaching assistants will be equipped to begin their catch up intervention and deliver these two times weekly	1 st April- Teaching assistants to be trained on April 1 st INSET day on Catch Up Numeracy Intervention. IMPACT All will understand how to plan, prepare and deliver intervention to minimise impact of isolation.
	TS Teaching Staff	LB TS	Identify children in each class and then TA to complete their learner profile assessment and track ongoing progress	Spring Term 2021			Appropriate children will be identified from their PUMA assessments. Children on the intervention will make measurable steps of progress as they begin completing the intervention.	19.5.21 - Maths Lead met with TAs 1:1 basis to support with delivery of intervention, during a TA meeting. IMPACT Ensure all staff understand/receive support to facilitate intervention. Following Summer term PPS meetings- Maths lead discussed Catch Up Numeracy with teachers. Identified children who would benefit from program and implemented. IMPACT Children supported to minimise the impact of school closure, COVID and/or gaps in learning.

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 Old School Room and identify ways to adapt and change to develop a Pastoral Support Base July 21	Govs		Develop a Pastoral Base so that identified pupils have a 'calm space' for support	30.4.21-DK met with AM to discuss ideas for developing pastoral base and created a Mood Board of Ideas. IMPACT: Space to be evaluated to better support individuals.
	DK LB	Govs		Refine and adapt OSR to create a 'Softer-calming environment' to include: 1. Seating area e.g. soft furnishings/sofa- remove the barriers from the room 2. A reflection area: some sort of tent/covering with lights, cushions 3. CD Player-using calming music 4. Establish a Mood Board to support children with identifying emotions e.g. use of emotion cards	Govs	£500 £200		NEXT STEPS: Due to COVID and social restrictions-complete next year.
	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 4. 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	NEXT STEPS: Due to COVID and social restrictions-complete next year.

Evaluate the impact of extended services in promoting healthy lifestyles for all pupils.	DK	LB	Continue to embed the Behaviour Management support mechanism e.g. Pastorsal Support Plan	<p>Liaise with DK to provide opportunities to assist with PSP parental meetings:</p> <ul style="list-style-type: none"> • LB lead parental meetings-DK observe Jan-Feb 21 • DK begin to lead PSP meetings-LB observe Mar-Jun 21 • DK able to liaise with parents and provide advice during PSP meetings July 2021 	Govs	N/A	Further develop PSP support and build capacity within the team	<p>23rd Oct: INSET-DK delivered Mental Health First Aider Awareness Training for staff. Covering aspects of Mental Health and promoting an open environment. IMPACT Staff feel able to talk about issues which they suffer with, without fear of ridicule.</p> <p>During Lockdown, Pastoral Support was provided remotely.e.g.</p> <ul style="list-style-type: none"> • Home Visits conducted • Extended Live Calls/Lessons • Pastoral Support Plan interventions • Remote meetings with parents <p>IMPACT significant engagement from all children between 97-100% weekly. Pupils and families feel supported.</p> <p>17th March-All Teachers and TAs, with Dinner Supervisors and Admin attend Bereavement training. IMPACT Staff more able to respond to children and each other when supporting with bereavement. Resources received and will implement into Pastoral Support.</p> <p>W/B 3rd May-Re deployed DK to enable non-contact time from class duties her to offer Pastoral Support on a Monday, Wednesday and Friday afternoon-6 hours in total. IMPACT Enable DK to fulfil a wider range of roles within this area e.g. Support for children, staff, parents through creation of Family Support Group.</p> <p>Through Summer term- broadened out support for members of staff. DK liaised with MH to refine and create appropriate support materials. IMPACT All members of the school family access appropriate support for Mental Health.</p>
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Continue to involve/communicate to all parents /carers expectations of our Behaviour, Anti-Bullying and Homework Policies.	All teacher	LS	Continue to provide a range of Parental Engagement opportunities	Further enhance Workshops: <ul style="list-style-type: none"> Year 1 Phonics Workshop Sept 20 RSE Workshop Oct 20 Reception Curriculum Workshop Nov 20 Online Safety Workshop Feb 21 	LB		Parents further encouraged to support their child/ren's learning at home.	<p>Autumn 1: Throughout Sep-Oct Parental Workshops were organised remotely, these included:</p> <ul style="list-style-type: none"> 10th Sept-11--LB 21st Sept-Phonics-LS 30th Sept-RSE-ST <p>IMPACT: Despite social restrictions parents are supported to ensure all stakeholders understand curriculum.</p> <p>5.11.20: Virtual SEND Review meetings undertaken for all those children with additional needs. School used new platform- SchoolCloud to facilitate the meeting. Through the meeting discussed:</p> <ul style="list-style-type: none"> Last year's support plan Newly developed support plan and objectives Interventions and support <p>IMPACT: Parents understand how needs are being met at this time.</p> <p>12.11.20: Mrs Banfield and Mrs Selby uploaded Reception Curriculum Information Video for parents. IMPACT: New families understand how the EYFS works and how best to support their child.</p> <p>14th and 15th.11.20: Virtual Parent/Teacher Consultations undertaken. Teachers discussed:</p> <ul style="list-style-type: none"> Impact of forced school closure on child Initial assessment results Next steps/objectives/areas of concerns Interventions or additional support <p>IMPACT: Parents understand how needs are being met at this time.</p>
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								<p>During Lockdown signposted TEAMS training for all parents so that they can better support their children-provided by ARK.</p> <p>25th February 2021-SEND Review Meetings undertaken for all those children with SEND needs. IMPACT All those who need it have been supported to evaluate previous plan and review suggested targets for returning to school/</p> <p>May 21-Reviewed and created an E-Safety Newsletter for distribution to parents. Refined and updated E-Learning section of the website. IMPACT Parents continue to receive high quality information about keeping their children safe while working at home. CLICK HERE</p> <p>W/B 17th May-sent out a parental survey for RE/Collective Worship to evaluate parental understanding and engagement during lockdown period. IMPACT School can evaluate and refine information available to parents as well as continue to enhance provision and opportunities in school</p> <p>June 2021 - roll out workshops next year.</p>
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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.	Sept 20 Sept 20 Sept 20 October 2020 Ongoing through meetings	Govs	None	Ensure all stakeholders understand processes for Safeguarding members of the school community	Sept: <ul style="list-style-type: none"> New Safeguarding and Child Protection Policy ratified by Governors and uploaded to the school's website. KCSIE disseminated to all staff and Governors. Through PM teachers and TAs directed to complete e-learning modules: <ol style="list-style-type: none"> Understanding pathways to extremism Children and Young People who go missing Safeguarding children from abuse of sexual exploitation IMPACT: Ensure all staff are aware of Safeguarding Developments and how best to support.
	LB	Govs	Ensure school website is up to date and inclusive of Child Protection & Safeguarding Information	Oct 20				May 21- Reviewed and created an E-Safety Newsletter for distribution to parents. Refined and updated E-Learning section of the website. IMPACT Parents continue to receive high quality information about keeping their children safe while working at home. CLICK HERE
	SC (CoG)	LB	Embed Safeguarding monitoring process to ensure Governors continue to hold the school to account, including:	1) Independent checks of the SCR <ul style="list-style-type: none"> Sept 20 Jan 21 Mar 21 2) Independent checks of Safer Recruitment Practices Ongoing	Govs	N/A	Ensure school is compliant to statutory guidance e.g. KCSIE	19th January 2021 -CoG met with AM to review and update School's Safeguarding Audit. IMPACT Identify strengths and areas for development, ensuring the school is compliant with legislation. 18.5.21 -HT presented Safeguarding Audit to FGB, where FGB agreed to sign off. AM to upload to Audit. IMPACT Governors continue to ensure safeguarding procedures are robust and effective.

	All Staff	Govs	Complete E-Learning course:	All teachers expected to complete: 1) Understanding pathways to extremism 2) Children and Young People who go missing 3) Safeguarding children from abuse of sexual exploitation	Govs	None	Compliant with current legislation	Sept: Courses have been communicated to Teachers and TAs through PM. Teachers to complete through directed time and TAs supported to complete through INSET days. IMPACT Staff are encouraged to refresh and update their knowledge. 13.7.21-Performance Management and tracking shows all teachers have completed e-learning. IMPACT -Staff continue to have up to date knowledge.
Ensure relevant, new staff and governors have attended training in: <ul style="list-style-type: none"> Safer Recruitment, Safeguarding Children, Child Protection, E-safety, Outdoor Educational Visits First Aid training Food Hygiene 	LB AM	 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	13.7.21 -Year 6 Pathway refined by AM and ensures school Professional Development Pathways are clear. IMPACT A clearly articulated pathways for CPD.
	LB	Govs	Deliver Annual Safeguarding Training to staff and governors to include: <ul style="list-style-type: none"> Disseminate CP&S Policy Refresh KCSIE needs Review of Legislation Child Protection Signs of Abuse Reporting a Disclosure Domestic Abuse Safer Working Practice 	Annual Safeguarding Training <ul style="list-style-type: none"> 1st April 2021 Ongoing through meetings Attend Safeguarding Briefing Meetings <ul style="list-style-type: none"> Date TBC Date TBC 	Govs	N/A	All staff updated with current guidance and legislation re: Safeguarding and Safer Recruitment Practices	1st April -Delivered whole staff/Governors Safeguarding Training-refreshing understanding of keeping children safe, signs of abuse and other key areas, Managing Concerns and dealing with disclosures, School Procedures and Safer Working Practices. IMPACT All staff understand KCSIE amendments and have opportunity to refresh/update knowledge keeping everyone safe.
Improve school leadership capacity	TS	LB	Attend 2 Day face to face Interagency Training Day to update knowledge re: procedures supporting and delivering EHA and TAC	T Swatton attend training <ul style="list-style-type: none"> TBC 	Govs	None	To build capacity within the school team (succession planning)	Sept-Oct: T Swatton attended online virtual meetings to cover content. 5.11.20: TS completed all virtual elements of course. IMPACT Better able to support SLT with safeguarding issues.

								<p>March-IL enrolled on training course.</p> <p>28th June- IL completed safeguarding course. IMPACT better suited to assist with safeguarding incidents, specifically involving SEND children.</p> <p>NEXT STEPS: EYFS/KS1 Team Leader and School Business Administrator undertake training. IMPACT Ensure all members of SLT have suitable training.</p>
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	<p>Complete Pediatric Course:</p> <p>Autumn</p> <ul style="list-style-type: none"> • B Hart • J Stanley <p>Spring-next academic year</p> <ul style="list-style-type: none"> • J Rowlands • M Watson <p>Summer-April 21</p> <ul style="list-style-type: none"> • A Midgley 	LB	£400	Ensure school is compliant with regards to First Aid	<p>2.12.20 Discussed at CPD meeting. IMPACT: training to be booked, in line with current covid restrictions.</p> <p>22nd March-MW and AM enrolled on Pediatric First Aid Course and attended.</p> <p>26th April-JS attended Pediatric training.</p> <p>NEXT STEPS: B Hart and J Rowlands to undertake training.</p>
	All Teacher	LB		Complete Emergency First Aid Course	LB	£720		<p>2.12.20 Discussed at CPD meeting. IMPACT: training to be booked, in line with current covid restrictions.</p> <p>Training been arranged for 22nd October 2021-next academic year-training day for all staff.</p>

Evaluate the impact of extended services in promoting healthy lifestyles for all.	LB	Govs	Review and evaluate the implementation of the 'After School Club.'	<p>Liaise with the After School staff and ensure provision is compliant under Government guidance. Sept 20</p> <p>Monitor and review practice:</p> <p>Headteacher monitoring Ongoing</p> <p>Governor Monitoring</p> <ol style="list-style-type: none"> 1. 18th November 20 2. 17th March 21 	Govs	None	Ensure provision is of a high standard and supports pupils	<p>Sept: HT liaised with Supervisors and created a COVID Risk Assessment for Breakfast and After-School Club-uploaded to the school website. IMPACT Ensure provision can continue to support pupils and parents despite impact of COVID.</p> <p>23rd April-LB met with Supervisors to evaluate play provision. AH provided comprehensive fortnightly rota of activity. IMPACT All children have the opportunity to be physically active at both Breakfast and After-School Club.</p> <p>HT established monthly meetings with Wrap Around Care Staff IMPACT to ensure all understand school's position and provision is good quality.</p> <p>July 21-Surveyed stakeholder. Responses overall are very positive. Click HERE to view. When social restrictions come to an end- re-organise space to better accommodate children.</p>
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"> 1. Establish a Well-Being Committee representative of all stakeholders 2. Facilitate Well-Being Committee Meetings <ul style="list-style-type: none"> • Aut 2-20 • Spr 1-21 • Spr 2-21 • Sum 1-21 • Sum 2-21 3. Engage with Inspire+: 5 Ways to Well Being Ongoing 	Govs	<p>Included in Inspire+ Membership</p> <p>£1,250</p>	Ensure all stakeholders understand the importance of personal well-being and are supported to look after it.	<p>W/B 2nd Nov: Discussed the launch of the Well-Being Committee at various staff meetings incl:</p> <ul style="list-style-type: none"> • Admin • Teachers • TAs • Dinner Supervisors • Site <p>To encourage those who are interested to join the committee. IMPACT Important to capture the voice of various staffing groups in school.</p> <p>5.11.20: LB contacted Optimus Education to explore the Well-Being Award for Schools.</p> <p>9.11.20: LB presented FRP Committee with Well-Being Award and described benefits. Governors agreed to the expenditure.</p>

				4. Research ways to evaluate provision within school				<p>IMPACT Possible scaffold and evaluation criteria to aid diagnostics</p> <p>11.11.20 & 12.11.20: During Parent Teacher Consultations provided refreshments for teachers as well as 'Toasties' for all those remaining in school. IMPACT Ensure staff are hydrated and able to focus on meetings</p> <p>12.11.20: LB had initial meeting with C Hines to explore the 5 Ways to Well-Being. IMPACT LB agreed to convene Committee for C Hine to introduce project to Potential for all stakeholders to be encouraged to look after their well-being</p> <p>19.11.20: LB/SB organised a Well-Being Workshop for teachers, led by Paralympian-Sam Ruddock. Teachers attended during Teacher Meetings 4.30-5.15pm. Workshop focussed on supporting staff to focus on Mind, Body and Heart and helped foster an understanding that these are important and valued aspects of ourselves. IMPACT: Teachers provided with an opportunity to reflect on their own well-being through activities provided</p> <p>20.11.20: LB spoke with CoG at Meeting to identify Governor representative for the Well-Being Committee. IMPACT: All stakeholder groups are represented and have ownership of direction of school</p> <p>24.11.20- LB, IL and DK attended the 1st Well Being Return Webinar to further enhance understanding of how to support stakeholder wellbeing. Next steps include:</p> <ul style="list-style-type: none"> Convene 1st Wellbeing Committee-7th December at 3.45pm to review 5 ways to wellbeing
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								<ul style="list-style-type: none"> • Articulate intention for project • Evaluate current supports in place for promoting wellbeing • Develop action plan for next steps and include in SDP <p>IMPACT Training will help to guide the direction of travel for the school and enable us to use a range of resources to meet need.</p> <p>Week Beginning 30th November- HT developed Well-Being Evaluation to support individual reflection of relational values. Supported all to staff to identify:</p> <ul style="list-style-type: none"> • Strong Positive Relationships • Normal Working Relationships • Poor Relationships <p>Coached staff to reflect:</p> <ul style="list-style-type: none"> • Why they chose that person • How that makes them feel • What can be done, if anything, to improve that relationship? <p>IMPACT Staff were encouraged to reflect personally and to identify those relationships that are strengths and those that are 'poor' and identify what they might do next to improve. Thus opening up the conversation about well-being; promoting emotional resilience.</p> <p>7.12.20- Convened the 1st Well-Being Committee Meeting and invited C Hines to attend. C Hines shared the 5 ways to Wellbeing and the potential strategy and its impact. IMPACT All present had the opportunity to explore a new initiative before it is rolled out. All members agreed this could be beneficial for our school.</p> <p>8.12.20- LB, IL and DK attended the 2nd Education Return Wellbeing webinar. IMPACT All</p>
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								<p>understand ways to promote and further develop positive well-being and encourage emotional resilience ins school.</p> <p>15th January 2021 -HT delivered a remote act of Collective Worship (92 participants) exploring the theme of: Let's Stay Safe and Keep Moving. IMPACT LB ensure that all those at home are supported to look after their mental health and work effectively and safely at home.</p> <p>25th January 2021-Sam Ruddock delivered remote Workshop supporting all stakeholders to reflect on their mental health.</p> <p>29th January-Jennie Mcknick delivered workshp focusing on developing strategies to cope with lockdown. IMPACT Encouraged all to openly reflect on ways to promote positive well-being.</p> <p>26th January 2021-HT conducted a thorough review of Remote Education and wrote a Staff and Pupil Well-Being Risk Assessmmegt when engaged in Remote Education, CLICK HERE to review. IMPACT Stakeholders understand how to keep themselves safe when engaged in remote working.</p> <p>W/B 12th March HT delivered workshops to SLT, TA and Admin focussed on encouraging all staff to look after their own wellbeing and mental health. IMPACT Staff enabled to reflect personally on how they manage their worries and have been supported to identify ways in which they may move forward and overcome difficulties/worries.</p> <p>HT introduced 'Relaxation Classes' for staff.</p> <ul style="list-style-type: none"> • Beginner's Yoga • Guided Meditation • Mindfulness Activities
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								<p>IMPACT All staff supported to find opportunities to step away from work and find time for themselves.</p> <p>1st April-C Hines delivered introduction to 5 Ways to Wellbeing for all staff and Governors. IMPACT Whole school-all staff understand implications of the benefits of the project.</p> <p>W/B 19th April-LB sent an introductory letter to all parents-introducing the project and delivered a whole school act of collective worship introducing the project to the parents. IMPACT All stakeholders informed of the new project.</p> <p>Ongoing-through May-HT choose one of the 5 Ways each week to explore in Collective Worship to encourage all to look after their mind, body and spirit. IMPACT School family emotionally resilient and know how to look after themselves physically and mentally.</p> <p>23rd April-LB sent a Staff Morale and Wellbeing Survey to all staff to evaluate current provision and identify ways to enhance. IMPACT All staff have the opportunity to provide feedback, shaping the school's direction.</p> <p>W/B 3rd May-sent Staff Morale and Wellbeing Survey to all members of staff. Supported by AM, HT analysed comments and compiled responses and school's next steps. W/B 24th May- disseminated and shared responses to staff survey with</p> <ul style="list-style-type: none"> • Admin • Wellbeing Group • SLT • Teachers • TAs • Midday Supervisors • Site
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								<ul style="list-style-type: none"> • Wrap around Care <p>IMPACT All staff understand responses and next steps for the school.</p> <p>24th May-HT convened Wellbeing Committee to share responses and next steps detailed in the Survey. IMPACT Representatives from all staff groups have the opportunity to discuss and identify strategies the school could employ to further develop Wellbeing for staff, including:</p> <ul style="list-style-type: none"> • Refining Mental Health and Wellbeing Policy; • Create Team Building opportunities; • Interpersonal Relationship development-create opportunities for staff to 'connect' more-coffee and chat morning/after school; • Encourage a 'Take Notice' culture; • Pastoral Support; • Create a Wellbeing Protocol for Staff so all understand support on offer in school. <p>IMPACT SDP refined and Wellbeing Action plan created to articulate and develop areas suggested.</p> <p>NEXT STEPS- Continue to engage with stakeholders to evaluate Wellbeing with the use of the Wellbeing Award.</p> <p>Review SENDCo role descriptor to include Pastoral Lead.</p>
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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"> Deputy Headteacher, EYFS/KS1 and KS2 Team Leader; SENDCo 	SLT	LB	Embed Senior responsibilities of the Senior Leadership Team e.g. <ul style="list-style-type: none"> Monitoring & Evaluating Coaching Leadership e.g. SENDCo, Pupil Premium, SIAMs, Maths, 	Through PM Agree areas of focus September 20 Pupil Premium 1) Evaluate impact 2019-20 2) Create Pupil Premium 2020-21 SIAMs 1) Create SIAMs 2020-2021	Govs	None	To further develop capacity of SLT to fulfil and maximise staff.	Sept: DHT completed evaluation of Pupil Premium Report 2019-2020 and uploaded to the school's website. IMPACT Comprehensive understanding of impact of resources used. Oct: DHT completed liaison with HT and Senior Business Adminitrator and finalised 2020-2021 Pupil Premium Report. IMPACT Comprehensive understanding of impact of resources used NS and LB discussion about SIAMs evaluation document. NS to create mind map as a starting point for the evidence we have for the 7 strands. IMPACT understanding of where we are and how our church school vision is at the centre of all that we do. June 21: The first draft of the SIAMs document has been completed by NS. It is now with LB to complete Strands 4 and 5. Next Steps: LB and NS to come back to in the Autumn term to finalise.
	LB LS	Govs		Continue to support and mentor: 1. Newly appointed KS2 Team Leader and 2. Newly appointed SENDCo (Sept 19) to ensure consistency within SEND.	Govs	N/A		Throughout year, HT continued to coach KS2 Team Leader and support through reflective strategies. IMPACT KS2 Team Leader able to develop further KS2 and foster consistency across the 4 years. HT discuss with SENDCo coaching opportunities to further develop understanding of leadership role. IMPACT SENDCo able to support colleagues across the school.

								<div>building knowledge and ensuring support for SEND children is effective.</div> <div>NEXT STEPS-review SLT structure and make changes for Autumn 21.</div> <div>Review Role Descriptors and adapt accordingly-broaden roles to look at other key areas.</div>
Ensure an effective transition of SEND Leadership.	IL	LS	Embed systems established in previous academic year e.g. SEND Planning Team and opportunities for collaboration and delegation	<div><div>1. Agree Meeting Structure for SEND Planning Meeting Sept 20</div><div>2. Evaluate and update SEND Report Sept 20</div><div>3. Ensure the analysis of interventions is evaluated and best practice identified.<div><div>• Nov 20</div><div>• March 21</div><div>• June 21</div></div></div><div>Monitor SEND and support teachers Ongoing</div></div> <td>Govs</td> <td>None</td> <td>Teachers are supported to ensure all SEND responsibilities are met e.g. providing and evaluating impact for pupils</td> <td><div>Throughout Autumn term SENDCo has received 1 hour Development Time and 1 hour SEND time which has been used to facilitate and manage SEND arrangements in school, including:<div><div>• Liaising with Admin</div><div>• Liaising with agencies</div><div>• Coordinating EHCP Reviews etc</div><div>• Monitor SEND pupils through scrutiny and Lesson Visits</div></div></div><div>IMPACT SENDCo continues to be able to coordinate the needs of SEND pupils in school.</div><div>W/B 8th March-HT supported SENDCo to re-establish SEND Planning Meetings:<div><div>• SENDCo given non-teaching time-3 hours per week;</div><div>• Admin have agreed and added meetings into diary for forward planning;</div></div></div><div>IMPACT SENDCo supported to manage SEND workload.</div></td>	Govs	None	Teachers are supported to ensure all SEND responsibilities are met e.g. providing and evaluating impact for pupils	<div>Throughout Autumn term SENDCo has received 1 hour Development Time and 1 hour SEND time which has been used to facilitate and manage SEND arrangements in school, including:<div><div>• Liaising with Admin</div><div>• Liaising with agencies</div><div>• Coordinating EHCP Reviews etc</div><div>• Monitor SEND pupils through scrutiny and Lesson Visits</div></div></div> <div>IMPACT SENDCo continues to be able to coordinate the needs of SEND pupils in school.</div> <div>W/B 8th March-HT supported SENDCo to re-establish SEND Planning Meetings:<div><div>• SENDCo given non-teaching time-3 hours per week;</div><div>• Admin have agreed and added meetings into diary for forward planning;</div></div></div> <div>IMPACT SENDCo supported to manage SEND workload.</div>

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	LB	Govs	Continue to support the development of middle leaders so that they can conduct a range of monitoring activities	<p>Monitoring and Evaluation schedule termly focus, detailed on:</p> <ul style="list-style-type: none"> Autumn 20 Spring 21 Summer 21 <p>LB shadow and support:</p> <ul style="list-style-type: none"> DHT Acting KS2 Team Leader Subject Leads <p>When conducting Lesson Visits. Ongoing</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>2nd September: Monitoring and Evaluation schedule for Sept-Oct disseminated to all middle leaders.</p> <p>14th and 21st Oct: Through Teacher Meetings, middle leaders asked to review Action Plans and submit Aut 2 priorities for Monitoring & Evaluation Schedule. During half-term: HT compile new schedule for Aut 2. IMPACT All middle leaders are able to support the development of their subject.</p> <p>30th November 2020-All Middle Leaders encouraged to reflect on actions completed on Action Plan and submit Development Suggestions for Spring term by 11th December 2020. IMPACT All leaders encouraged to identify and monitor actions in subjects so that progress is made.</p> <p>Spring: HT created Spring Term schedule for a range of Monitoring and Evaluation activities and time given to teachers proportionately. Unfortunately, due to Lockdown activities postponed.</p> <p>W/B 19th April-Leaders invited to evaluate missed actions from school closure and update Monitoring and Evaluation Schedule for Summer Term. Agreed and disseminated back to leaders. IMPACT All understand what has been missed and importantly prioritised actions for each subject.</p> <p>NEXT STEPS-Monitor effectiveness of non-contact time and contribution to subject development.</p>
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To support the school self-evaluation by completing the necessary documentation for:SIAMS in preparation for a Church School Inspection	NS	LB	Liaise with HT and discuss procedures around adapting self-evaluation accessing information and evaluating Church School Distinctiveness:	Liaise with staff to complete various documentation: <ul style="list-style-type: none"> Review and evaluate SIAMs provision; Nov – Jan 21 	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.	<p>14th December 2020 - NS submitted Monitoring and Evaluation Schedule to LB. Meetings with LB and NS in January to evaluate current documentation and write new document. IMPACT - SIAMs document will be written in the new year.</p> <p>Wednesday 10th March NS and LB discussion about SIAMs evaluation document. NS to create mind map as a starting point for the evidence we have for the 7 strands. IMPACT understanding of where we are and how our church school vision is at the centre of all that we do.</p> <p>W/B 26th April-NS and LB met to discuss SIAMs evaluation and next steps. Scheduled weekly meetings to review different aspects of schedule and re-articulate school's evaluation documentation in line with new schedule. IMPACT HT support leader to complete document.</p> <p><u>June 21:</u> The first draft of the SIAMs document has been completed by NS during leadership time. It is now with LB to complete Strands 4 and 5. Next Steps: LB and NS to schedule a meeting in the Autumn term to finalise document. AM to compile data for school context.</p>
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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 develop the use of the Outdoor classroom to enhance Mark making provision to ensure consistency of GLD in Writing and Reading.	SB	LS	Resources and equipment purchased to support mark making in both the classroom and the outdoor classroom, e.g. <ul style="list-style-type: none"> storage space for clip boards, paper, pens, etc at each area of learning; chalk boards; variety of larger pieces of equipment e.g. spray bottles. 	Ongoing	Govs	£300	Ensure all children are supported to achieve their potential.	NS and SB have begun researching mark making products in line with the new EYFS Curriculum following training May 2021 NEXT STEPS -Procure resources and install in outdoor classroom environment.

	SB NS KE LS ST/JL	LB	Explore different ways to encourage the children's mark-making e.g. <ul style="list-style-type: none"> Use of Writing Shed to stimulate children's imagination 	Create a Mood Board/Design Board to illustrate ideas. Nov 20		£600		NS, SB & LB to plan learning areas in the Wild Life Area and begin to research storage and large equipment products in line with the new EYFS Curriculum following training May 2021
	MH	LB	Explore the possibility of opening up the Outdoor Classroom and extending into the Woodland/Story Circle Area.	Explore and cost to add stairs/ramp/slide/climbing hooks to Outdoor/Woodland Area. Jan 21				
	AM	LB		Cost to install a partition fence and gate to cordon off field from Outdoor Area. Jan 21 Present to Governors design and costing as part of Budget 21/22. March 21				

					Govs	£15,000 TBC at Govs Budget Meeting 21/22 £5,000 Budget Agreed		<p>NS and SB have begun to create a mood board/design to show potential ideas. IMPACT - These can be shared with SLT in the new year.</p> <p>24th March 2021 - Order submitted to office for suitable outdoor clothing to access the Outdoor Classroom, Woodland area, e.g. wellies, all in one waterproof suits. IMPACT - Children will be able to access the outdoor areas all year round, thus further developing each area of learning.</p> <p>Through Summer term, HT and Business Administrator sought quotations for:</p> <ul style="list-style-type: none"> • Creating access to and from the Outdoor classroom; • Ensuring area is surrounded by fencing with access for pedestrians and vehicles when needed. <p>IMPACT Ensure school seeks best value of funding.</p>
To further enhance Technology provision to ensure children able to evidence expected and exceeding results.	SB	LS	<p>Role play resources: fabric available in child height storage</p> <p>Resources and equipment to be purchased - recording equipment, tablets, remote controlled toys.</p>	<p>Explore and purchase:</p> <ul style="list-style-type: none"> • Outdoor speaker • Listening stations • remote Control Toys • recordable buttons • light box • tent/torches • resources to experiment with <p>Re-deploy Android Tablets in school x 6 to support child initiated</p>	LB	£200	To further enhance Technology provision to ensure children able to evidence expected and exceeding results.	<p>June 21 - NS & SB have resourced listening stations, a light box and torches for the EYFS.</p> <p>Next steps: To catalogue and resource new ICT equipment and begin to use as part of the EYFS curriculum.</p>

Subject Leader Action Plan: English

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 Letters and Sounds sessions (Phonics teaching) in FS and KS1	LS	LB	Through monitoring and evaluation schedule examine the effectiveness and impact of discrete L&S sessions by undertaking: <ul style="list-style-type: none"> Lesson study Pupil interview Work scrutiny (See also Phonics Action Plan)	Lesson Visits conducted <ul style="list-style-type: none"> Autumn 2020 Spring 2021 	Liaise with Phonics lead on actions in Phonics subject action plan	N/A	Consistent teaching approach across the Key Stage	<p>4/5/21 Unable to complete lesson visits due to lockdowns etc. Phonics monitoring in place for planning and assessment outcomes IMPACT: NS/LS reevaluating and adapting Letters and Sound planning in light of Ofsted recommendations</p> <p>29.6.21- LS attended reading course webinar with J Bullman. Advised to wait for Gov publication RE Phonic programme. NS/LS to undertake review in Summer 2021 IMPACT L&S curic in line with new guidance.</p>
Evaluate and monitor the quality of Reading lessons in KS2 to ensure that the impact of Covid 19 on attainment is minimised.	LS	LB	Through monitoring and evaluation schedule examine the effectiveness and impact of discrete reading lessons in KS2 by undertaking: <ul style="list-style-type: none"> Lesson study Pupil interview Work scrutiny Moderation Activities 	As part of monitoring and evaluation schedule termly undertake work scrutiny of English books/Reading journals to determine the impact of reading lessons on outcomes for pupils, focusing on: <ol style="list-style-type: none"> Range of reading skills being taught across the term Quality of comprehension questions Quality of pupil responses Range of activities being used 	Govs	N/A	Consistent outcomes for pupils Improved attainment 'catch up' evident where necessary	<p>4/5/21 Y5 Writing moderation (WTS, EXS, GDS) following data analysis following Lockdown IMPACT: identify trends/barriers to pupil progress Y6 Writing moderation (GDS) to ascertain barriers preventing children achieving GDS following data analysis after returning from lockdown IMPACT: advice given to teachers about how to move borderline children on. Plan for improving progress</p> <p>June 2021 - Due to school closures and covid restrictions I have had to prioritise other elements of the English Action Plan- I will carry this action across into the new academic year.</p>

				5. Quality, breadth and range of texts 6. Range of genres 7. Appropriate targets Sustained improvement over time				
	LS	LB	Monitor frequency of 1:1 reading and its impact	Reading folder/record scrutiny Termly	Govs	N/A	Children have the opportunity to develop further their opportunity to fluency, stamina and can respond to question types when asked	27/4/21 Reading folder scrutiny IMPACT good level of adult support and teacher involvement in 1:1 reading support across the school 29.6.21- continue to monitor reading frequency in the next academic year
	LS	LB						20/4/21 Reading outcomes data analysis (see separate report) IMPACT fed back to HT, focus on support/intervention at PP meetings and redeployment of TAS to support in year groups with lower results from 3/5/21 29.6.21- Support for September 2021 reflects year group need/ outcomes and allocation of catch-up premium.
	All Staff	LS	Undertake reading moderation activities:	<ul style="list-style-type: none"> Key Stage level Whole school Termly Cluster group Sept 20 	LB	N/A	To ensure that teachers have the opportunity to deepen their understanding of standards in reading	December 2020 Reading age and stage class analysis and data gathering carried out IMPACT: knowledge of where children are, support for teachers in identifying those children below where they should be and how they can address reading difficulties to move them on
To promote resilience, fluency, pace and stamina: Purchase class sets of books for KS2 reading lessons to allow access for all.	LS	LB	Evaluate the quality of teaching materials being used in Reading lessons for the whole class and in the library for individual readers	<ul style="list-style-type: none"> Scrutinise LTP and MTP Ongoing Feedback to teachers about texts being used. Order new texts for Cycle B KS2 curriculum 	Govs	N/A	To further develop access to good quality texts in Reading lessons.	March 2021 New reading materials ordered in KS2 for reading lessons IMPACT: better range of texts being used, high quality some classic being used throughout the year too. 27/4/21 Updated pupil access to Letters and Sounds texts for Oxford Owl online reading resource. IMPACT: children have own log in, tailored access to phonics

							<p>stores to support acquisition of Letters and sounds skills</p> <p>29.6.21- books purchased for Cycle A and Cycle B but Summer 2022 texts to be purchased for Cycle A as these were not bought as the school was closed and then only partially open due to Covid</p> <p>IMPACT: all KS2 classes have designated high quality texts for reading curriculum</p>
	LS	LB		<p>Liaise with teachers to purchase texts from Recommended 3/4 and 5/6 reading lists on a termly basis over two year rolling cycle to build a resource of class sets to be used in reading lessons Ongoing</p>	Govs	£2000	<p>1/12/20 liaised with KS2 lead and texts for Spr 1 have been agreed</p> <p>IMPACT: high quality, appropriate texts to support learning are being used across the school</p> <p>29.6.21 recommended reading lists for each group to be supplied in Reading Record folders from Sept 2021</p> <p>IMPACT: parents have access to information about how they can further support their child's reading at home. Children read high quality texts at home and beyond the reading scheme.</p>
	All Staff	LS		<p>Further develop librarian's role so that they can support the issuing of books throughout the week. Work with teachers to review book bands</p>	LB	N/A	<p>Ongoing: Librarians can fulfil their role in the usual way because of COVID restrictions but Y6 librarians monitor the library, organise, tidy etc on a regular basis. IMPACT: children continue to play a role in reading and supporting their peers through library use</p> <p>29.6.21- Y5 librarians applied for positions and have been selected.</p> <p>IMPACT: librarians in place ready for Sept 2021</p>

	All Staff	LS	To further promote parental engagement and support in reading	<p>Reading workshops held with each class teacher on Curriculum Open Evening Spring 21 allowing teachers to share:</p> <ul style="list-style-type: none"> • Reading expectations/ standard for year group • Strategies to support at home • Expectations with reading homework • Reading beyond the scheme i.e. quality texts rather than commercially popular ones <p>Phonics Parental workshop to be delivered online September 2020</p>	LB	N/A	To improve parental support for pupils reading	<p>Sept 2020 Phonic workshop made available online to parents. IMPACT: EYFS/KS1 parents have access to information about phonics and reading and can support their children</p> <p>29.6.21 additions/revisions made to all reading records to better support and inform parents about how they can support their child's reading at home. These include:</p> <ul style="list-style-type: none"> • Access to Oxford Owl • Information about spelling support (KS1) • Recommended book lists for each year group • Alphabet code made available on class pages (KS1) <p>IMPACT: all parents have access to information that teachers refer to and have advice about how they can support their child at home</p>
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Subject Action Plan: Mathematics

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
To continue to develop the teaching of mental maths strategies to promote children's independence, fluency, rapid recall and depth of understanding.	TS All Staff	LB	1. Evidence of mental and oral starters in books—is it differentiated appropriately? Does it challenge? Is it built upon later on in the term? Are children been given the chance to apply it?	KS2 meetings Autumn 2 / Spring 1 April 2021	All	N/A	Pupil fluency and accuracy when recalling the multiplication/division facts improves. 85%+ score on the Year 4 Multiplication tables Checker in Summer 2021	1/12/20 Medium Term plans reviewed alongside the catch p curriculum created by the government to ensure spiral approach and reviewing of concepts. IMPACT: Planning reviewed and teachers are following this planning ensuring key concepts are taught MTP's mapped out for Autumn term to ensure coverage and progression across the school. TS to rewrite Autumn plans
			2. Planning scrutiny— is there evidence of a range of mental maths strategies being taught?					17.3.21: TS evaluated maths Medium Term Planning and to develop and adapt these for Summer Term involving coverage of core concepts in line with the ready to progress criteria. 29/3/21: All Summe rTerm Maths MTPs updated by TS. Removal of 'thread' and 'cc ideas' and addition of 'resources' and 'vocabulary'. IMPACT: All Maths MTPs are consistent across the school and new format will be used each term moving forward into the next academic year. May 2021- TS worked with Y4 teacher to administer MTC pilot for Y4. To happen in the week beginning 14 th June. Next steps: MTC completed and results analysed. Use feedback moving into next year to prepare the next Y4s with regards to functionality of the tablets to administer the texts. Review and next steps: Autumn term Medium Termplanning updated in line with new template invludive of vocabulary and resources. Spring terms plans to

								be updated in accordance in the next academic year.
	TS	LB	3. Mathematics resource and audit and each class to be provided with a maths trolley of resources.	Spring 2021	All	TBD	Each class will have a set of essential mathematics concrete resources for children to independently access.	3/12/20 Maths resource trolleys arrived into school ready to be disturbed and filled in the Spring Term with appropriate resources and signage. 10.3.21: Maths resources audited and redistributed New resources ordered and distributed between the trolleys and into classrooms. Teachers to begin using in lessons and develop their understanding during training. Next Steps: Following training with maths specialist in Autumn term, monitor and support the use of resources to support struggling mathematicians. Ensure appropriate resources move with year groups if classroom changes happen
To develop teacher's subject knowledge through CPD.	TS All Staff	LB	1. Maths specialist Jenny Cook to visit school for an inset training day	October 2020		£500	Development of understanding with using maths resources in the classroom. Understanding the 'catch up curriculum' and minimising the impact of school closure.	INSET Day postponed to September 20/21 due to Covid-19. More impact from face to face training due to training on resources. 1/12/20 Subject knowledge audit drafted to review with SLT to encourage teachers to reflect on their own knowledge to help inform TS about directions for future CPD training. Maths INSET day training with Jenny Cook rescheduled to Friday 3 rd September 2021. TS working with Maths Specialist Jenny Cook to identify training focus following monitoring and evaluation of subject. Next steps: Evaluate training with staff and implement useful practise into classrooms.
			2. Subject knowledge audit to be carried out to develop maths lead understanding of staff and their areas of development.					
To minimise the impact of the COVID-19 school closure on attainment and continue to develop the	TS KS2	LB	1. Book Scrutinise—evidence of teaching long/medium term planning. Ensuring children are not completing numerous	Refer to Monitoring & Evaluation Schedule	All	N/A		8/12/20 Learning walk conducted during PUMA assessments in Autumn 2. IMPACT TS reviewed assessment formats in new Covid class seating

teaching of reasoning and problem solving across KS2.	Staff		calculations and are been given the opportunity to apply. Monitoring of PUMA assessments and effective delivery and support.					regulations. Data to be analysed in Spring 1 and appropriate support given. Next steps: Continue to monitor the PUMA assessments and review effectiveness for Y1 assessments.
	TS	LB	2. Lesson studies; How are teachers developing a problem solving approach to children of all abilities? how are teachers providing children with ways to apply, develop deeper understanding and master problem solving and reasoning?	Monitoring & Evaluation Schedule Summer Term 2021	Govs	N/A	Ensure teachers are developing pupil's application of reasoning skills.	April 21- Coaching and Mentoring block in Y5 by Maths lead to support the children in making progress in maths. May 21- TS conducted a learning walk in Maths across KS2 and focussed on feedback as well as lesson expectations. Reasoning resources signposted to relevant teachers and year groups. Next steps: continue to monitor and coach where necessary
			4. How are teachers adapting their practice to ensure children are applying skills constantly within their maths lessons? Are teachers covering the fundamental skills and ensuring children make good levels of progress? 5. How is a level of consistency achieved throughout the school? e.g. number formation.	<ul style="list-style-type: none"> December 2020 February 2021 April 2021 July 2021 	Govs	N/A		15/12/20- PPS Meeting with Y6 team and LB looking at progress across the curriculum including Maths. IMPACT Establish action plan for Y6 cohort in the Spring Term involving the following actions: -New homework workbooks ordered for each child as well as a 'stretch' book for children working at a greater depth level in Year 6 plus G&T Children. -Mini test books ordered for 3x weekly maths intervention in the Spring Term. -Children identified for a 'Maths Club' run by TS and IL in the Spring Term and letter devised Maths club postponed and then cancelled due to Covid19 forced school closure. May 21- New workbooks evaluated and agreed for use with year 6 the following year.
To research and implement a mathematics intervention to support struggling mathematicians.	TS IL	LB	1. TS to attend online training for Catch up Numeracy on 19 th , 20 th and 21 st October 2020. 2. TS to implement intervention supported by SENDCO.	Autumn 2		£450	Intervention will have an impact on improved data for children completing it in KS2.	Training moved to 30 th November due to bubble closure. 2/12/20 Catch-Up training attended and action plan collated. See Assessment on SDP. Catch up training to be delivered to TA's on training day on 1 st April 2021.

								<p>May 19- TS met with TA's delivering the intervention on a 1:1 basis to discuss the assessment process and respond to feedback.</p> <p>TS worked with HT and staff to establish some release time for TA's to prepare resources for the intervention.</p> <p>25 May- TS create4d resource bank for individual intervention sessions to support TA's following 1:1 feedback.</p> <p>Next steps: Work with KS2 teachers to identify pupils for the catch up intervention in the next academic year.</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	TS ST	LS	1. 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.	January 2021	LB	N/A	Ensure stakeholders are supported to further develop understanding of new RSE curriculum.	RSE information workshop created and placed on website for parents. Letter created to inform parents of catch up puberty work in Year 6 (due to forced school closure) providing opportunity to ask questions and review resources.
Audit Science resources we use in school and establish if any new resources need to be purchased.	TS ST	LS	1. Teachers to audit materials they frequently use in science lessons as they develop through their topics.	April 2021	LB	N/A	Ensure that resources are available to encourage greater first hand experiences.	Carry over into Autumn 2021
	All Staff		2. Teachers to feed back to ST and TS.		LB			NEXT STEPS: Complete next cycle
Continue to monitor science assessments in line with work completed last year (scientific enquiry)	TS 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?	December 2020	LB	N/A	Ensure standards are consistent and progress throughout the school.	22.4.21 ST Pupil questionnaire given to KS2 teachers to sample with their class. (Focus AF's and vocab) 5.5.21 Referencing of AF's checked across KS1 in topic books. Checked that AFs are displayed in front of topic books. 12.5.21 Referencing of AF's checked across KS2 in science books. Checked that AFs are displayed in front of science books.

			2. Monitor knowledge assessments and ensure learning and progress is evident.	February 2021	LB	N/A		NEXT STEPS: Complete next cycle
Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Use of scientific vocabulary by the children in their lessons	TS ST	LB	1. Book scrutiny- are children evidencing use and understanding of relevant, subject specific vocabulary?	December 2020 February 2021	LB	N/A		Book Scrutiny Summer 2021. Impact: Remind teachers to reference Sci Eng with AFs 7.7.21 Completed pupil interviews and analysis which reflects book scrutiny
			2. Planning monitoring- are teachers evidencing use of relevant vocabulary to inform their lessons?	November 2020 January 2021 March 2021				18.4.21 ST MTP for Summer 2021 checked across school

Subject Action Plan: RE

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
To plan support teaching staff in the planning of RE for Cycle A	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.	Sep20	Govs	N/A	Staff will plan, teach and deliver RE lessons following the correct units in Understanding Christianity and The Lincolnshire Agreed Syllabus.	NS Supported Y3, Y4, Y5 and Y6 teachers with their Spring Cycle A planning. Feedback was given and changes were made accordingly. IMPACT - Teachers used RE syllabus and Understanding Christianity documents to plan their units of Study. All Teachers were able to follow the model shown and used by RE lead for previous planning. June 21 - Teachers to write their own schemes of work for RE for Cycle A (Spring and Summer). Next Steps: NS to monitor and support staff with planning RE, using the Understanding Christianity document and Agreed Syllabus.
			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 Term and KIT days			Teaching staff will continue to ensure that over the course of a unit of RE, all elements of RE will be covered, e.g. Understanding the Text (Believing), Understanding the Impact (Living) and making Connections (Thinking). This will be monitored through planning scrutiny.	Monitoring and Evaluation schedule submitted for Summer term. 24th March 2021 - RE curriculum map has been finalised and has been emailed to all teachers. NS will check Thematic planning for Summer term to ensure that all year groups are following the correct units. June 21 - Autumn planning for Cycle A has been checked and saved centrally for all staff to find and use. IMPACT: Teachers will feel supported when planning RE, using the Understanding Christianity document and Agreed Syllabus.

			To provide coaching and mentoring providing planning scrutiny for those members of teaching staff who need it.	Autumn Term and KIT days.			Standards within RE planning will continue to be high.	Next Steps: NS to continue to monitor and support staff with planning RE, using the Understanding Christianity document and Agreed Syllabus to ensure that believing, living and thinking is evident.
To continue to lead and further develop RE Cluster Group.	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 leaders and school staff about developments in RE/SIAMS</p>	ongoing	Govs	N/A	<p>Strong links with other RE leads within the area will continued to be fostered. NS will continue to lead termly cluster meetings as part of KIT days whilst on maternity leave.</p> <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>January 2020 (approx) Gillian Georgiou delivered training on SMSC and cultural capital for GRACE schools. IMPACT - further understanding about what this means and how it can be implemented.</p> <p>December 20 - NS has conducted an RE Cluster Meeting on return from maternity leave. IMPACT - RE Lead continues to support other schools in RE across the county as well as the GRACE schools trust</p> <p>11th December 20 - NS met virtually with the RE Advisor for the Diocese to discuss RE Cluster group and priorities moving forward. IMPACT - RE Advisor continues to be involved in Grantham RE cluster. RE Advisor discussed exciting opportunity with RE Lead - opportunity to continue to meet Excellent Criteria for SIAMS.</p> <p>June 21 - The RE Cluster group met virtually in December 20. The group discussed the following points: Assessment in RE, Monitoring RE in this covid worlds, Priorities for RE moving forward. This was attended by 8 schools. Next Steps: NS to begin to rebuild the cluster group (less attended, due to covid and restrictions) and plan 3 cluster groups during the next academic year. NS to use this to identify priorities in RE for coming academic year and offer support to schools in the area.</p>

To develop an RE curriculum map, linked to the knowledge and skills across the school and across the key elements of RE	NS	LB	<p>To write RE Curriculum Map.</p> <p>To ensure that the curriculum map shows the knowledge that children will build in Christianity, Islam and Hinduism over the course of their time at Barrowby Primary School.</p> <p>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).</p> <p>To ensure that the curriculum map matches the assessment points throughout each cycle for each year group.</p> <p>To disseminate RE curriculum Map to teaching staff and ensure that they understand how it is set out.</p>	Autumn 20	Govs	N/A	<p>All staff will have access to an RE curriculum map that sets out the knowledge and skills that children should achieve at the end of each phase: Reception, Year 1/2, Year 3/4 and Year 5/6</p> <p>The curriculum map will link to the key documentation used in school: Understanding Christianity and the New Lincolnshire Agreed Syllabus.</p>	<p>December 2020 - NS has written Curriculum Map for Christianity. IMPACT - All staff can see progression of knowledge in Christianity from Reception - KS2</p> <p>NS has written curriculum intent for RE and has added this to the school document. IMPACT - All stakeholders fully understand the intent for RE.</p> <p>24th March 2021 - NS has written RE curriculum map for Islam and Hinduism. This document clearly states in which cycle units of study are taught across the school. IMPACT - Teachers understand what needs to be taught and how this build upon previous knowledge.</p> <p>24th March 2021 - NS has disseminated curriculum map to all teaching staff. IMPACT - All teaching staff can see the progression across the school for key concepts taught in Christianity, Islam and Hinduism.</p> <p>June 21 - NS has developed the RE curriculum map in line with the shared year groups, e.g. REC/Year 1, year 1/Year 2, LKS2 & UKS2. It is split into Christianity, Hinduism and Islam.</p> <p>IMPACT: All staff can see clear progression for each religion taught across the school.</p> <p>Next Steps: NS to create curriculum map for skills taught in RE in line with believing, living and thinking.</p>
To continue to conduct pupil interviews about their views about RE.	NS	LB	<p>Opportunities to meet with groups of children during Autumn, Spring and Summer (KIT days) to collate ideas/thoughts about the teaching of RE.</p> <p>To share some of the views with the school community via the school newsletter.</p>	Ongoing	Govs	N/A	<p>Children will have the opportunity to voice their thoughts about RE.</p>	<p>June 21 - NS disseminated an RE questionnaire for staff to complete with the children in their class. Next Steps: NS to collate responses to help support the planning, teaching and learning of RE across the school.</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 embed use of the Curriculum Map. Updated and made more succinct in the last academic year. *particular focus on coding	LJW and SC	LB and SLT	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. Pupil interviews to gain their understanding.	End of each term.	Monitor with teaching staff	N/A	Ensure standards are consistent.	JUNE 21 - SC - Implementation of NCCE curriculum IMPACT - New curriculum to support coverage of NC elements, to support staff on computing delivery. DFE Certified JUNE 21 SC - Curricular map update, inline with NCCE curriculum IMPACT - Teachers to be able to make links to NC, to support planning e.g. Thematic plans, LTP.
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 for. Ensure assessments are completed accurately and rigorously. Staff questionnaire to gain their understanding.	End of each term.	Monitor with teaching staff	N/A		DEC 20 - SC developed a staff questionnaire to obtain areas to focus on CPD for staff and support learning in the classroom IMPACT - Once analysed CPD can be directed to support understanding to support teacher's accountability and assessment in the subject MAY 21 - Deploy Staff questionnaire focusing on curriculum confidence

								<p>IMPACT: To assess areas of CPD to support staff subject knowledge and assessments</p> <p>JUNE 21 SC - Analysis of questionnaires.</p> <p>IMPACT - Identifying low level of confidence to use technology and NC computing objectives in coding and programming</p>
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.	<ul style="list-style-type: none"> Dec 20 Mar 21 Jun 21 	LB	£1000	Ensure that resources support and extend pupil knowledge.	<p>Nov 20: all key stage 2 classes received assembly from 'Be Internet Legends' about e-safety</p> <p>IMPACT: - children and staff had knowledge refreshed and children and parents signposted to further safety training</p> <p>March 20: ensure all areas of school have access to computer resources (Laptop in TS room, laptops in ICT cupboard, Laptops in Old school room trolleys, IPADS in SC room)</p> <p>IMPACT: Allowing all to be able to deliver the computing curriculum, supporting computer literacy skills.</p>

<p>4. To ensure that technology, including laptops, i-Pads, Bluebots etc are being used effectively across school by staff and pupils</p>	<p>LJW SC</p>	<p>LB</p>	<p>Redeploy laptops across the school including new pupil laptops and old teacher laptops.</p> <p>Update apps on new teacher iPads</p> <p>Devise plan of 'Byte-size' training for staff on new apps and their purposes. Begin in Jan 2021</p>	<ul style="list-style-type: none"> Sept 20 Oct 20 Dec 20 				<p>Oct 20: new teacher I-pads purchased and introduced.</p> <p>DEC 20 -SC checked ICT resources checked and updated, making sure all staff have access to computers when needed IMPACT - Teachers can appropriately cover all aspects of the NC for child development</p> <p>March 20: SC discuss with Ark on appropriate Apps for classroom use, to support staff to use a range of apps effectively in the classroom.</p> <p>IMPACT: Allow to support in classroom learning and activate feedback.</p> <p>MAY 21:: Purchase TA Ipads</p> <p>IMPACT: Support children's learning through technology through interventions and classroom app support (dictionaires, dictation and On screen verbal feedback)</p> <p>MAY 21: Deploy a range of educational apps for IPADS.</p> <p>IMPACT: Allowing teachers to support leaning through</p>
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								<p>verbal feedback on screen. Showing good models of writing to all children using targeted apps.</p> <p>JUNE 21 - Ongoing working with ARK to update and have laptops updated with news updates and app.</p> <p>IMPACT - Continued learning and supporting Teachers and Teaching Assistants with up to date software.</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
Raise profile of SEND with class teachers	IL	LS	<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>Complete Data Analysis</p> <ul style="list-style-type: none"> Dec 20 Feb 21 Jun 21 	LB	N/A	<p>Class teachers will be more aware of the needs of their SEND children and support accordingly.</p>	<p>Nov 2020- IL monitored SEND support plans and ensure the targets were SMART (specific, measurable, achievable, relevant and time bound). IMPACT: Children will have achievable targets that are shared with parents and support staff.</p> <p>Dec 2020- IL conducted book scrutiny of KS1 children and KS2 children with SEND. IL completed a work scrutiny form and disseminated to relevant teachers. IMPACT: IL to monitor books again in Spring term to ensure that suggestions made have been put in place.</p> <p>Dec 2020- Data analysis completed on SEND children. IMPACT: IL to monitor target pupils and ensure progress is made.</p> <p>March 2021- Data analysis completed of Spring Data. Fed back to LB. IMPACT: Ensuring children are placed on the correct intervention to ensure progress after school</p>

								closure.
SEND interventions	IL/ TS/LS	LB	Implement new interventions in Maths and English Ensure interventions are research based and show progress.	July 21	LB	Costings of interventions Costings of staff	Interventions show progress across the year	<p>Nov-2020- IL attended 'Lego Therapy' course and received certificate. IL to feedback to TA's and Teachers at the next training day. IMPACT Very useful intervention for children with SEMH difficulties and autistic traits.</p> <p>25th Nov 2020- IL collated interventions for SEN children IMPACT ensure that adequate provision was in place.</p> <p>March 2021- IL attended Catch up Numeracy and Literacy training IMPACT understanding gained of how intervention could be used for SEND Children.</p> <p>28th June- IL continue to monitor effectiveness of Lego Therapy as the intervention runs. IMPACT: potential roll out of intervention across the whole school.</p>
SEND Communication	IL	LB/ LS/TS/ Members of SLT	Continue to develop clear channels of communication between SENCo and members of SLT to ensure transparency.	July 21	LB	N/A	SLT 'in the loop' about SEND issues.	<p>Nov 2020- IL talk through new referrals with SLT of children who are placed on the SEND register. IMPACT: SLT are aware at all times of significant changes in the SEND children /processes in school.</p>

								<p>25th Nov 2020- IL met with NS to update on the SEN children in KS1 after NS's maternity leave. IMPACT: NS fully informed of changes to KS1 SEND children in her key stage.</p> <p>30th March 2021- IL presented SLT projected support timetables of all children with EHCPs. IMPACT: assisted with TA support timetabling next year.</p> <p>28th June- IL continue to meet weekly with SEND admin, and feedback to SLT, KS2 and staff at weekly meetings. IMPACT: SEND is high priority in the school.</p>
SEND governor	IL & governor	LB	Designated SEND governor has reports/ face to face meetings regularly.	Termly	LB		Meetings/ reports ensure that there is communication between SENCO and governor.	<p>25th Nov- IL emailed Kate Waghorn (SEND governor) an overview of SEN in school since September focusing on the impact of COVID. IL shared SEN action plan with Kate. IMPACT: SEN governor fully informed of changes made to SEN and processes taking place in school.</p> <p>March 2021- Kate met with Michelle Holmes (SEND Admin) to discuss SEND Log. IMPACT: SEND governor fully understands process</p>

								of how external communication for SEND comes into the school and is logged.
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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. Ensure that staff understand the revised map. (Ongoing due to COVID 19)	IL/EK	LS	In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum/subject. Ensure all the non-negotiable aspects of the history curriculum are covered. Check that the LTP and MTP (Schemes of Work/ daily lesson plans) reflect the curriculum map.	See Monitoring & Evaluation Schedule	LB	N/A	Evidence of progressions being used.	Curriculum map checked with assessment strand being identified. Long term and medium term plans checked against curriculum map to ensure staff understand curriculum map and this is reflected in planning. IMPACT Ensured consistency between planning
2. To develop understanding of and accountability for assessment of the subject. (Ongoing due to COVID 19)	IL/EK	LS	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. Develop some exemplar history assessment examples to provide guidance for teachers assessing.	End of each term	LB	N/A	Evidence of progressions being used.	Assessment questionnaire for staff created and sent out. Assessment guidance being created. Impact: gathering staff views on History assessment and confidence doing this. New in-school guidance should support staff in assessing History. History Assessment Guidance evaluated against new curriculum maps for Sept 2021. IMPACT: Staff will have a more robust assessment criteria to use when assessing in History.

3. Update Subject Leader folder to reflect new curriculum changes and developments	IL/EK	LS	Use other subject leader folders as a base to update the history subject leader folder to include: LTP MTP (SoW) Examples of STP Examples of work/outcomes SDP	December 2020	LB		Folder up to date with all relevant sections included	Relevant documents required for this term added to subject leader folder (including Church School Vision) IMPACT Ensured new Subject Leader has a clear understanding of the strategic direction of the school
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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.	NEXT STEPS: Complete next cycle
			Ensure staff understand how they can assess the areas in the skills progression with greater confidence and understanding.		LB	N/A		NEXT STEPS: Complete next cycle
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? Modify KS1 planning to address progression. Modify KS2 planning to provide better coverage and progression. Update staff on reviewed planning at KS1/KS2 meetings.	End of each term.	LB	N/A	Ensure teachers have appropriate support to develop practice.	May 2021 - LTP and MTP scrutiny identifies areas in KS1 that needs further detail to ensure progression at KS1. To be fed back to staff after half term. KS2 LTP and MTP identifies need to realign topics and units to ensure best coverage of the subject knowledge (e.g locational knowledge) in light of other topics changing. Staff to be updated after half term ready to prepare for the Autumn.

			Carry out a pupil interview about Geography investigating children's understanding.	Autumn 2020			Measure pupil understanding of fieldwork skills-has the CPD made a difference?	May 2021 - Pupil Interview- KS1
			Identify areas where locality/school grounds is being used.					May 2021 - Evidence of locality use in KS1
			Explore Primary Geography Mark and identify baseline and next steps.	Summer 2021				March 2021 - Evaluation of the PGQM framework illustrates areas to focus on in future planning. IMPACT- Future planning to include more work on enquiry/critical thinking in the subject. Study of real local/national issues.
3. To monitor use of fieldwork techniques in lessons.	KG	LB	Monitor and evaluate the use of fieldwork techniques through work scrutiny and discussion with staff.	End of Spring term and end of summer term.			Ensure that CPD training provided- 23.7.19 has had an impact.	

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 the skills progressions now in place.	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 academic year	Monitor with teaching staff	N/A	Evidence of skills progressions being used through sketch book work scrutiny. Pupils will show higher levels of artist skills and confidence.	Curriculum Map has been updated with the parallel class expectations and the two-year cycles for KS2.
2. Continue to embed assessment opportunities in Art ensuring staff know what skills they are looking for; focussing on the use of Sketch Books in KS2	SB	LB	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		There will be evidence of the progression in skills being used by the children in their art work.	SB collecting KS2 sketch books to scrutinise 8 th July 2021

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. (ongoing due to Coronavirus)	LJW	LB and SLT	In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum. Pupil interviews to gain their understanding.	End of each term.	Monitor with teaching staff	N/A	Ensure teachers are able to make robust decisions.	Nov 20: first cluster meeting held for the year with GRACE schools and the impact of covid discussed. IMPACT: shared ideas to progress forward in the Arts and identified we were in a strong position having been able to still provide.
2. To greater develop understanding of and accountability for assessment of the subject. (ongoing due to Coronavirus)	LJW	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 for.	End of each term.	Monitor with teaching staff	N/A	Ensure teachers are able to make robust decisions.	NEXT STEPS: Complete next cycle
			Ensure assessments are well understood and robustly and accurately undertaken.					NEXT STEPS: Complete next cycle
3. to upskill / review teaching staff knowledge to ensure they understand requirements for composition and are confident to teach it. (ongoing due to Coronavirus).	LJW	SLT	Staff meeting CPD block to look at skills, following arrival of new resources.	By June 2021 to allow for summer term assessment.		N/A	Support staff to further develop understanding in composition	Nov 20: package with LMS updated to include Singup and Charanga music lessons. LJW began to explore further. IMPACT: training to teaching staff to be conducted after xmas

Action Plan -Phonics 2020-2021

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 Letters and Sounds sessions (Phonics teaching) in FS and KS1	LS	LB	Through monitoring and evaluation schedule examine the effectiveness and impact of discrete L&S sessions by undertaking: □ lesson study □ Pupil interview □ Work scrutiny <i>See also English (Reading) Action Plan</i>	Spring 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	May 2021- SW completing pre phonic screener to assess children's working knowledge of Phase 5 (Y1) IMPACT: analyse results for trends e.g. silent letters when decoding and to target support (individuals)
To further promote parental engagement and support in reading	NS, LS and teachers	LB	Specific Phonics Workshops o be held Sept 20 and Mar 21 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 □ Expectations with reading homework □ Reading beyond the scheme i.e. quality texts rather than commercially popular one	Workshops: Sept 20 Mar 21			Improved parental support given to children Reading stamina improved	December 2020- subscription to Oxford Owl online library. IMPACT: all children have access to ORT Stage reading books during school closure Due to COVID workshops could not be held face to face so virtual training was made and put on the website by LS. IMPACT: Parents understand expected progress and features of phonics teaching along with requirements of the Screener

Subject Action Plan: Design & Technology

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Evaluate and refine the Curriculum Map for DT. (Ongoing due to COVID 19)	SC JL	LS	Articulate the curricular intention for DT. Share with staff.	Autumn 20	Govs	N/A	DT curriculum is progressive and ensures each child has the opportunity to progress and develop their skills and knowledge.	All LTP / SOW cross referenced with National Curriculum. Teachers to be advised accordingly. IMPACT: all children will be receiving the appropriate provision. JUNE 21 - SC - Curriculum updated, in line with NC to cover a wide breadth of techniques and tools. IMPACT: Supporting staff to implement curriculum appropriately over A & B cycle to show development over each Key Stage.
Continue to embed assessment opportunities in DT ensuring staff know what skills they are looking for. (Ongoing due to COVID 19) Monitor and evaluate the standards of pupils Evidence collected in Autumn 2 term (Ongoing due to COVID 19)			As outlined in the Monitoring & Evaluation Schedule: <ul style="list-style-type: none"> Spring 21 Summer 21 Begin to collate evidence of pupil's work and support teachers to make robust judgements upon children's knowledge.	Spring 21 Summer 21 KS1 Nov 20 KS2 Jan 21			Support teachers to further develop their understanding of standards in DT. Evidence of work demonstrates assessment is taking place and is appropriate.	June 21 - Email request for examples of planning and work. IMPACT: evaluating planning will make it possible to see if it matches LTP and if children are receiving appropriate learning. Children's work should reflect quality first teaching and well planned and resourced lessons. Evaluating will continue as MTP are drawn up for 2021-22 Evaluated work and planning examples received. IMPACT: It will be possible to see evidence of content of MTP/SOW being taught. June 21 - continued to collate work examples as they have been sent.

Subject Action Plan: MfL

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
1. To further develop skills progression to ensure fully aligns with the curriculum. (ongoing due to coronavirus).	LJW	LB and SLT	In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum.	Dec 20	LB	N/A	Ensure standards are consistent	NEXT STEPS: Complete next cycle
			Pupil interviews to gain their understanding	Ongoing throughout the year				Dec 20: still currently in a position to facilitate this successfully due to covid restrictions. IMPACT: plan for Spring term. Next steps: Support KS2 staff with the new MFL Scheme of Work purchased and focus on progression across the key stage
2. To develop an understanding of what written work in MfL should look like, particularly for Years 5 and 6. (ongoing due to coronavirus)	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.					Dec 20: still currently in a position to facilitate this successfully due to covid restrictions. IMPACT: plan for Spring term.

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	Jan 2021		N/A	New combined scheme of work to be up and running and used across the school.	June 2021 Work in progress – continuing with this until July 2021
Information Evening for Y5 / 6 parents to discuss the resources to be used for teaching aspects of RSE. Meeting at the start of the Spring Term 2020	ST TS	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.	January 2020	Govs	N/A	Ensure stakeholders are supported to develop understanding of new RSE curriculum	30 th Sept: Virtual information evening (RSE workshop) available to access for all parents on the website. IMPACT All stakeholders are aware of developments and being used to support Y6 puberty liaisons with parents.

Action Plan: Wellbeing

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
To create a Wellbeing Committee made up of different stakeholders.	LB	LB	Ensure Wellbeing Committee is represented by different stakeholders- SLT, Teaching, Admin, Site team, Governors Teaching assistants.	October 2020	LB	NA	To ensure that members of staff have a voice on Wellbeing To further the Wellbeing agenda	Oct 2020- Wellbeing Committee has been set up. IMPACT: Meetings to take place to discuss items on the Wellbeing agenda. NEXT STEPS: Invite children onto the wellbeing panel.
To conduct Wellbeing Committee meetings	LB	LB	Meetings held/ to be held: 8/12/20 24/3/21 24/5/21	Ongoing	LB	NA	To discuss wellbeing agenda items	Dec 2020- Well being committee met and learnt about 5 Ways to Wellbeing. IMPACT: 5 ways to wellbeing rolled out to the whole school. March 2021- Devised questions for staff moral and wellbeing questionnaire IMPACT: Gathered views of staff. And evaluated provision. 28 th March: Wellbeing committee to meet every half term in 2021/22 IMPACT: Start work towards the Wellbeing Award.

To send out a Wellbeing Questionnaire devised by the Wellbeing Committee.	LB	LB	<p>Questionnaire needs to be devised and discussed with Wellbeing Committee. Sent out via Parent Mail/ Paper copies.</p> <p>Analyse responses to the Questionnaire.</p>	<p>April 2021</p> <p>May 2021</p>	LB	NA	<p>To ensure that stakeholders are given chance to voice their opinions on key issues relating to wellbeing.</p> <p>To allow Wellbeing Committee to discuss key findings from questionnaire.</p>	<p>May 2021- Questionnaire sent out. Results yet to be analysed. IMPACT: As a school, we will understand what we already do positively for mental wellbeing, and what we could improve upon.</p> <p>June 2021- HT analysed and reported findings from Wellbeing Questionnaire to all the school staff and stakeholders. IMPACT: Staff are aware that the school is taking wellbeing seriously and it is high on the agenda.</p> <p>Next steps: In September, IL to send out wellbeing survey to parents, staff and some children to add evidence to the Wellbeing Award.</p>
To gain the Wellbeing Award for Schools.	IL	LB	<p>Start process of Wellbeing Award. (will take roughly 18 months).</p> <p>Complete preparations for initial advisor visit eg:</p> <ul style="list-style-type: none"> · 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.	<p>May 2021- Stake holder questionnaires sent out virtually.</p> <p>Next steps: IL and LB decided to send out stakeholder surveys in September/ October 2021.</p>

To raise the profile of wellbeing in school.	IL	LB	Create a whole school display that promotes the work on wellbeing in the school, including the 5 ways to wellbeing.	June 2021	LB	NA	To highlight the importance and prominence of the work on wellbeing in the school.	June 2021- DK created whole school display for wellbeing, and LB conducted weekly collective worships to explain each of the 5 ways to wellbeing. IMPACT: Children and staff understand the importance of the 5 ways to wellbeing.
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