

## SCHOOL IMPROVEMENT PLAN

# **Roseberry** PRIMARY & NURSERY SCHOOL

2020-2021



At Roseberry Primary & Nursery, we provide a high quality inclusive education in a safe and nurturing environment, to inspire our pupils to foster a love for learning which enables them to achieve their full potential, and equipping them with the skills to adapt in our ever-changing world.

***Together we achieve more!***

<b>Issues from previous Ofsted report (October 2018)</b>						
<b>Target</b>		<b>Progress and evidence</b>		<b>Further action still required</b>		
<b>Leaders and governors should:</b> review the impact of the new mathematics scheme to ensure that all pupils, particularly the most able, make the rapid gains in learning of which they are capable		In 2018-2019, pupils using the scheme achieved better in Maths than other subjects. Covid 19 prevented evaluation in 2019-2020		Use of government guidance for teaching primary Maths to be embedded alongside class teaching to ensure the underlying basic concepts are fully understood to allow depth of understanding for rapid learning. Evaluation of scheme / consideration of other available resources.		
sharpen their monitoring and evaluation of the support provided for disadvantaged pupils to ensure that they make strong progress		No NC assessment data for 2020 due to Covid 19 pandemic. However vulnerable pupils were given a place in school and welfare checks were made where this was not possible. 4 tablets secured through government funding for 4 pupils with SW involvement. Fortnightly work packs distributed to vulnerable pupils with no IT capacity. Home learning packs distributed for summer holiday period.		Target government tuition towards disadvantaged pupils in 2020-2021 to enable catch-up. Timetable appropriate and effective intervention strategies to support vulnerable pupils. Continue with nurture group provision. Evaluate impact of all strategies.		
continue to improve pupils' attendance, especially for persistent absentees, and work with families to reduce the number of holidays taken in term time.		In 2019-2020, we employed the services of A Star Attendance. Data and case studies showed a favourable impact (presentation to governors in Spring 2020). However the Covid 19 pandemic resulted in no end of year data to evaluate overall progress.		Re-consider re-employment of A Star following end of pandemic.		
<b>Evaluation of progress made in 2019-2020</b>						
	September		Autumn term		Spring term	
<b>Goal</b>	<b>Progress and evidence</b>			<b>Further action still required</b>		

<p>Increase % of pupils achieving a GLD in EYFS with a specific focus on pupil premium 73-76% pupils will achieve GLD 33-37% pupils will achieve ELD 60% PP pupils will achieve GLD</p>	<p><b>Predicted</b> outcomes for 2019-2020 were...</p> <p>74% of the cohort to achieve a GLD</p> <p>31% of the cohort to achieve ELD</p> <p>60% of 10 PP children to achieve GLD</p>	<p>Progress is predicted (based on baseline and Spring assessments).</p> <p>All children will need catch up, particularly PP.</p> <p>Further implementation and training for Launchpad for Literacy to be embedded.</p>
<p>To improve teachers' confidence in assessing writing and make use of nationally standardised results. To further develop the use of 'Handy Hints' (success criteria) for writing in English To develop children's vocabulary across the curriculum Continuing strategies for developing reading for pleasure</p>	<p>In writing, using 'NoMoreMarking', the % pupils at EXS has improved from end of 2019.</p> <p>Staff focused on the agreed success criteria for the autumn and spring terms (until lockdown). Writing sequence was developed by staff and was beginning to produce good results (until lockdown).</p> <p>The planned introductory staff meeting was scheduled for March and so didn't happen.</p> <p>Share a Christmas Story event took place as did the Performance Poetry competition. Both were well attended by parents.</p>	<p>In writing, %s are generally lower than all schools participating nationally, with the exception of Year 4 which means writing is still an issue to address.</p> <p>Summer term focus on vocabulary to be addressed from Spring 2021. Staff meeting to take place in January 2021 to introduce tiered vocabulary.</p> <p>Paired reading and reading picnic to be reconsidered in future.</p>
<p>To raise standards of attainment in Maths. To promote rapid recall of number facts in order to develop fluency.</p>	<p>There were no end of year summative assessments due to covid-19 so attainment cannot be compared to the previous end of year data.</p> <p>TTRockstars and Numbots were utilised for online learning during lockdown – it has raised their profile further within school, particularly in KS1. However, this could still be developed.</p>	<p>Potentially large gaps in knowledge will need to be filled alongside teaching of current year group's objectives due to missed schooling. Planning of coverage will need to be carefully considered.</p> <p>Introduction of mixed age classes in LKS2 provide new challenges for mastery instruction. Staff to</p>

		<p>observe / communicate with staff from other local schools to develop their practice.</p> <p>New government guidance includes ‘Ready to Progress criteria’ for each year group, including expected automatic number recall. Utilising these should help to solidify this aim.</p>
<p>To continue to develop the ‘Brighter Futures’ curriculum.</p>	<p>Work on the Brighter Futures Curriculum is progressing well. We are coming to the start of the next two year cycle and we have started to adapt our planning to meet the needs of the mixed classes.</p> <p>We have reviewed the last two year cycle and made appropriate changes. Blocking subjects has definitely been beneficial even though it takes careful planning.</p> <p>Subject leaders are creating more detailed subject overviews / making sure they know what is being taught when and why.</p> <p>Work on the Science and History learning schedules has been completed.</p>	<p>Looking ahead, we are planning a whole school theme to link with the centenary. Learning schedules to be completed in other foundation subjects. Subject leadership to be re-organised in light of HT’s retirement. Prospective leaders to shadow the substantive post-holders with a view to taking over in January 2021.</p> <p>Continuous provision introduced but needs embedding across the school. Nature tables introduced shortly before Covid 19 pandemic. (SLA in place to continue next year)</p>
<p>To increase the proportion of outstanding teaching in all year groups</p>	<p>Feedback policy was reviewed and shared with staff. During the autumn term, phase group leaders re-visited effective feedback and questioning with their staff. Limited lesson observations and work scrutinies carried out.</p>	<p>Appraisal policy for support staff. Revisit model of effective teaching in 2020-2021, particularly with new staff.</p>
<p>To continue to increase rates of attendance and punctuality</p>	<p>Data and case studies show A Star Attendance was making progress until Covid 19 crisis.</p>	<p>Continue to monitor and take effective actions.</p>
<p>To establish an effective nurture group provision</p>	<p>All staff completed training. Nurture room established. Group started in January 2020 – 3 afternoons a week.</p>	<p>Re-establish nurture group asap on return in September.</p>

	<p>Mrs Forster appointed whole school mental health lead.</p> <p>Most pupils benefitted from provision in some way e.g. one pupil had been on a reduced timetable but was able to extend his time in school because of the nurture group. Increased confidence and communication skills were also noted and pupils were starting to achieve personal targets.</p>	
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## Core priorities in 2020-2021

- 1) To implement an effective recovery plan which enables pupils to make up lost ground after the Covid 19 pandemic.
- 2) To continue to develop learning schedules in the Brighter Futures Curriculum.
- 3) EYFS
- 4) English
- 5) Maths
- 6) To further develop provision for SEND

Core priorities	Key objectives	Key outcomes for pupils
<p>1) An effective recovery plan, following Covid 19 pandemic</p>	<p><b>ACADEMIC</b></p> <ul style="list-style-type: none"> <li>• Organise home learning packs for summer holidays</li> <li>• Schedule some remote learning tasks for summer holidays</li> <li>• Continue to set some remote learning during school as homework</li> <li>• Set a class summer holiday project</li> <li>• Organise a transition session for pupils before the start of the new school year</li> <li>• Induction packs and videos for new starters put on website</li> <li>• Adjust timetable and curriculum to assess pupils' current level of knowledge and skills and then devote more time to basic skills until pupils have caught up</li> <li>• Implement appropriate interventions at a time suitable for parents</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will catch up on learning they have missed throughout the pandemic and be able to access the curriculum at their level</li> <li>• Remote learning will be embedded across the school community for staff, pupils and parents. This will be vital should we have a second spike in the autumn term/ winter season.</li> </ul>

	<ul style="list-style-type: none"> <li>Utilise government funding to provide 1-1 or small group tuition for disadvantaged pupils</li> </ul> <p><b>MENTAL HEALTH &amp; WELL-BEING</b></p> <ul style="list-style-type: none"> <li>Continue with nurture group provision and zones of regulation</li> <li>Extend mental health provision to adults in school and parents</li> <li>Regular PSHE/RSHE/circle time activities</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to deal with their feelings and emotions and concentrate on their learning.</li> </ul>
2) To continue to develop the brighter Futures Curriculum	<ul style="list-style-type: none"> <li>Learning schedules to be produced for Geography, R.E. and RSHE</li> <li>Training for staff on RSHE</li> </ul>	<ul style="list-style-type: none"> <li>There will be a clear structure to lessons and progression of skills identified.</li> <li>Pupils will develop competencies which will stand them in good stead in their future lives.</li> <li>Pupils will develop positive and empathetic attitudes which will enable them to become responsible citizens.</li> </ul>
3) Increase % of pupils achieving a GLD in EYFS with a specific focus on pupil premium.	<ul style="list-style-type: none"> <li>Accurate Baseline assessment completed by week 4.</li> <li>Individual and group intervention groups to begin by end of Autumn 1.</li> <li>Regular AFL to inform relevant, updated targets as needed.</li> <li>Additional meetings with parents to develop home/school links and promote targets.</li> <li>Use of Launchpad for Literacy throughout EYFS to identify and close gaps in learning.</li> </ul>	<ul style="list-style-type: none"> <li>Improved rates of progress, enabling all pupils to make at least expected progress</li> <li>Effective interventions will narrow the gap for groups of pupils</li> <li>Increased parental involvement and greater support at home.</li> <li>Motivation and enthusiasm will be high.</li> <li>Daily retrieval practice will embed new learning.</li> </ul>
3) English	<ul style="list-style-type: none"> <li>To fully embed the writing sequence (started in Jan 2020) from Rec to Y6</li> <li>To develop children's writing across the curriculum</li> <li>To develop daily whole class reading sessions across KS2, Y2 to follow.</li> <li>To raise standards in reading for PP and SEN children who struggle with decoding and fluency.</li> </ul>	
4) Maths	<ul style="list-style-type: none"> <li>To ensure the correct level of challenge for all, whilst ensuring 'catch up' after missed schooling due to covid-19.</li> </ul>	<ul style="list-style-type: none"> <li>Children will feel challenged and motivated to achieve.</li> </ul>

	<ul style="list-style-type: none"> <li>To develop the use of working walls to increase use of correct mathematical vocabulary.</li> <li>To embed the use of basic skills sessions in order to pre-teach or revisit key skills, alongside retrieval practice.</li> <li>To ensure that Maths lessons are structured to allow children to develop independence and resilience.</li> </ul>	<ul style="list-style-type: none"> <li>The use of correct mathematical terminology by staff and students will increase.</li> <li>Basic underlying concepts will be well-understood, allowing for more development of reasoning and problem-solving skills in Maths lessons.</li> <li>There will not be an over-reliance on adult support, and children will feel confident in 'having a go' with new or difficult concepts.</li> </ul>
5) To further develop provision for SEND	<ul style="list-style-type: none"> <li>Miss Dodds to undergo the NASENCO award</li> <li>Miss Dodds to have additional time to complete her SEND duties (one day a week)</li> <li>Develop home school communications</li> <li>Audit SEND provision</li> <li>Purchase Provision Map and provide training for staff</li> </ul>	<ul style="list-style-type: none"> <li>Applications for SEND support will be made in a timely manner</li> <li>SEND pupils will make good progress</li> </ul>

<b>1 &amp; 2: ACTION PLAN FOR: RECOVERY PLAN &amp; CURRICULUM</b>		<b>2020-2021</b>
To enable pupils to 'catch-up' in basic skills and continue to develop our 'Brighter Futures' curriculum	<b>Curriculum/English:</b> Mrs Dunn <b>Assessment/Maths:</b> Miss E Gray	Link Governor: Mrs E. Holmes Mrs WA Seymour
<b>Outcomes: what success will look like for pupils:</b> <ul style="list-style-type: none"> <li>Pupils will make up for lost ground during the Covid 19 pandemic</li> <li>Pupils will be confident in their online remote learning</li> <li>Pupils will receive a broad and balanced curriculum enriched by visits and visitors (when Covid 19 restrictions lifted).</li> <li>Motivation and enthusiasm will be high.</li> <li>There will be a clear structure to lessons and progression of skills identified.</li> <li>Pupils will learn about their local area and how it fits into the wider world.</li> <li>Pupils will develop competencies which will stand them in good stead in their future lives.</li> <li>Pupils will develop positive and empathetic attitudes which will enable them to become responsible citizens.</li> </ul>		

- Retrieval practice will ensure pupils will remember more of what they learn
- Rates of attendance will increase

### MILESTONES

AUTUMN term		SPRING term		SUMMER term	
Summer learning Transition activities Continue nurture group for pupils Introduce supervision for Nurture group and Team teach staff Start Geography learning schedules Training for staff on new RE syllabus		Training on new RSHE policy RE learning schedules Re-visit competencies in the BF curriculum Staff well-being – peer support programme ‘Borrow the Moon’ event Stargazing Event		RSHE learning schedules NUSTEM Science Science fair	
Target	Actions	Who	Target date	Resources/Budget	Monitoring & evaluation
To enable pupils to continue learning through the summer holidays	<ul style="list-style-type: none"> <li>• Organise summer home learning packs to include reading materials; English and Maths worksheets; equipment and an art &amp; craft pack.</li> <li>• Schedule 3 remote learning activities.</li> <li>• Set a holiday project</li> </ul>	HT & all staff	To be collected or distributed week beg 13/7/20	£1200 Art & Craft packs £750 for writing equipment, stationery and wallets Writing equipment and glue sticks, scissors, etc.	Work, photos and comments on Clasdojo
To ease pupils in their return to school	Use INSET day for transition visit <ul style="list-style-type: none"> <li>• SEMH pupils to start first</li> <li>• Reception pupils next</li> <li>• Rest of school</li> </ul>	Team Teach staff EYFS & all staff	1 <sup>st</sup> Sept 2020		Transition session was very well attended. Vast majority of pupils attended and no problems on full return.

	<ul style="list-style-type: none"> <li>Contact parents asking them to inform school of changes</li> </ul>	HT	July 2020		
To support new parents & pupils to Reception	<ul style="list-style-type: none"> <li>Staggered starts to school during the first 2 weeks, building up to full time by week 3.</li> <li>Information and videos on website for parents.</li> </ul>	HT EYFS leader IT leader	Before start of school	L & M time	Parent questionnaires Classdojo communications
To assess pupils' current level of knowledge and skills	<ul style="list-style-type: none"> <li>Short assessment tasks during first 2 ½ weeks back in September on key concepts in English &amp; Maths, followed by targeted teaching to address gaps in learning.</li> </ul>	All teachers	To be completed by 18/9/20		Short, low risk quizzes and tasks Q and A sessions Evaluation of written work
To have a greater focus on basic skills to enable pupils to catch up	<ul style="list-style-type: none"> <li>Additional English and Maths lessons timetabled during first term, followed by review</li> <li>Some English work will be a vehicle for Science/Humanities studies</li> </ul>	SLT – timetable adjustments	To start 21/9/20	SLT time	Progress data End of term testing
To utilise proven interventions for those pupils needing it, but especially PP	<ul style="list-style-type: none"> <li>Start proven interventions upon completion of assessments</li> <li>Consider lengthening school day to deliver these i.e. before/after normal school day or lunchtimes</li> <li>Use government funding for 1-1 or small group tuition</li> </ul>	Teaching & support staff Possible use of tutors	TBC	TBC	As above
To continue to deliver some form of remote learning upon return to school (in case of second spike or pupils/classes needing to self-isolate)	<ul style="list-style-type: none"> <li>Alternate weeks – set online homework</li> <li>Subscribe to popular and effective apps and websites (Learning by Questions; Sumdog)</li> </ul>	Teachers  HT/TH	On-going		Work scrutiny Pupil/ <b>Parental evaluations</b> during parents' evenings

To support school's stakeholders' mental health and well-being	STAFF	HT All staff	Aut term	Free from AF website Staff meeting	Surveys Informal discussions Audits
	<ul style="list-style-type: none"> <li>Introduce staff well-being policy</li> <li>Start staff well-being surveys and revisit at end of year</li> <li>Staff to participate in Anna Freud training (free – due to participation in Inspire Project)</li> <li>Introduce supervision for nurture group/Team Teach staff, using Gibbs Reflective Cycle (1988)</li> <li>Introduce staff drop-in sessions</li> <li>Feedback boxes for staff</li> <li>Regular mandatory well-being check-in meetings for all staff using a peer support model</li> <li>Run termly well-being events for staff e.g. online quizzes, social outings, etc.</li> </ul>	JL/EDu/JF CB/KS	Summer 20Autumn	Supply cover?	
		SLT	Autumn	L & M time	
		JF JF	Spring		
		SLT	Spring	Staff meeting	
		JF	On-going	L & M time	
	PUPILS	JF/KS	Sept '20	3 afternoons a week	
	<ul style="list-style-type: none"> <li>To continue with nurture group provision</li> <li>Introduce breakfast drop-ins for pupils</li> <li>Resume Durham's Resilience Project</li> <li>Implement Zones of Regulation across the school</li> <li>RE/RSHE training for staff and implementation of policies (statutory from September 2020)</li> </ul>	JF	Oct '20	(Increased salaries)	
		Vikki Smith/HT JF	Aut term Aut	3 x Staff meetings 1x staff meeting	
	ALL	PN/CB	Aut Spring	L & M prep time Staff meetings	
	<ul style="list-style-type: none"> <li>Regular agenda item on mindfulness/relaxation techniques</li> </ul>				

	<p>delivered by JF for staff to implement with pupils</p> <ul style="list-style-type: none"> <li>• Create a memorial tree in quadrangle garden for pupils and staff who have suffered the loss of a loved one (tying ribbons/hearts on branches)</li> </ul>	JF  HT	On-going Sept	10 mins slots at start of staff meetings  £100	
To implement Durham's new RE syllabus	<ul style="list-style-type: none"> <li>• Training for staff before implementation</li> <li>• Studies to be blocked in week-long units</li> <li>• Commence the week before autumn half-term holiday</li> <li>• Purchase any necessary resources</li> </ul>	PN  Teachers  PN			Work scrutiny (Lesson obs depending on restrictions)
To further develop Science across the school	<ul style="list-style-type: none"> <li>• Activities through Ogden Trust Partnership</li> <li>• CREST ambassadors</li> <li>• CPD on practical investigations</li> <li>• Develop Scientific vocabulary</li> </ul>	DR	On-going	The cost of all activities should be covered by grant (if successful)	Work scrutiny Lesson observations Pupil voice parental questionnaires
Succession planning	<ul style="list-style-type: none"> <li>• Re-distribute Mrs Dunn's curriculum subjects to other leaders.</li> <li>• Appoint a data protection officer to take over Mrs Dunn's duties.</li> <li>• Mrs Dunn to complete Educational Visits training</li> <li>• Mrs Dunn to complete Legionnaires Disease training</li> <li>• Appoint a deputy DSL</li> <li>• Prospective leaders to shadow the substantive post-holders with a view to taking over in January 2021.</li> </ul>	SLT  DHT	Autumn term	L & M time  (May need to be conducted virtually)	Govs to monitor through HT's report and subject leaders' reports.

	<b>Actions</b>		<b>Resources/Budget</b>		
<b>2021-2022</b>	Extend nurture for parents Arts based learning schedules				
<b>2022-2023</b>					

<b>3: ACTION PLAN FOR: EYFS</b>		<b>2020-2021</b>
Increase % of pupils achieving a GLD in EYFS with a specific focus on pupil premium 69-76% pupils will achieve GLD (cohort of 29-3%/child, 4 SEN) 29% pupils will achieve ELD 57% PP pupils will achieve GLD (7 PP children ay 14% each, 2 are SEN).	Strategic lead: Mrs P Nunn	Link Governor: Mr B Ainsley
<b>Outcomes: what success will look like for pupils:</b> <ul style="list-style-type: none"> <li>• Pupils will make up for lost ground during the Covid 19 pandemic</li> <li>• Pupils will be confident in their online remote learning</li> <li>• Key welfare and safeguarding requirements will be met</li> <li>• At least 74% pupils will have full understanding of their year groups objectives and achieve a good level of development at the end of Reception</li> <li>• 90 - 100% pupils will make typical progress from their starting points across EYFS (excluding factors outside the school's control)</li> <li>• To narrow the gaps between vulnerable groups of pupils and their peers/national averages</li> <li>• Improved outcomes for communication and language in all EYFS classes.</li> <li>• Learning in EYFS will be enjoyable and relevant</li> <li>• Pupils will develop the reading and maths skills necessary to be 'school ready.'</li> <li>• Early identification of pupils who are not making expected progress and targeted interventions in place e.g. Launchpad for Literacy, Squiggle whilst you Wiggle, Early Talk Boost, Teaching Vocabulary in the Early Years.</li> <li>• Rigorously monitor EYFS data for each year and group, termly, to identify and address gaps in progress</li> </ul>		
<b>MILESTONES</b>		

AUTUMN term		SPRING term		SUMMER term	
Summer learning Transition activities Training for staff on Launchpad for Literacy Baseline assessments and target setting.					
Target	Actions	Who	Target date	Resources/Budget	Monitoring & evaluation
To increase % of FSM/EYPP children achieving GLD.	<p>Virtual phonic/reading, writing, maths workshops.</p> <p>Develop parent partnerships through Stay and Play sessions when restrictions are lifted.</p> <p>Virtual Jackanory sessions.</p> <p>Continue to use oral story telling.</p> <p>Create a movement area in the classroom that will aid fine motor development.</p> <p>Reception baseline and AFL/formative assessments to inform planning and targets.</p> <p>Interventions for target groups-Squiggle, Disco Dough (advanced for Rec), phonics, additional guided reading, fine motor.</p> <p>Daily reading and maths fix-it sessions.</p> <p>Use action words and display in all areas as appropriate.</p> <p>Use talking whiteboards/pegs.</p> <p>Add drama, props and books to create an experience to write about.</p> <p>Provide grapheme cards in areas where there is an opportunity for writing.</p> <p>Ongoing interventions for target groups identified through formative and summative assessment.</p>	All staff	<p>Autumn 1 for baseline, target setting and intervention groups based on Launchpad assessment.</p> <p>Enhancements in continued provision specific to children's needs.</p> <p>Data analysed each half term with additional intervention in place where necessary.</p> <p>Further improved % by June 2021.</p>	<p>Tapestry</p> <p>Staff meetings, book sharing, moderation.</p> <p>L&amp;M time for analysis of groups and target setting.</p> <p>Early Years ELP/Launchpad training for RD &amp; PN</p>	<p>Cross phase moderation.</p> <p>Learning walks.</p> <p>Book scrutiny.</p> <p>Pupil interviews.</p> <p>Pupil progress meetings.</p> <p>Termly monitoring of...</p> <p>-phase 1, 2, or 3 progress through L&amp;S step tracker</p> <p>-Targets for groups/individuals tailored to individual need.</p> <p>-Cross- school moderation with Ropery Walk Primary</p> <p>-Monitoring of reading files</p> <p>-Pupil interviews/reading</p> <p>-Increased monitoring of EYPP/FSM children to ensure they are on target/bridging the gap.</p> <p>Launchpad for Literacy assessments to produce specific targets.</p>

	Launchpad for Literacy for all with an initial focus on auditory and visual discrimination.				
To close the language gap for the disadvantaged children	<p>Complete Launchpad for Literacy baseline assessments on entry.</p> <p>Analyse data for comm &amp; lang for those below expected.</p> <p>Implement planning for intervention group-specific group, whole class, provision.</p> <p>Focus words from word list, topic words from weekly text-on a weekly/fortnightly basis.</p> <p>Share words through book sharing (model and highlight) and targeted provision (prompt and reward) to embed new language.</p> <p>Share words with parents as 'Word of the Week' through Jackanory, homework, class dojo etc.</p> <p>Monitor language acquisition through highlighted sheets.</p> <p>Words of the week displays in all EYFS rooms following the same format.</p> <p>In house CPD for all new staff.</p>	All staff	Autumn term 2020	Launchpad for Literacy CPD for DJ and KS (through County training)	<p>On entry, termly and exit assessment to determine progress (Launchpad).</p> <p>Learning walks</p> <p>Focus observations</p> <p>Data analysis for communication and language (Launchpad).</p> <p>Target and intervention groups for groups/individuals which are tailored to individual need/matched to age/stage assessments</p> <p>Check for confusion e.g. heavy and big and ensure misconceptions are addressed.</p> <p>100% of children will acquire age appropriate language by the end of the intervention unless there is a specific speech or language delay.</p>
	<b>Actions</b>			<b>Resources/Budget</b>	
2021-2022	<p>To implement new EYFS curriculum.</p> <p>To implement Reception baseline assessment after pilot.</p> <p>To review the EYFS policy and brochure.</p> <p>To continue to raise attainment in reading, writing &amp; maths, particularly for specific pupil groups.</p>				

<b>2022-2023</b>	To continue to raise pupil numbers in EYFS. To consider ways to improve before/after school provision for EYFS pupils. To introduce any government initiatives.	
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<b>4: ACTION PLAN FOR: English</b>		<b>2020-2021</b>
To fully embed the writing sequence (started in Jan 2020) from Rec to Y6 To develop children’s writing across the curriculum To develop daily whole class reading sessions across KS2, Y2 to follow. To raise standards in reading for PP and SEN children who struggle with decoding and fluency.	Strategic lead: Mrs E. Dunn	Link Governor: E. Holmes
<p><b>Outcomes: what success will look like for pupils:</b></p> <ul style="list-style-type: none"> <li>• 90 - 100% pupils will make typical progress from their starting points (excluding factors outside the school’s control)</li> <li>• An increasing number of pupils will achieve age related expectations from the year before in reading and writing – this will be taken from the 2019 end of year results due to Covid-19.</li> <li>• The gap between school and other schools in writing will decrease (No More Marking judgements and reports).</li> <li>• To narrow the gaps between vulnerable groups of pupils and their peers/national averages</li> <li>• Children across KS2 will be exposed to a wider variety of texts than before.</li> <li>• Children will be able to explain the meanings of subject related tier 3 vocabulary.</li> <li>• Targeted SEN and PP children will make rapid progress in decoding. Aim is to read at least 20 words per minute more than their baseline.</li> </ul>		
<b>MILESTONES</b>		
<b>Autumn term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Initial assessments to be completed to provide starting points for planning. Y2 phonics test results to be submitted to DFE. Baseline Y1 phonics test used to set target. Writing sequence to be used in planning. 1-1 daily reading to begin. Pinny time to resume in KS1. KS2 daily whole class reading sessions to begin. Monitoring of targets to take place. Feedback provided for governors.	Developing Vocabulary staff meeting to be delivered by E Dunn. Monitoring of targets to take place. Feedback provided for governors. Second Y1 phonics test used to adjust target.	Y1 phonics test to be delivered and results submitted. End of KS SATs to take place. Teacher assessments to be ratified by SLT before submission to LA and DFE. End of year NFER assessments for Y1, Y3, Y4 and Y5. Final assessment of SIP targets to take place and feedback prepared for governors.

Target	Actions	Who	Target date	Resources/Budget	Monitoring & evaluation
To fully embed the writing sequence from Rec (summer term) to Y6	<ol style="list-style-type: none"> <li>Staff to refresh their understanding of how the writing sequence works.</li> <li>Build up a bank of excellence models to ensure progression throughout the school.</li> <li>Staff to plan writing using the agreed sequence.</li> <li>Staff to share their final pieces of writing with each other.</li> </ol>	All teachers from Rec to Y6.	Starting from September for Y1 – 6 Reception to start in the summer term	The writing sequence is saved on One Drive for staff to access. Discussion with new staff if needed.	Sequence for writing should be evident in children's books during monitoring. Excellence models will be saved on One Drive.
To develop children's vocabulary across the curriculum	<ol style="list-style-type: none"> <li>Class competition to find most words for different nouns e.g. shoes, coats, flowers to develop precision in vocabulary use.</li> <li>Explicit teaching of idioms</li> <li>Use Beck's tiered word system</li> <li>Planned vocabulary for each subject, shared with parents</li> <li>Teachers to introduce 'Word of the Week' as a way of introducing new vocabulary and for subject specific vocabulary in learning schedules.</li> <li>Include vocabulary extension activities during whole class reading.</li> <li>Staff to use new activities to improve vocabulary.</li> </ol>	All staff to focus on vocabulary extension	Spring term 2021 following staff meeting	Staff meeting to be attended by all staff	Evidence of use of specific nouns should be evident in children's writing Children will be able to explain the meaning of idioms through discussion. Word of the Week will be displayed on working walls and referenced during teaching to be noted during school walks. Children will be able to give definitions of learning schedule vocabulary.
To raise standards in reading through whole class reading and online learning.	<ol style="list-style-type: none"> <li>Timetables in KS2 will be altered to accommodate an extra 45 minute reading lesson every day.</li> </ol>	All KS2 teachers including KS2 teaching assistants.	To begin in September in all KS2 classes.	Ashley Booth's resources will be used for the three extra lessons every week.	Children will be more confident in their understanding of a variety of texts.

	<ol style="list-style-type: none"> <li>2. Two days per week will focus on the class novel and three days will use different extracts from a range of text types.</li> <li>3. Skills covered will include inference and retrieval with the extracts and authorial intent, prediction and summary with the class novel.</li> <li>4. Teaching assistants will take 6-8 children from each class to work in a smaller group using shorter extracts 3x per week. Include phonics flashcards for phase 3 and 5.</li> <li>5. All classes to use readtheory.org to ensure children are familiar with the programme.</li> <li>6. A written reading comprehension lesson will take place every fortnight in place of one WCR session.</li> </ol>		<p>Alternate weeks with guided reading in Y1 and 2 to begin in the summer term.</p>	<p>His training PPTs have been given to staff to read through and discuss.</p>	<p>Knowledge of vocabulary will improve. Exposure to a wider range of texts and genres. Children will make good progress from their previous reading assessments.</p>
<p>To raise standards in reading for PP and SEN children who struggle with decoding and fluency</p>	<ol style="list-style-type: none"> <li>1. Designated staff to be allocated a child to support through daily 1-1 reading – change children every term.</li> <li>2. Pinny time for the SEN / PP children in KS1 to focus on tricky words from phases in Letters and Sounds.</li> <li>3. Pinny words to be sent home every week.</li> <li>4. Assessments done half-termly on the words covered during pinny time.</li> <li>5. Two daily sessions of phonics in KS1.</li> <li>6. Weekly revision of phase 3 and 5 graphemes in LKS2.</li> </ol>	<p>MM, JS, KF, RD, JI, KS, DR, ED, GM, JF, EG, GC, JH, CN, CB, AS.</p>	<p>Begin in September once assessments are complete. Class teachers to choose children.</p>	<p>Each member of staff will be given a 1-1 reading file to complete every time they listen to their child read. At the start, assess children to see how many words they can read per minute in an appropriate book.</p>	<p>ED to monitor reading files every half term. ED to monitor the half termly assessments. Designated children will make more than average progress in reading – decoding. They should be able to read at least 20 words per minute more than baseline.</p>
<p>In-school termly whole school reading events to be postponed until social distancing guidelines are removed. Consider how to provide these ideas online.</p>					

Paired reading between classes to be postponed until DFE guidelines change – suggestion: teachers could record story telling for different classes. Performance Poetry competition to be postponed until parents are allowed back into school and assemblies are resumed – could this be done online?		
	<b>Actions</b>	<b>Resources/Budget</b>
<b>2021-2022</b>	Update home reading books across the school Developing reading spaces around school e.g. reading caravan in KS1 yard, reading shed in KS2 yard.	£1000 from curriculum budget Fundraising events to raise £1000.
<b>2022-2023</b>	Follow government guidelines for end of KS1 assessment. Install a reading vending machine. Review the long term English plan.	Quote to be obtained.

<b>5: ACTION PLAN FOR: Maths</b>		<b>2020-2021</b>
To raise standards of attainment in Maths. To promote the use of correct mathematical terminology to support problem solving and reasoning.	Strategic lead: Miss E Gray	Link Governor: Mrs W. Seymour
<b>Outcomes: what success will look like for pupils:</b> <ul style="list-style-type: none"> <li>• Effective teaching in Maths.</li> <li>• 90 - 100% pupils will make expected progress from their starting points (excluding those with factors outside the school’s influence and new starters). Starting points will be from the previous year, as no data is available from summer 2020.</li> <li>• To narrow the gaps between vulnerable groups of pupils and their peers/national averages.</li> <li>• There will be the correct level of challenge for all children, including those targeted to achieve greater depth. Baseline assessments will be vital in establishing children’s appropriate level of learning after covid-19 school closures.</li> <li>• Learning in Maths will be enjoyable and relevant</li> <li>• Early identification of pupils who are not making expected progress and targeted interventions in place (Targeted Fix Its and interventions)</li> <li>• Pupils’ rapid recall of number facts will continue to develop through use of specific resources (e.g. TT Rockstars for KS2), regular mental starters and arithmetic sessions (where appropriate) and regular basic skills sessions.</li> <li>• High quality resources will support pupils’ learning.</li> </ul>		
<b>MILESETONES</b>		
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>

<p>Baselining to take place for all students.  Staff meeting to introduce government guidance and vocabulary, and to discuss tracking / assessment for this year.  Use of scheme / resources to be reviewed from October half term.  Basic skills sessions to begin once appropriate levels have been assessed.  Feedback to governors.</p>	<p>Working walls to be reviewed.  Staff meeting to review lesson structures and level of challenge (model of effective teaching).  Feedback to governors.</p>	<p>End of Key Stage assessments (SATs) to take place.  NFER tests for Y1, 3, 4 and 5.  Feedback to governors.  Analysis of end of year data compared to starting points to provide useful insights going forward.</p>			
Target	Actions	Who	Target date	Resources/Budget	Monitoring & evaluation
<p>1. To ensure the correct level of challenge for all, whilst ensuring 'catch up' after missed schooling due to covid-19.</p>	<p>1.1 <b>Low-stakes assessment at the beginning of the autumn term will allow staff to establish effective baselines.</b></p> <p>1.2 Staff to provide support opportunities / tasks for those who may not be able to immediately access the lesson objective.</p> <p>1.3 Most SEN children who are working below ARE will have access to their age appropriate task where possible. Scaffolded and differentiated activities that match the majority of the class will be provided if needed.</p> <p>1.4 Staff to provide further challenges for quick finishers, and to consider whether all of selected tasks need to be completed, or whether potential greater depth children would be more challenged by moving on to a different task.</p> <p>1.5 Challenges provided will require higher order thinking, reasoning or problem-solving skills and will be chosen carefully.</p>	<p>All staff with support from EG</p>	<p>First 2-3 weeks of autumn term</p> <p>Ongoing</p>	<p>£99 subscription to White Rose premium resources for the whole school.</p> <p>Twinkl subscription.</p> <p>Various high-quality resources available online free e.g. mathsbot.com, Corbett primary maths, TES, Master the Curriculum</p> <p>Time allocated in staff meetings</p>	<p>Correct level of challenge should be evident in books – this may be through outcome rather than differentiation of task.</p> <p>Where available, pupil interviews.</p> <p>When available, lesson drop-ins.</p>

	<p>1.6 Staff will consider the Model of Effective Teaching.</p> <p>1.7 Staff will endeavour to provide quick additional intervention to children that require extra support in the form of Fix-Its.</p> <p>1.8 Staff will read the primary mathematics guidance from the DfE for their year group.</p>			Guidance for Teaching Mathematics in Primary Schools (DfE July 2020)	
<p>2. To develop the use of working walls to increase use of correct mathematical vocabulary.</p>	<p>2.1 Staff will each have a working wall on display in their classroom. It will not be a static display.</p> <p>2.2 Displays will include vocabulary for the current unit and will show definitions where appropriate. In EYFS/ KS1 this may be a picture rather than words, and in KS2 may include diagrams to support understanding.</p> <p>2.3 At the start of each unit, vocabulary should be introduced and discussed.</p> <p>2.4 In lessons, staff should expect children to use correct terminology after it has been introduced and modelled.</p> <p>2.5 Staff will develop and model the use of correct terminology. Government guidance released in the summer of 2020 will be used to support.</p> <p>2.6 Basic skills sessions could be used to pre-teach vocabulary, as is done in whole class reading.</p> <p>2.7 Forget-me-not time could be used to revisit vocabulary regularly.</p>	All staff	Ongoing – to start by October 2020	<p>Allocated staff meeting time to ensure staff are all familiar with appropriate vocabulary for their year group.</p> <p>Guidance for Teaching Mathematics in Primary Schools (DfE July 2020)</p>	<p>When available, lesson drop ins and pupil interviews.</p> <p>Class walkthroughs (out of school hours if necessary).</p>

<p>3. To embed the use of basic skills sessions in order to pre-teach or revisit key skills, alongside retrieval practice.</p>	<p>3.1 In Y1-Y6, children will complete Maths tasks before morning registration. Y1 children may not be able to complete this from September, it will need to be phased in.</p> <p>3.2 15-minute basic skills sessions will be timetabled in to afternoon learning.</p> <p>3.3 Basic skills sessions will deliver a combination of revisiting taught objectives and pre-teaching concepts needed for the next unit based on the needs of the class.</p> <p>3.4 Forget-me-not time will periodically include Maths questions.</p> <p>3.5 'Time for time' sessions will be done daily to continually rehearse and revise concepts relating to time, including days of the week, months of the year and the school day.</p> <p>3.6 KS1 classrooms will display analogue and 12-hour digital clocks, KS2 classrooms will display four clocks (analogue and digital 12 and 24-hour) to allow children constant access to the time throughout the day.</p> <p>3.7 KS2 children will continue to use TT Rockstars to rehearse multiplication facts, with a particular focus in LKS2 to prepare for the statutory MTC (limited by availability of technology with covid-19 restrictions).</p> <p>3.8 KS1 will continue to raise the profile of Numbots (limited by availability of technology with covid-19 restrictions).</p>	<p>All staff</p>	<p>Ongoing from September 2020</p>	<p>Staff meeting time to remind staff of expectations and to discuss good practice and ideas found online or in CPD.</p> <p>Potential outdoor clocks for yards – cost to be researched and agreed</p> <p>Combined subscription (TTRockstars, stats bolt-on and Numbots subscription) - £251.16. To be renewed October 2020.</p>	<p>Drop ins where possible.</p> <p>Admin login to TTRockstars / Numbots will show usage.</p>
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<p>4. To ensure that Maths lessons are structured to allow children to develop independence and resilience.</p>	<p>4.1 Staff will consider the Herts for Learning progress towards independence model (see below) when supporting children in class.</p> <p>4.2 Modelling and scaffolding will be used in line with our Model of Effective Teaching.</p> <p style="text-align: center;"><b>Building towards independence</b></p> <ul style="list-style-type: none"> <li>• Model</li> <li>• Guide / support</li> <li>• Question / prompt (but avoid <i>telling</i>)</li> <li>• Observe (and only intervene if needed)</li> <li>• Step away (and return after few minutes)</li> <li>• Independence</li> </ul> <p>4.3 Staff will select tasks and equipment to ensure that children can be successful when working independently towards the lesson's objective.</p> <p>4.4 Variation in representations and concrete resources will be carefully chosen to expose the mathematics, not just to show variation, which will enable children to develop a deep enough understanding to eventually work without the scaffold of concrete resources or pictorial representations.</p>	<p>All staff with support from EG</p>	<p>From September 2020</p>	<p>Allocated staff meeting time.</p>	<p>Evidence of independence and resilience evident in work in books.</p> <p>Drop ins and pupil interviews when available.</p>
<p>5. To develop effective use and storage of resources.</p>	<p>5.1 Staff were each given a selection of resources for their class for the autumn term.</p> <p>5.2 Staff should return shared resources to their correct location. New storage boxes may need to be purchased.</p> <p>5.3 Staff will communicate with each other to ensure that any shared resources comply with any restrictions mentioned on covid-</p>	<p>All staff TAs allocated to check specific resources regularly.</p>	<p>From September 2020</p>	<p>New resources / storage - £250</p>	

	19 risk assessments. Resources should either be thoroughly cleaned or isolated for the appropriate length of time before being returned to the shelves for re-use.				
	<b>Actions</b>		<b>Resources/Budget</b>		
<b>2021-2022</b>	Fully embed RTPs from Primary Mathematics guidance as part of ongoing assessment. Consider NCETM spines as CPD resources. Ensure EYFS team are fully supported with changes to EYFS framework and ELGs.				
<b>2022-2023</b>	Consider how we support parents who are less confident in Maths to support their child. Parent questionnaire. Possible sessions run in school. Develop the use of online resources including quizzes that give immediate feedback to be a regular part of day-to-day teaching.		Look into potential grants for technology / support. Fundraising.		

<b>6: ACTION PLAN FOR: SEND</b>				<b>2019-2020</b>	
To further develop provision for pupils with SEND			Miss R Dodds		Link Governor: Mrs J Roberts
<b>Outcomes: what success will look like for pupils:</b>					
<b>MILESTONES</b>					
<b>AUTUMN term</b>		<b>SPRING term</b>		<b>SUMMER term</b>	
SENCO to start National Award for SENCOs					
<b>Target</b>	<b>Actions</b>	<b>Who</b>	<b>Target date</b>	<b>Resources/Budget</b>	<b>Monitoring &amp; evaluation</b>

To further develop support for the SENCo	<ul style="list-style-type: none"> <li>The SENCo will receive at least one day leadership &amp; management time a week</li> <li>The SENCo will be supported throughout her completion of the national award</li> <li>Purchase the SENCo Handbook</li> </ul>	Miss Dodds  HT/DHT	1/9/20  On-going	L & M time	SLT to monitor through discussion and scrutiny of sample documentation  Award will be achieved
To further develop support for SEND pupils	<ul style="list-style-type: none"> <li>In-year admissions will be carefully assessed to ascertain level of support needed</li> <li>Appropriate interventions will be put in place to enable SEND pupils to catch-up</li> </ul>	Class teachers	On-going	TA time to supervise tests	SENCo to monitor sample of SEND support plans SENCo to carry out lesson observations to evaluate teaching and learning against support plans Pupil videos to show impact of practice Parental questionnaires Data analysis
To further develop communications between school and home	<ul style="list-style-type: none"> <li>Further develop website information for SEND e.g. introduction video for new parents</li> <li>Introduce SEND surgeries/drop-ins for parents</li> <li>Include SEND info in newsletters</li> </ul>	SENCo  HT	Spring term	L & M time	Govs to audit website
	<b>Actions</b>			<b>Resources/Budget</b>	
<b>2021-2022</b>					
<b>2022-2023</b>					