



GWINEAR SCHOOL
School Improvement Plan 2020 - 2021



Gwinear School's Vision and Values Wordle





Context for Gwinear School

Class Teacher	Class size	Year	Total	Boys	Girls	PP (CIC)	SEN EHC (Alert)	EAL
Class 1 B Barber	20	Foundation	14	6	8	1 (CIC)	0	0
		Year 1	6	3	3	1	(4)	0
Class 2 H Eustice V Backhouse	27	Year 1	15	8	7	2	1	0
		Year 2	12	6	6	2	2 (1)	0
Class 3 E Shaw	33	Year 3	16	8	8	0	4 (2) 1	0
		Year 4	17	10	7	5	4 (4) 1	0
Class 4 R Haddy	30	Year 5	14	7	7	6	6 (2)	0
		Year 6	16	3	13	6	3 (2)	1
Totals	110		110	51	59	23 21%	RON 22 20% Total: 37 34%	1 9%

- The school is a local authority school, is part of Penwith Education Trust and works in partnership with the other member schools of the trust
- The school's last Ofsted report was in October 2017 when the school was judged as Good in all areas.
- The NOR is 110 which represents a significant increase in numbers since 2015 (82).
- As such the school has established a sustainable four class structure with split year groups a two year rolling programme of study
- The majority of children attending the school (86% in 2019) are in the bottom 40% of areas of deprivation based on the Indices of Multiple Deprivation with the majority (69%) in the most deprived 30-40% bracket.
- The catchment of the school tends to have high levels of mobility; 23 (21%) of the children currently on roll have joined through in year transfer.
- A period of restructuring began in 2015 and further delegation of responsibilities following the OFSTED inspection in 2017 which has led to a strong team with a shared vision and a structure of distributive leadership.
- Teacher experience ranges from long serving highly experienced teachers to one NQT with two classes having job shares and two classes full time teachers.



- TA's are also highly skilled; two have QTS and all have received bespoke training to ensure that they are effective in their roles and their areas of responsibility.
- 22 children (20%) are on the SEN register with two children having EHC plans. This is slightly over the national average and a further 15 children (14%) have been identified as being close to the threshold of SEN support so over one third of the school population (34%) have additional needs.

SCHOOL IMPROVEMENT PLAN PRIORITIES

2019/20	
PRIORITY 1: English KS1 Focus PRIORITY 2: Maths KS1 Focus PRIORITY 3: Science PRIORITY 4: Intervention Pastoral focus PRIORITY 5: Curriculum Progression	
2020/21	2021/22
PRIORITY 1: English PRIORITY 2: Maths PRIORITY 3: ICT PRIORITY 4: Music PRIORITY 5: Art	PRIORITY 1: English PRIORITY 2: Maths PRIORITY 3: DT PRIORITY 4: History/Geography PRIORITY 5: RE
2021+ Longer Term Improvement Issues <ul style="list-style-type: none"> • Use of outdoor trips visits and locations • Learning outside the classroom – using the school grounds • Sustainable development – Global Citizenship 	



Priority 1: Raising Standards in English

PRIORITY LEADER: Rose Haddy
LINK GOVERNOR: Cathy Woolcock

TARGET 1: Raise standards and progress in reading.
Attainment in reading at KS1 and KS2 is in line with national averages or above
AND/OR
All children make expected progress i.e. Those 'At' in KS1 are 'At' in KS2 or better. GDS in KS1 are GDS in KS2

KEY ASPECTS:

- Pupils to show and express a love of reading
- Consistently Good or Outstanding teaching
- Supportive reading environments in all classes and library
- Effective use of available books, curating and promoting
- Extension of reading books to recommended and requested reads
- Effective teaching of reading comprehension to Key Performance Indicators
- Appropriate reading books linked to phonic class teaching
- Effective story/novel study approach with group and guided approaches
- Effective whole class book reader by teacher
- Appropriate coverage of different genre
- Effective use of handwriting and spelling skills via Nelson resources
- Effective use of ICT
- Expectations of quantity and frequency of reading, response to reading
- Effective marking and revising of work where appropriate

Completed

Started

To repeat



Success Criteria Intent	Actions Implementation	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Impact How? Who? When?
Improve development of individual reading skills through parental support	Continue parent reading guidance EYFS/KS1&2 give guidance on how they can support development of their children's reading at home	RO/LG All staff	Aut - Summ	Library services talk	Reading guidance for parents in records Parent and child reading sessions	Governor check guidelines before going to parents for accessibility



					Promotion of books via summer library challenge, book fairs	
Effective sequence of guided reading sessions and independent activities for developing reading skill.	Guided reading time tabled for whole school at least three times a week. Planning of guided reading is manageable. Groups are effective and do not put a lid on learning. Whole class guided reading used at the start of new skills to introduce and embed learning	RH/LG All staff	All terms	Oxford guided readers in all year groups 'real book' guided reader sets Guided reading activity and prompt question resources	LG monitoring lessons Staff meeting reflection time Sharing of work made by pupils RH talk with class teachers about effective practice	Children talk confidently about 'book talk' and use VIPERS skills
Success Criteria Intent	Actions Implementation	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Impact How? Who? When?
Effective sequence of phonics in key stage one	Review frequency and sequence of phonics teaching across KS1	RH Key Stage 1 staff	All terms	Teacher time	Review of phonic resources and links to reading books	Phonics resourced effectively and matched to the teaching sequence
Effective intervention for phonics post - screening	Review the phonics intervention resources	RH Key Stage 1 staff SENDCO	All terms	Intervention phonics resources as found	Review of phonic resources and links	Phonics resourced



	available Audit the skills and confidence of staff using intervention strategies				to reading books	effectively and matched to the teaching sequence
Improve reading response language development linked to oral and written comprehension skills in guided reading	Language prompts to draw out different text features, comprehension clues, intention of the writer and personal response with explanation referring to text. Children confidently respond to guided reading questions Reading journals in A5 for all pupils y1 – 6 Philosophy for Children in all classes, along with supporting texts	RH All staff	Autumn and Spring term focus Summer term consolidation	Language prompt guides that progress with each class. Guided reading books in all classes that link to the reading scheme	Philosophy for Children promotes response skills in all classes Suitable books to support the school PSHE and Philosophy for Children in classes for children to access	Data monitoring on reading assessments Good understanding of VIPERS shown in guided reading journals Incorporate VIPERS into reading records
Reading VIPERS displayed and used in all rooms Y1 - 6	Promote the six targeted VIPER skills through discussion and display, reference in guided and group reading, story/novel study	RH All staff	All terms	Whole school questioning and structure	VIPERS on display in all classes LG on learning walks	Their use evident in pupil conferencing, story/novel study and discussion activities,



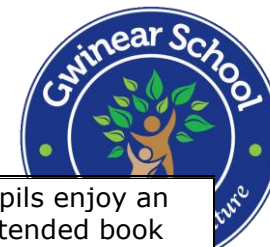
Success Criteria Intent	Actions Implementation	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Impact How? Who? When?
Library used by all	Promote by using the library service boxes and van visits Promote use of library in lunchtimes . Use pupil Librarians to organise and promote reading materials	AS/RH All staff	All terms	Whole school enrichment of reading material AS Thursday and Tuesday lunchtimes Pupil Librarians to deliver termly assembly on books, magazines and newspapers from the library	Pink boxes ordered, library van visit. New books ordered, some that link with author days Check pupils use timetable library slots	Classes display and use quality texts to support the curriculum. Pupils contribute to a class book displayed in the library.
Success Criteria Intent	Actions Implementation	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Impact How? Who? When?
Author focus days promote reading their books	Have author focus events Roald Dahl / two other authors in consultation with staff 1. Brian Wildsmith	All staff	All terms	Wildsmith day in Autumn term second half Decide further two days with staff	RH LG asking pupils about their response to authors and library take up of reading books	Classes to host an author specific activity. All pupils to visit. Whole school assembly to begin and finish day. Author's books available in class.



<p>Development within school of reading – children reading the appropriate level of text for their reading ability</p> <p>KS1 reading focus</p> <p>KS2 reading focus</p> <p>Subject leader is updated on current requirements and good practice</p>	<p>All teachers to re visit reading focus Co ordinator to hear pupils read KS1 focus on: guided reading challenge level texts using guided reading materials – monitor use of texts Intervention support for keeping up without gaps in learning Appropriate stretch using guided reading materials - – monitor use of texts Monitor use of on line materials i.e. Once upon a picture, Literacy Shed</p> <p>Co ordinator to attend subject leader updates</p>	<p>RH</p>	<p>All staff and stakeh olders KS1 Teachers and ta KS2 Teachers and ta RH</p>	<p>VIPERS resources Once Upon a Picture resources Oxford texts Curated texts for pupil interest and curriculum areas</p> <p>Subject leader Free updates</p>	<p>Data – LH/RH Pupil conferencing – governors/RH Hearing selection of readers i.e. pp – governors/RH termly Monitoring reading records</p>	<p>Feedback sheets collected and used in action planning RH</p> <p>RH termly</p>
<p>All pupils to have engaging reading area</p>	<p>Promote use of reading areas in class by</p>	<p>RH All staff</p>	<p>All terms</p>	<p>Reading books as requested by</p>	<p>LG - All classes to have effective,</p>	<p>RH / LG termly</p>



available in class to motivate children to read for enjoyment	making reading areas, ordering recommended reads, curating available books			pupils and staff	attractive reading area Classes to have curated and wide ranging selection of texts, including magazines and newspapers	
ERIC (Everyone Reading In Class time – pupil own choice time in all classes to motivate children to read	ERIC (Everyone Reading In Class a timetabled slot – may link to library time/ topic study. Own choice time	RH/LG All staff	All terms		All pupils have ERIC (Everyone Reading In Class) time in class weekly Pupils discuss reading they have enjoyed, discuss confidently their experiences and recommend reads	H / LG termly
Whole school 'Flash light Fridays' enjoyed by pupils and promote reading	Classes to have small torches to shine at texts in ERIC Fridays	RH All staff	All terms	Torches if needing replacing	All pupils enjoy Friday reading time using flashlights	H / LG termly
Pupils motivated to read an ever changing selection of books to improve their enjoyment, fluency and understanding	Classes to use motivational award scheme and focus groups on book reviews	RH/LG All staff	All terms	Amphitheatre promotion and upkeep	Pupils read more texts with increasing enjoyment and knowledge Book reading in amphitheatre / story chair	H / LG termly



Class reader/ novel study	Dedicated 'class reader' or 'story time'	RH/LG All staff	All terms	Class readers	All classes are read to by the teacher at least 3 times a week, extending/popular/class choice Copies of class reading book available in book area	Pupils enjoy an extended book and can discuss the book
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Priority 2: Raising standards in mathematics



PRIORITY LEADER: Emma Shaw
LINK GOVERNOR: Charlotte Wilson

TARGET: All children make progress in line with their age related standardised score.
Children that are working below age expectations close the gap between their current standardised score and 100

KEY ASPECTS

- Consistently Good or Outstanding teaching
- Supportive learning environments
- Cyclic pattern for teaching important number facts
- Use of investigations and/or applied maths
- Challenge for more able
- Effective use of ICT
- Expectations of presentation and productivity
- Effective marking and revisiting of work
- Parents involved in children’s learning
- Children enjoy the subject

Completed

Started

To repeat

Success Criteria	Actions	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Evaluation How? Who? When?
At KS2 min 36% at expected 18% Greater level of development based on KS1 results.	Keep termly track on children using internal tracking and particularly focus on borderline children. Carry out diagnostic case study assessments on	ES All teachers	Termly	Intenal tracking excel grids	Meetings with all teachers to feedback on findings Moderation meetings	End of year evaluation of data



At KS1 min 59% at expected standard and 9% GLD based on EYFS number ELG	borderline children and feedback to children where the gaps.					
All lessons challenge different learners at the level they are working within the developing aspects of mastery	All lessons to include 2-3 layered differentiation in activities and a mastery challenge using the Magic Maths proforma. Feedback from maths hub training will be given to staff	ES All Staff	On going		Follow up staff meeting All staff	End of term work scrutiny
Progress at both Key Stages at least to match the national average	Regular monitoring of evidence	ES	September-July	In house training Evidence folders	Half termly discussions and evidence collecting	SATs results
Teachers are aware of evidence needed to be able to accurately assess children against requirements of the NC	Work monitoring termly. Pupil conferencing. Supporting teachers (particularly KS1) in creating evidence trails to support assessment judgements by moderating and working 1:1 with children identified as close to threshold	ES All teachers	Termly	1,2 day supply cover spring/summer term	All teachers to use White Rose assessment materials to continuously inform assessment of children	End of year moderation



All children to have access to a variety of pictorial representations for all areas	Sign up to different online resources and collect a bank of examples	ES	Oct-April	Classroom secrets Bar model course	ES will collect and review with staff in Spring term	Photographic evidence over the year
Discovery math lessons happen on a weekly basis. Bank of example lessons should be available to staff	ES will create examples and place on the server	ES	Sep-July	Nrich Time to complete examples	ES will inform staff of examples	Book look
Teachers to focus on the key findings of the NCETM and ensure number and deeper understanding of number is developed first and foremost	Ensure all children are practicing fluency on a weekly basis through the use of times table bands. Implement stages prior to 2x and 10x for younger pupils. Feed back on methods from maths hub training	ES All Staff	Ongoing	Maths Hubs training	Look for evidence in learning walks and work scrutiny	NFER test question analysis
Most topic units should cover at least one aspect of maths	Medium term planning scrutiny Math theme day every term	ES CW	continued		Follow up with staff Maths governor visits to evaluate theme days	
Children enjoy maths and find	Incorporate fun kinaesthetic activities in introduction	ES			Observations	



lessons enjoyable	(mental starters) and teach to different learning styles Math theme days					
All presentation of mathematical skills should be to a high standard	Children should be encouraged to have pride in the presentation of their work. All graphs, charts and coordinate maps should be created following a success criteria to ensure consistent presentation and accuracy	RH ES KA/HE	Autumn term	None	Briefing provided in Ofsted feedback meeting	Book scrutiny
Math intervention are delivered to a high standard in order to fill the gaps created through lockdown	TAs to receive training and provided with resources to be able to deliver intervention	ES	Spring term	Training Manipulatives	TA feedback	End of year data



Addressed and achieved action points: these will be rehighlighted if a problem arise

Maths games are readily available for children at home and school	Ensure all children have access to Mathletics either at home or through a club. Provide drop in session for parents on how to best use Mathletics	ES Parents Staff	September Ong	none	Use maths governor to review	Feedback forms from parents and pupils end of spring term
Children enjoy maths and find lessons enjoyable	Incorporate fun kinaesthetic activities in introduction (mental starters) and teach for different learning styles in main lesson (use of maths of the day). Develop own maths of the day type activities	LG All Staff			Governor pupil conferencing	Feedback forms from pupils end of spring term
Full use is made of investigative and problem solving approaches	INSET to have a session on Discovery Maths Introduce BEAM materials and possible websites to be used including NRICH and NZ maths Powerpoint notes from INSET given to all members of staff	LG All staff		See Above	Work Scrutiny in Spring term	
Appropriate intervention is given to those falling behind attainment or progress	Coach and mentor B Drelinga, A Tullett and J Mckie in use of models and images and Overcoming Barriers materials Recruit 1:1 teacher for intervention with children at	LG LG BD AT		£500	LG to observe and monitor Progress data	End of term pupil progress meetings



measures	risk of not making appropriate progress in Y6					
Children correct work and respond to feedback	Ensure all teachers timetable correction time and provide good AfL comments with next steps.	LG	Spring Term	None		Work scrutiny each term



Priority 3: Raising Standards in Science.

PRIORITY LEADER: Hannah Eustice LINK GOVERNOR: Jack Tesseyman
TARGET: All children make progress in line with their age related expectations KEY ASPECTS Consistently Good or Outstanding teaching Supportive learning environments Strong emphasis (50% min) on AT1 AfL successfully identifying and addressing misconceptions Subject is well resourced and resources are well managed Challenge for more able Effective use of ICT Expectations of presentation and productivity Effective marking and revisiting of work Parents involved in children’s learning Children enjoy the subject

Completed

Started

To repeat

Success Criteria	Actions	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Evaluation How? Who? When?
Children use different enquiry types to answer scientific questions about the	<ul style="list-style-type: none"> • Staff meeting revisiting resources to support Scientific Enquiry • Use of initial activities such as concept cartoons, true/false statements, 	HE, LG	September 2019 – April 2020	Active assessment book SCIONS symbols	Planning scrutiny to ensure that all teachers have considered most valuable lines of enquiry and have considered most	HE, LG, link governor Book scrutiny Planning scrutiny Lesson observaton



<p>world around them.</p>	<p>vocabulary webs from Active Assessment book to promote questions as well as identify misconceptions</p> <ul style="list-style-type: none"> • Planning for key questions and lines of enquiry in each lesson. • Each subsequent lesson to have scientific skill focus alongside concept focus using symbols based on SCIONS that are now common in all classes. • Teacher triad planning meetings 			<p>Concept cartoons</p>	<p>likely areas of misconception</p> <ul style="list-style-type: none"> • Book scrutiny in school and if possible with PET schools to monitor cyclical planning process and progression throughout the year groups. • Examples added to the whole school portfolio of evidence. 	
<p>Children are developing independence in:</p> <ul style="list-style-type: none"> • asking scientific questions • planning how to investigate them, 	<p>All lessons to be based around a Big Question – what are we trying to find out? Children are encouraged to <u>arrive at the question themselves</u> after being presented with a scenario or problem in a real – life context or story. Contexts should be child – friendly, engaging and</p>	<p>HE</p>	<p>September 2019</p> <p>Ongoing</p>	<p>'Explorify' to develop critical and scientific thinking and to give contexts.</p> <p>'Seesaw' to gather evidence and</p>	<p>As above</p>	<p>Pupil conferencing (Link Governor)</p> <p>Summative assessment of AT1 (see below)</p>



<ul style="list-style-type: none"> carrying out and evaluating investigations 	<p>exciting. EYFS/ KS1 -Early experimentation and investigation should be based on learning through play with a focus question.</p> <p>Children should be familiar with planning an investigation where there are fixed and variable factors that ensure the test is fair.</p> <p>Children from KS1 up should be familiar with the process of scientific enquiry (AT1), including: identifying the question, planning the investigation, prediction, observation and gathering results, presenting and interpreting results, drawing conclusions and evaluating their investigation.</p>			<p>promote independence.</p> <p>SCIONS processes</p>		
<p>Teachers use a range of strategies and processes for formative and summative</p>	<p>Teachers planning to follow exemplification from CPD;</p> <ul style="list-style-type: none"> a clear initial assessment is being undertaken to identify common 	<p>HE, LG</p>	<p>January 2020 – April 2020</p>	<p>Books – ‘Concept Cartoons’ (initial assessment/ common</p>	<p>HE to collect all medium term plans at the start of Spring Term for scrutiny. CPD to remind staff</p>	<p>HE, Link Governor</p> <p>End of Spring Term – feedback from staff relating to summative assessment results.</p>



<p>assessment, which reflect the school's understanding of the purposes of assessment in science and current best practice</p>	<p>misconceptions</p> <ul style="list-style-type: none"> • there is a progression of skills and a strong emphasis on AT1 (at least 50%) • Each unit includes some form of summative assessment, again with some emphasis on AT1 – planning and undertaking a scientific enquiry. 			<p>misconceptions.</p> <p>'Active Assessment'</p> <p>'Seesaw' application for assessment and feedback to children, esp where written assessment forms a barrier to achievement.</p>	<p>of possible assessment resources stored centrally and how Seesaw could be used for assessment.</p>	
<p>Challenge opportunities for more able pupils.</p>	<p>Lesson plans to include a 'Magic Maths' style challenge opportunity based on reasoning and applying skills, to show a greater depth of understanding. <i>E.g. How could you test...? This experiment is being done... what question are the scientists trying to answer? How do you know? Here is a set of results.. what was</i></p>	<p>HE</p>	<p>January 2020</p>	<p>Explorify challenges.</p> <p>Seesaw responses to individual/group challenges.</p> <p>Nexus opportunities</p>	<p>More able pupils in science to be identified in each year group.</p> <p>Book scrutiny/ pupil conferencing to identify where these opportunities have been provided and responded to for those pupils.</p>	<p>Summative assessment results</p> <p>Book scrutiny – HE</p> <p>Pupil conferencing – link governor.</p>



	<p><i>being tested? Always, sometimes, never...'</i></p> <p>Pupils explain their thinking using stem sentences (presented in maths CPD by ES.)</p>					
<p>Science is well – resourced and environments are supportive to investigation.</p>	<p>A centrally held bank of science resources is audited and replenished regularly.</p> <p>All resources needed to teach the science planned for Year A and B across the year groups are available and in good order.</p> <p>Classrooms display science process symbols; science displays promote inquiry (AT1) and may include questions, stem sentences for explanation, photographs and excellent examples of work.</p> <p>Lessons take place in the best environment for that lesson – outdoors or indoors,</p>	<p>HE; all teachers</p>	<p>Ongoing</p>	<p>Science process symbols</p> <p>All practical science resources</p> <p>Stem questions</p> <p>iPads; Seesaw, PicCollage</p>	<p>HE to audit resources</p> <p>HE to review non-negotiables for science with staff to ensure all resources are available and in good order to teach each unit.</p> <p>LG Learning walks to include specific focus on science display.</p> <p>Lesson observations (Summer first half) with focus on environment and resourcing.</p>	<p>Link governor HE - audit</p> <p>Results from learning walks, lesson obs.</p>



	using demonstration stations, exploration areas, methods of recording that do not take time or focus away from the learning (e.g cameras, PicCollage, Seesaw)					
High expectations of presentation and productivity; effective marking and revisiting of work.	<p>SCIONS skill (AT1) displayed on each piece of work as well subject specific learning intention (AT2).</p> <p>All work dated and marked according to Gwinear school marking policy.</p> <p>Recording methods to be considered – do they form a necessary part of the investigation? Writing and recording should be kept to a minimum where they will impinge on the amount of exploration and learning taking place. Other methods (scribed responses/ photographs/ Seesaw) should also be considered.</p> <p>Feedback should be given during or as soon after the</p>	All teachers	Ongoing	<p>Seesaw/ cameras</p> <p>SCIONS symbols/ stickers</p>	HE – book scrutiny December 2019	LG



	<p>session as possible. Children should have opportunity to revisit their work, using green pen to respond to marking or teachers comments.</p>					
<p>Children enjoy science; parents are involved in children's learning.</p>	<p>All science should be given a context that is of interest to children; science should include experiences that are dramatic and unusual, intended to excite and motivate children.</p> <p>Science learning should have applications in the real world – questioning and exploring the world around us, considering impact on the future and the environment.</p> <p>All science should include an element of independent exploration – through structured 'play'.</p> <p>Teachers to be kept abreast of latest developments in science teaching and learning.</p>	<p>HE; all teachers</p>	<p>January 2020 – April 2020</p>	<p>Outdoor learning environments</p> <p>'Explorify'</p> <p>Science resource in school</p> <p>CPD sessions and feedback</p> <p>Facebook/ website</p>	<p>HE/ link governor – pupil conferencing</p> <p>Open afternoon - science focus (Spring term).</p>	<p>Link governor/ parent feedback.</p>



	<p>Outdoor learning should be used to teach science wherever possible.</p> <p>Photos and work should be shared with parents on facebook, internet and tapestry where appropriate.</p>					
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Priority 4: Improving the effectiveness of intervention.

PRIORITY LEADER: Lee Gardiner LINK GOVERNOR: Jenny Tovey
TARGET: All children receiving pastoral intervention make progress which is clearly monitored and the impact shown.
KEY ASPECTS Effective tracking of groups – on alert, SEN Support, EHCP, disadvantaged etc. Clear timetable of Wave 3 intervention Consistent First Quality teaching. Effective Academic interventions – impact towards SMART targets. Effective impact of SEMH interventions closely monitored. Monitoring of delivery and impact of interventions. Pupil progress meetings and reviews. Models images resources for maths Pupil conferencing EHC reviews

Completed

Started

To repeat

Success Criteria	Actions	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Evaluation How? Who? When?
Analyse SEND data half termly, ensuring it informs provision.	Track pupil`s data on RON – highlighting good, accelerated and rapid progress. Children who do not make	LG	Half termly	Leadership time Jason Hurr data.	LG BL Teachers Progress monitored half termly.	BL & LG Lesson observations / drop ins – ensuring quality first teaching.



	<p>good progress, identify why and put a plan in place to address their need.</p> <p>Track both SEND and on alert data, tracking 'points progress' throughout the academic year.</p>			Data tracking excel spreadsheet.	<p>Book scrutiny</p> <p>Individual provision maps and target setting/reviewing.</p>	<p>Attendance</p> <p>SMART target setting/reviewing.</p> <p>Intervention observations</p> <p>Pupil conferencing</p>
<p>Ensure the special educational needs of all pupils are understood and provided for by all classteachers with quality first teaching.</p>	<p>Lesson observations and drop ins to focus on pitch matching the needs of all learners and best deployment of support staff to facilitate differentiation. Each teacher minimum of 1 ob and 1 drop in each term cross referenced with book looks to support findings Teachers to summatively assess, provide differentiated & personalised provision accessible to all. Using physical resources and additional adult support.</p>	<p>LG</p> <p>All staff</p>	<p>As required throughout academic year.</p> <p>Leadership time</p> <p>Staff meeting time.</p>	<p>Specific curriculum resources</p> <p>Effective planning materials</p> <p>Appropriate assessment tools.</p> <p>Appropriate tools to measure impact and progression.</p>	<p>Relevant and appropriate cpd for class teachers and support staff.</p> <p>Liason with specialist support.</p> <p>Lesson observations</p> <p>Attainment/Progress</p> <p>Pupil conferencing</p> <p>Book scrutiny</p>	<p>Gaps in SEN knowledge and understanding have been addressed through focused cpd.</p> <p>SEN of all puils are understood and provided for by all classteachers with support from SENCO.</p> <p>Lesson Observations/ Drops Ins/ Learning Walks- LG</p> <p>Class Teacher monitoring progress & target setting,</p>



	Rotation of ability groups with both Teachers and TAs.				Behaviour	especially of children falling behind.
Ensure children with EHCP receive appropriate support to ensure progress towards individual targets.	<p>Set time and date for EHC annual review – inviting appropriate professionals.</p> <p>Complete all relevant paperwork, including parents and child to be reviewed externally.</p> <p>Liase with class teachers to ensure pupil's individual provision map reflect EHC targets.</p> <p>Liase with external agencies to provide necessary specialist support. (Including SLA)</p> <p>Parent meetings at least termly to review progress.</p>	LG ES HS	<p>At least termly reviews.</p> <p>Half termly target setting.</p> <p>External specialificalists as required.</p> <p>Annual reviews.</p> <p>1:1 time - 8 and 7 hours per week.</p>	<p>Leadership time</p> <p>ASD team (Sarah Foden)</p> <p>S&L therapists</p> <p>Dreadnought</p> <p>SLA (Naomi)</p> <p>1:1 support adult</p> <p>Sensory, kinaesthetic and visual resources – based on individual need.</p>	<p>LG BL HS KA HE ES AS Child`s parents.</p> <p>Annual review</p> <p>Termly reviews and half termly target setting.</p> <p>Intervention observations.</p> <p>Teacher and staff feedback, observations of pupils.</p> <p>Academic progress/tracking.</p>	<p>EHC review</p> <p>Progress towards individual targets.</p> <p>Pupil conferencing</p> <p>Case studies</p> <p>Observations</p>



<p>Children with barriers to learning receive effective pastoral care.</p>	<p>Identify children with SEMH who would benefit from PC. Timetable weekly sessions for selected children. (6 children per each half term 1xweek 60 mins.</p> <p>Identify 'touch base' children, meeting twice a half term – adding to groups if necessary.</p> <p>Set short term goals, based on children`s emotional well being (weekly) – recorded on individual sheet.</p> <p>Use outdoor learning book to record children`s 'Human qualities' progress for the session.</p> <p>Half termly review – overarching goal set and monitored over 6 weeks, assessing progress and impacting planning or removal for next half term.</p>	<p>LG FT Teachers Children</p>	<p>Half termly – rotating children and groupings.</p>	<p>Outdoor environment – gardening, cloud chamber, greenhouse, climbing.</p> <p>Golden Hut</p> <p>Arts/Crafts/ Creative materials/DT Tools/ Quiet spaces.</p>	<p>Progress monitored half termly.</p> <p>Feedback from children, teachers and FT.</p> <p>PC sessions to be observed.</p>	<p>Half termly. Children who have received intervention – progress monitored through teacher/child feedback, observations of behaviour, attendance & academic attainment.</p> <p>Target setting and evaluation sheet – monitoring progress.</p>
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	Ensure interventions are planned/proactive.					
Effective monitoring ensures the progress of children receiving pastoral care.	<p>Introduction of 'The Boxall Profile' to screen and assess children`s SEMH need. To be as a monitoring tool to assess intervention impact.</p> <p>Pastoral intervention timetable (6priority children– each child monitored half termly).</p> <p>Verbal feedback from children and teacher`s to be recorded.</p> <p>Intervention activities to be evidenced using 'Visitors book' and observed each term.</p>	LG FT ML Teachers	Half termly – rotating children and groupings.	<p>PC 'Human qualities' book.</p> <p>Leuven Scale</p> <p>PC Intervention/ target sheet (monitoring impact).</p> <p>The Boxall Profile – screening tool.</p> <p>Thrive theory.</p>	<p>Pupil conferencing</p> <p>Visitors book – photographic evidence (learning journey) of sessions and progress.</p> <p>Verbal feedback from children, teachers & outdoor learning mentor.</p> <p>Target setting and monitoring sheet – progress.</p> <p>BL LG FT</p>	<p>Half termly</p> <p>Attendance</p> <p>Attainment</p> <p>Behaviour records</p> <p>Feedback</p> <p>Well-being tool kits.</p> <p>Case studies.</p> <p>Boxall Profile</p>



<p>Closely monitor all pupils placed 'On alert' for failing to reach age expected levels. Providing wave 2 intervention.</p>	<p>Identify 'on alert' children within each year group. Set up appropriate, regular 'catch up' groups.</p> <p>Provide all class teachers with 'on alert' proformas – with the responsibility to monitor children closely. SENCO to monitor data half termly.</p> <p>Quality first teaching within classroom and effective 'catch up' groups, informed by ongoing assessments. Monitored half termly.</p> <p>All staff to observe any changes in children`s behaviour (well-being). Children who continue to 'fall behind' to be screened appropriately (phonological awareness, processing, SEMH etc). Use screening to inform teaching and consider placing pupils on register</p>	<p>All Teachers BL</p>	<p>Daily formative assessments by teachers.</p> <p>Termly summative assessment of all children.</p> <p>Weekly interventions 'catch up'.</p> <p>SENCO half termly tracking of data.</p> <p>NfER in May</p>	<p>NfEr testing</p> <p>Teacher knowledge/ assessment</p> <p>Boxall</p> <p>Phonological awareness screening</p> <p>Dyslexia screening</p> <p>Specific curriculum resources, based on individual needs.</p> <p>Appropriate intervention space.</p> <p>Appropriately skilled adult.</p>	<p>BL LG Teachers</p> <p>Termly summative assessments – monitoring progress.</p> <p>Half termly, data tracking.</p> <p>NfER to be externally marked.</p> <p>End of term moderation time.</p> <p>Regular 'deep marking'</p> <p>Verbal feedback.</p> <p>Differentiated groups to be rotated – receiving 'teacher time' weekly.</p>	<p>LG BL to track data Half termly</p> <p>Teachers Termly</p> <p>Collaborative conversations</p> <p>Attainment/ progres Behaviour Lesson observations/ Drops ins.</p> <p>Jason Hurr to manage data tracking system and ensure all data is correctly entered.</p>
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	of need with identified need.					
Wave 3 intervention is effective and results in rapid progress.	<p>All pupils` on SEN support have an IPM (individual provision map) – with targeted goals. Reviewed at least termly with parents.</p> <p>Monitor progress of children on SEN support, at least termly – reviewing SMART targets half termly.</p> <p>Intervention timetables are set up, providing intervention for primary needs (i.e. phonological awareness, SEMH etc).</p> <p>Intervention sessions, show clear progress in each session and highlight working toward individual targets.</p> <p>Daily assessment feeds</p>	LG Teachers TAs	<p>Half termly.</p> <p>Continuous assess, plan, do, review cycle.</p>	<p>Specific resources – i.e. coloured overlays, 1:1 social stories, sensory resources etc...</p> <p>Regularly timetabled interventions .</p> <p>Appropriate spaces for specific provision.</p> <p>1:1 adults.</p> <p>Brain break time.</p>	<p>Intervention Observations.</p> <p>Attainment, progress & behaviour.</p> <p>BL – to monitor progress of SEN children termly, comparing progress to non-SEN children and National.</p>	<p>All children on SEN support have SMART targets.</p> <p>All children on SEN have an individualised provision map, monitored at least termly in collaboration with child and parent.</p> <p>All children on SEN have specific, regular interventions personalised to need and targets.</p> <p>Progress of children on SEN monitored half termly, new targets set accordingly.</p> <p>Intervention folders set up to clearly monitor progress, highlighting</p>



	<p>into planning of interventions and feedback from interventions feeds into lesson planning and differentiated provision. (Assess, plan, do, review).</p> <p>Allocate 1:1 provision for pupil premium/SEN children.</p>					<p>SMART targets.</p>
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Priority 5: Progression in the curriculum

PRIORITY LEADER: Lee Gardiner
 LINK GOVERNOR: Jack Tesseyman

TARGET 1: The school maintains a broad rich topic based curriculum with project outcomes

TARGET 2: Content in each subject is effectively planned and sequenced through year groups and across topics to ensure high quality outcomes for all children.

KEY ASPECTS:

- The school recognises the important defining characteristics of all subjects.
- Topic based learning does not lead to loss of subject identity
- All expectations of the National Curriculum for each subject are covered
- Important skills and attitudes for each subject are recognised
- All teachers are aware of exactly what they need to cover in each subject
- Knowledge skills and attitudes taught build on prior learning in each subject
- Meaningful cross curricular links are made between subjects
- Extended writing tasks in English provide opportunities to demonstrate understanding foundation subjects

Completed

Started

To repeat

Success Criteria	Actions	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Evaluation How? Who? When?
An ambitious curriculum is presented in a way that inspires and motivates	Planning afternoons set aside for all members in the class to meet and create topic plans with best links between subjects; creative theming	LG	Autumn Term	Pupil conference sheet	Long term plans handed in to LG at the end of each planning afternoon and feedback given before the end of	Action points from conference – are some topics more popular than others why?



children.	of classroom; use of trips/visits/outdoors and ICT. Link governor to pupil conference and discover children's perceptions of topics and check for understanding of subject identity.				term Correlate with evidence from Learning Walks.	
Content within each subject is coherently planned and sequenced	Each subject assigned a working party. Initial meeting in working party to create more specific description of subject content for each 2 year group based on broad objectives in the NC. Ensure this includes progression of skills in the subject as well as sequential acquisition of knowledge Follow up staff meeting presents this as a long term plan and teachers have opportunity to clarify expectations	Subject working parties. LG to oversee	See timetable	Sheets from INSET NC Old NC Skill based progression sheets Long Term planner proforma	LG to keep long term plans as they are developed and carry out work scrutiny to ensure that there is appropriate coverage in each class	Working parties to present findings to rest of staff in twilight and update the subject folder on the server.
Teachers are aware of the specific content that they need to cover for each 2 year rolling program						



Teachers have outstanding subject knowledge to be able to teach all subjects at the required level for the Year Groups they teach and at least good knowledge for the year groups above and/or below the year group in which they teach.	Carry out subject knowledge audits as part of the staff meetings in which working parties present their findings. Identify any additional training that may be required.	LG W parties All teachers	See timetable	Subject knowledge audit sheets	Staff evaluation forms after each working party INSET	Staff to complete post training evaluation. Working parties to check subject knowledge by creating 'fun tests' for teachers
Meaningful cross curricular links are made between subjects	Planning afternoons set aside for all members in the class to meet and create topic plans with best links between subjects.	Class planning groups LG	Termly	Long Term plans Annotated	Long term plans handed in to LG at the end of each planning afternoon and feedback given before the end of term	Revise long term plans for two year rolling programme
Teachers capitalise on opportunities for extended writing linked to foundation	Twilight INSET on identifying opportunities for extended writing. Planning scrutiny of one subject medium term plan.	All staff LG	Scrutiny end of Autumn and Spring term	INSET slides Med term plans P	How often do children write extended pieces for each subject? Track using Excel.	End of year evaluate EXCEL sheet which subjects had most coverage. Identify missed opportunities and make



<p>subjects in English</p>	<p>Work scrutiny of work in presentation, science, RE and topic books.</p> <p>Pupil conferencing to evaluate how it was presented.</p>			<p>conference/w scrutiny notes</p> <p>Highlighted planning sheets.</p> <p>Highlighted sheets</p>		<p>recommendations for next Year A</p>
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