



**Creative - Collaborative - Curious**

We inspire, develop and nurture every child to achieve their full potential believing anything is possible.

Our children are brave and love learning.

We are small schools at the heart of our communities

Skylark Federation  
**SCHOOL DEVELOPMENT PLAN**  
2018 – 2019

**A child within our Federation is:**

gentle	safe	healthy	proud	responsible
excited	determined	caring	respectful	helpful
independent	unique	reliable	polite	confident
happy	kind	successful	articulate	resilient

## **BARCOMBE CE SCHOOL CHRISTIAN VISION, VALUES AND AIMS**

**Learning Together, Believing Together in the Heart of the Village**

**Barcombe:**

We are a small but 'mighty' school. We deliver an active and engaging curriculum that challenges and inspires all. Our emphasis is about learning to learn whilst promoting Christian ethos. We believe everyone can achieve!

Members of the school community have also had a focus on selecting our Christian values which are:

<b>Friendship</b>	<b>Courage</b>
<b>Perseverance</b>	<b>Forgiveness</b>
<b>Responsibility</b>	<b>Trust</b>
<b>Compassion</b>	<b>Peace</b>
<b>Truthfulness</b>	<b>Respect</b>

## **PLUMPTON SCHOOL VISION, VALUES AND AIMS**

### **Plumpton:**

Our vision is to celebrate individual talents and encourage everyone to achieve their best within a safe, caring and happy environment where all pupils achieve their potential. At Plumpton School every child comes first.

## **HAMSEY CP SCHOOL VISION, VALUES AND AIMS**

### **Hamsey:**

Our vision is that every child develops a love of learning through creative teaching and can reach their potential.

# Skylark Federation

**‘Aim high, fly with the skylark’**

**We are a community of small schools and our shared values for learning focus on:**

**Curiosity** – exploring and investigating, questioning and wondering, challenging assumptions

**Imagination**– generating new ideas, using intuition appropriately, making connections

**Resilience** – thinking about how to get stronger, tolerating uncertainty and complexity, willing to make sustained effort

**Collaboration** – being an effective team member, being self-aware, thinking interdependently

**Discipline** – learning from experience, thinking critically and rigorously, crafting and improving

## KEY PRIORITIES FOR 2018 – 2019

- 1. To develop a creative, practical and engaging curriculum for all learners to ensure that all pupils are actively involved in the foundation subjects in the curriculum. (B / H / P)**  
*(outcomes/SC will include improved pupil well-being and enjoyment of the curriculum) How: To develop children's critical thinking skills and have responsibility for their learning by enabling them to plan practical and enjoyable activities. CPD through Hywell Roberts – 'Mantle of the Expert' INSET and follow up staff meetings*
- 2. To close the gap for disadvantaged and SEND pupils in comparison to all pupils through the reorganising of TA support /responsibility /accountability for interventions and ensuring quality first teaching and feedback happens through clear differentiation. (B/H/P)**  
*(attainment) How: To further develop target setting for pupils identified as SEND and/or disadvantaged which will evidence pupils' progress in their achievements within longer term targets so that attainment of children (especially those with SEMH) is raised to be in line with national expectations. (Nurture provision, training for Boxall profiles)*
- 3. Improve boys' achievement in reading and writing through interventions and curriculum design. (B/ H/ P)**  
*(Focus on a 'love for reading /reading for pleasure' –raise profile of high quality reading /writing through daily class celebration /weekly academic celebration..., monitor progress carefully and ask teachers to report back. How: have responsibility for their learning by enabling them to plan practical and enjoyable activities SC: at least 85% achieving combined similar combined ARE girls and boys/pupil voice/ parent feedback/robust monitoring schedule*
- 4. Maths progress to be improved across all schools but especially at the end of KS2 at Plumpton. (Gender issue? girls underperforming? FFT, focus on raising profile of mental maths skills /times tables and a greater focus on reasoning )**
- 5. To continue to improve attendance across all schools, in particular at Hamsey and increasingly at Barcombe.**  
*(Continue to work with local authority /ESBAS. Expect to challenge daily late behaviours / daily communication with all parents of absent children /weekly monitoring of all absentees under 90%. Weekly and termly celebrations for all children over 95% attendance)*
- 6. To improve staff and pupil well-being by tackling teacher workload and ensuring a better work/life balance and to ensure pupil well-being continues to focus on SEMH for all. (use DfE reducing teacher workload downloads, staff meetings, use of non- contact time, radically reduce duplication of paper trails /review marking policy and data input processes – e.g. PP meetings, subject leadership requirements, data) health, fitness, linking to national agendas and local agendas – PE money e.g. Daily Mile initiative, work outs planned for children and staff by LM –LM to lead active staff activities, Skip to Be Fit initiative etc.**
- 7. To improve the overall provision within early years with a particular development in outside learning opportunities and high quality child initiated learning opportunities**  
*Raise overall levels of attainment of EYFS pupils, accelerating progress / enjoyment in learning in each of the prime areas of the Curriculum and, also, each of the specific areas. To improve the quality of teaching and learning for Reception pupils in all schools. Ensure that the internal and external environments provide diverse and dynamic opportunities for all children. To ensure there are high expectations for learning behaviour. To revise and strengthen planning and assessment for EYFS teaching and learning.*



## KEY AREAS FOR IMPROVEMENT

<p><b>1. Effectiveness of Leadership &amp; Management</b></p> <p>1.1 To secure three very Good / Outstanding schools with high pupil enjoyment and achievement.</p> <p>1.2 Ensure all leaders at all levels are able to articulate strategic vision for the schools and understand their leadership roles as subject leaders – focusing on classroom practice.</p> <p>1.3 Develop the use of the assessment system across the school to ensure that pupil progress can be accurately monitored by all teachers with less duplication and the reduction of workload.</p> <p>1.4 To improve our safeguarding system – transfer to an electronic system.</p> <p>1.5 To continue to improve, Governor, SLT and leadership opportunities for all so that a consistently high standard of leadership exists across the federation.</p> <p>1.6 To close the gap for disadvantaged and SEND pupils in comparison to all pupils through the reorganising of TA support for interventions and ensuring quality first teaching happens through clear differentiation.</p> <p>1.7 Subject Leaders and SLT to enable children to develop their critical thinking skills and have responsibility for their learning by enabling them to contribute to ideas and planning of practical activities and learning opportunities.</p> <p>1.8 Governors being robust in monitoring and challenging whilst holding the Executive Head Teacher to account as well as supporting the development of the federation.</p>	<p><b>2. The Quality of Teaching, Learning and Assessment:</b></p> <p>2.1 To develop a creative, practical and engaging curriculum for all learners to ensure that all pupils are actively involved in both core and foundation subjects in the curriculum.</p> <p>2.2 Clear focus on planning and lesson design, in particular the use of clear learning intentions /success criteria and modelling, this will ensure pupils’ progress across the curriculum to meet ARE and maximise learning outcomes.</p> <p>2.3 Continue the focus in all lessons that pupils’ outcomes meet the high expectations of presentation and this is modelled by all staff.</p> <p>2.4 Improve outcomes in Maths through the development of mental maths strategies /times tables and the continued development of reasoning skills.</p> <p>2.5 To create opportunities that enable and develop a love and passion for reading.</p> <p>2.6 To increase opportunities for pupil led /environment focused independent learning.</p> <p>2.7 Further develop the involvement of learners in marking and feedback to enable them to understand clearly their next steps in learning.</p> <p>2.8 Ensure targeted intervention takes place for underperforming groups especially those with PPG, SEND &amp; summer born.</p> <p>2.9 To continue to work collaboratively across the federation supporting, planning, assessment and moderation within parallel year groups to support raising achievement and reducing teachers planning time.</p>
<p><b>3. Personal Development, Behaviour &amp; Welfare:</b></p> <p>3.1 To improve staff and pupil well-being by tackling teacher workload and ensuring a better work/life balance and to ensure pupil well-being continues to focus on SEMH for all through using DfE guidance on planning, marking and paper trails and the improvement of stress management and mental health and emotional wellbeing.</p> <p>3.2 Continue to promote Christian / Good personal values within all schools and prepare for SIAMS changes at Barcombe CE School.</p> <p>3.3 Further develop the role of prefects /play leaders /eco council /reading renagades and pupil led committees to enable children to have a greater impact on school provision.</p> <p>3.4 Implement a well-being programme for staff and pupils to aim to minimise stress.</p> <p>3.5 Build on our culture of respect and ensure the well-being and acquisition of positive learning dispositions with a specific focus on pupils having more responsibility for the planning exciting learning opportunities.</p> <p>3.6 To undertake regular pupil /staff /parent voice questionnaires in order that SLT are reactive to pupils’ engagement and enjoyment of their learning.</p> <p>3.7 Ensure all staff receive regular safeguarding training and update on training throughout the year with a specific focus on online safety, peer on peer allegations, domestic violence and abuse protocols and child sexual exploitation.</p> <p>3.8 To continue to improve attendance and punctuality, in particular at Hamsey and Barcombe.</p>	<p><b>4. Outcomes for Children and Learners:</b></p> <p>4.1 85%+ pupils attain National Standard in Reading, Writing and Maths in 2019 at end of KS1 and KS2 (for yearly targets see milestones information).</p> <p>4.2 30%+ pupils attain Mastery in Reading, Writing and Maths in 2019.</p> <p>4.3 85%+ pupils achieve at least expected progress in English and Maths between KS1 and KS2 in 2019.</p> <p>4.4 85%+ pupils in every year group attain age-related expectations or above in Reading, Writing and Maths in 2019.</p> <p>4.5 All higher ability pupils exceed age-related expectations in Reading, Writing and Maths by 2018.</p> <p>4.6 85%+ pupils ‘pass’ Year 1 Phonics Screening Check in 2019.</p> <p>4.7 85%+ pupils achieve EYFS Good Level of Development in 2019.</p> <p>4.8 Our data shows that interventions are well matched and effective; the school closes the gap for underperforming pupils.</p> <p>4.9 Challenge adult and pupil mindsets around expectations and have the highest possible expectations for all.</p>
<p><b>5 Early Years:</b></p>	

- 5.1 To establish and develop good /outstanding class management techniques in order to ensure children remain focussed whilst participating in class inputs.
- 5.2 To improve the internal learning environment for EYFS Class.
- 5.3 To improve the external learning environments for EYFS Class
- 5.4 To explore ways of using the external environment more creatively; to vary activities offered to the children outdoors

## THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2018-2019

PLAN WRITTEN BY: Stewart James

INITIAL DATE: SEPTEMBER 2018

NEXT REVIEW:OCTOBER 2018

### KEY ISSUES AND PRIORITIES FOR IMPROVEMENT

- 1.1 To secure three very Good / Outstanding schools with high pupil enjoyment and achievement.
- 1.2 Ensure all leaders at all levels are able to articulate strategic vision for the schools and understand their leadership roles as subject leaders – focusing on classroom practice.
- 1.3 Develop the use of the assessment system across the school to ensure that pupil progress can be accurately monitored by all teachers with less duplication and the reduction of workload.
- 1.4 To improve our safeguarding system – transfer to an electronic system.
- 1.5 To continue to improve, Governor, SLT and leadership opportunities for all so that a consistently high standard of leadership exists across the federation.
- 1.5 To close the gap for disadvantaged and SEND pupils in comparison to all pupils through the reorganising of TA support for interventions and ensuring quality first teaching happens through clear differentiation.
- 1.6 Subject Leaders and SLT to enable children to develop their critical thinking skills and have responsibility for their learning by enabling them to contribute to ideas and planning of practical activities and learning opportunities.
- 1.7 Governors being robust in monitoring and challenging whilst holding the Executive Head Teacher and SLT to account as well as supporting the development of the federation.

Actions to Address Key Issues and Priorities for Improvement	Time Scale	Led By	Resources	Success Criteria, Milestones and Practice Indicators (dated)	Monitoring of actions and practice indicators (Implementation- who, what, when) see also monitoring schedule	Evaluation of impact (Impact- who, what, when)
<ul style="list-style-type: none"> <li>• 1.1 Embed leadership of Executive Head, Advisory Head Teacher, Head of School, Deputy Head of School. Inclusion Manager.</li> </ul>	Continued but from Sept. 18	SJ/ CY/ SS – Heads /Dep Heads of school.	Leadership training opportunities.  £300 Training x 3	Develop and embed senior and middle leadership responsibilities and accountability.  Executive Head, Head and Deputy Head of School, will be accountable for planning / moderation and assessment.  EHT and SLT to ensure staff morale and wellbeing is high.	<p><b>By End T2</b> Executive Head, Head of School, Deputy Head of School and Inclusion Manager oversee all data updated tracked and analysed termly. SENCO ensuring all TA's have individual timetables and TA interventions are having an impact of attainment. Inclusion Manager / Head of School – To performance manage all TA's, ensure they are deployed effectively and ensure they impact positively on pupil progress. T2 pupil survey indicates 85%+ of children are enjoying school and feel safe.</p>	



					<p>T2 staff survey indicates 85%+ of staff are enjoying work.</p> <p><b>By End T4</b> All senior and middle leaders demonstrating accountability for teaching within phases, supporting teaching and learning, setting aspirational targets and holding under performance to account. Inclusion Manager /Head of School– To update performance management of all TA's, ensure they are deployed effectively and ensure they impact positively on pupil progress.</p> <p><b>By End T6</b> All senior and middle leaders demonstrating accountability for teaching within all phases, supporting teaching and learning and holding under performance to account.</p>	
<ul style="list-style-type: none"> <li>1.2 Ensure senior and middle leaders make an effective contribution to securing improved pupil outcomes.</li> <li>All staff to adhere to the monitoring schedule so that is has maximum impact on raising standards and expectations.</li> <li>Subject leader files demonstrate teachers' having maximum impact across the curriculum focusing primarily on activities and planning as well as outcomes rather than data driven.</li> <li>Teachers to have a clear action plan to lead subject effectively and to budget carefully for improvement which includes monitoring of standards, pupil voice, quality of teaching and learning.</li> </ul>	<p>Ongoing – linked to monitoring schedule</p> <p>30.9.18</p> <p>30.9.18 then ongoing</p>	All subject leaders	Teachers have leadership time	<ul style="list-style-type: none"> <li>Subject leader plans to be regularly updated</li> <li>All teachers to have an action plan in place by end of September for all subjects.</li> <li>Subject leaders to be guided on activities required from the monitoring schedule.</li> <li>Subject leaders focused on ensuring that an exciting, broad and creative curriculum that engages children is high enough priority and less focused on data.</li> <li>Subject leader time spent talking to children and focusing on quality of curriculum offer.</li> </ul>	<p><b>By End T2</b> At end of terms 1,2,4,6 data is crunched by SLT and all underperforming children discussed and an intervention plan put into place to support accelerated progress. Fortnightly SLT monitoring to ensure standards of outcomes, presentation in books, marking in all subjects. Foundation subject leader release time to monitor quality of planning /teaching /marking in all subjects. All subject action plans completed by T1.</p> <p><b>By End T4</b> At end of terms 1,2,4,6 data is crunched by SLT and all underperforming children discussed and an intervention plan put into place to support accelerated progress. Fortnightly SLT monitoring to ensure standards of outcomes,</p>	

					<p>presentation in books, marking in all subjects.  Foundation subject leader release time to monitor quality of planning /teaching /marking in all subjects.  <u>By End T6</u>  At end of term 6 data is crunched by SLT and all underperforming children discussed and an intervention plan put into place to support accelerated progress. Fortnightly SLT monitoring to ensure standards of outcomes, presentation in books, marking in all subjects.  Foundation subject leader release time to monitor quality of planning /teaching /marking in all subjects.</p>	
<p>1.3 Further develop the use of the school's assessment system across the curriculum to ensure that pupil progress can be accurately monitored.</p> <ul style="list-style-type: none"> <li>• Ensure that the excel spreadsheets work and can be linked to each other to save time and focus on analysis rather than data entry.</li> <li>• Reduce the paperwork for teachers to produce for pupil progress meetings so that time is spent more effectively on focusing on planning and provision for children who may be falling behind their peers.</li> <li>• Provide training to all teachers and staff who use the assessment system so that it is used effectively for school improvement and raising standards.</li> </ul>	<p>September 2018</p> <p>By end of term 1 2018</p>	<p>SJ /SLT</p> <p>JH /RF</p>	<p>£300</p> <p>Credits</p> <p>Staff meeting time</p>	<ul style="list-style-type: none"> <li>• Assessment system accurately records and tracks pupil achievement.</li> <li>• Teachers using data to its maximum affect by identifying through data pupils not making rapid progress for vulnerable groups.</li> </ul>	<p><u>By End T2</u>  Assessment system introduced to all new staff. During T1 SLT meet, By End T4, planned streamline of inputting data onto SIMS.</p> <p><u>By End T4</u>  Teachers updating assessment in T1/2/4/6.  Pupil progress forms completed for T1 /T3 and T5.  All children identified as falling behind. Planned intervention to support getting back on track.</p> <p><u>By End T6</u>  Identified children supported by a clear plan for intervention and outcomes measured.</p>	
<ul style="list-style-type: none"> <li>• 1.4 Maintain a robust safeguarding system – ensure all staff are aware &amp; understand CPOMS</li> <li>• Ensure staff trained regularly in updates, serious case reviews etc</li> <li>• Safeguarding audit updated and sent to LA</li> <li>• DSL produce reports for the governing body for every FGB meeting (5 x year)</li> </ul>	<p>September 2018</p> <p>January 2019</p> <p>January 2019</p> <p>Sept, Nov,</p>	<p>CY</p>	<p>Time to be allocated for update on CP to new staff</p>	<ul style="list-style-type: none"> <li>• Safeguarding has tight processes and procedures and consistent recording</li> <li>• All staff fully aware of policies and procedures and system is robust</li> </ul>	<p><u>By End T2</u>  SJ to investigate an electronic CP system across all schools.  All teachers without up to date CP training to be booked onto local course.</p> <p><u>By End T4</u></p>	

	Feb, April, July				<p>Safeguarding audit updated and sent to ESCC. –HOS. Safeguarding discussed weekly at AOB ind. School meetings. Staff training for new electronic system. Safeguarding monitored three times a year by safeguarding gov.</p> <p><u>By End T6</u> Safeguarding discussed weekly at AOB ind. School meetings. Staff training for new electronic system. Safeguarding monitored three times a year by safeguarding gov.</p>	
<ul style="list-style-type: none"> <li>1.5 To close the gap for disadvantaged and SEND pupils in comparison to all pupils through the reorganising of TA support for interventions and ensuring quality first teaching happens through clear differentiation.</li> <li>TAs to feedback to SJ and SLT about the length of time interventions are taking.</li> <li>Regular reviews of impact of interventions</li> </ul>	September 2018 ongoing Monthly feedback to SJ	SJ and SLT	Timetables for each TA and class teacher	<ul style="list-style-type: none"> <li>Quality of provision and practical activities for disadvantaged and SEND pupils improved and more frequent. Impact of interventions.</li> </ul>	<p><u>By End T2</u> QFT clearly evident in all classes. TA feedback received by class teacher after each session working with TA. SEN staff meeting and fortnightly TA meetings to discuss how the new roles of the TA are working. TA's to feedback about the length of time interventions are taking and the manageability of them.</p> <p><u>By End T4</u> Continued monitoring of TA feedback received by class teacher after each session working with TA. SS and TA's to review impact of interventions and adjust accordingly. It is evidenced through progress data the positive impact of intervention. (%)</p> <p><u>By End T6</u> Monitoring records show there is good communication between TA and CT. Interventions show 80+% of children are making /expected progress in specific areas linked to the intervention.</p>	

<p>1.6 Subject leaders and SLT to enable children to develop their critical thinking skills and have responsibility for their own learning by enabling them to contribute to ideas and planning of practical activities and learning opportunities.</p>	<p>September 2018 ongoing</p>	<p>HOS and subject leaders.</p>	<p>Staff meetings Subject leader release time for pupil conferencing.</p>	<ul style="list-style-type: none"> <li>• Critical thinking skills are shared in T1 and T2 staff meetings.</li> <li>• Subject leader pupil conferencing to take place in T2.</li> <li>• Staff meeting time T3.</li> </ul>	<p><b><u>By End T2</u></b></p> <p><b><u>By End T4</u></b></p> <p><b><u>By End T6</u></b></p>	
<p>1.7 Governors are robust in monitoring and challenging whilst holding the Executive Head Teacher to account as well as supporting the development of the federation. SLT and governors to ensure the strategic and financial stability of the schools.</p>	<p>September 2017 onwards</p>	<p>SJ /SLT/ Govs.</p>	<p>Potential ESCC personnel support. Restructuring.</p>	<p>2 Governance shows clear leadership and succession planning is in place.</p> <p>3 Governor monitoring is robust and linked to SDP.</p> <p>4 There is a clear plan for federation development.</p> <p>5 Through termly budget monitoring and Finance team /FGB meetings Govs. have a clear understanding of the short and mid-term financial position of the school.</p>	<p><b><u>By End Term 2</u></b>  <b>There is a clear plan for governor monitoring and this is linked to the SDP. Federation development is an ongoing agenda item and SLG meeting. Governors to be provided with termly monthly budget monitoring reports. School Business Managers to liaise regularly with each other and lead termly budget monitoring meetings with Govs Finance team and EHT.</b></p> <p><b><u>By End T4</u></b>  <b>Governor monitoring is robust and clear evidence of improvement shared. Federation development plan is complete. Regular monitoring with provide school leaders with accurate financial records of current budget, new budget and potential financial challenges. SBM's to investigate and source areas for multi school savings through bulk purchasing and any financial grants / awards.</b></p> <p><b><u>By End T6</u></b>  <b>Governor monitoring is robust and clear evidence of improvement shared. Federation development plan is complete.</b></p> <p><b>Regular monitoring with provide school leaders with accurate financial records of new budget, potential financial</b></p>	

					challenges and how this will affect future recruitment. SBM's to benchmark schools expenditures against each school in the Federation and find ways to make future savings.	
<ul style="list-style-type: none"> <li>To ensure the school has an accurate self-evaluation through rigorous monitoring of the SDP /SEF by SLT and Governors.</li> </ul>	On-going from September 2018	SLT / Governors/ SIP	<p>SLT monitoring of standards and focuses on SDP.</p> <p>Governors monitoring timetable linked to outcomes on SDP.</p> <p>Governor corroboration of SLT monitoring evident from SDP</p>	<p>EHT and SLT follow rigorous monitoring timetable to ensure quality of teaching/ learning and provision is at least good and often outstanding.</p> <p>Feedback from SLT will clearly show what needs to happen next to make further improvements.</p> <p>Clear system of identifying under performance and ensuring immediate improvement where necessary.</p> <p>6 Governor visits and monitoring will ensure corroboration of SLT judgements linked to termly outcomes identified on SDP.</p>	<p><u>By End T2</u> Monitoring planner set up by EHT. Monitoring carried out and fed back to staff to identify strengths and areas for improvement. Governor monitoring timetable established linked to outcomes on SDP. Governor monitoring supports / challenges SLT judgements.</p> <p><u>By End T4</u> Monitoring and feedback is supportive and positive leading to improvement where improvements have been highlighted. Any underperformance dealt with rigorously and systematically. Governor monitoring supports / challenges SLT judgements.</p> <p><u>By End T6</u> The self-evaluation of the school is accurate and all stake holders have a clear understanding of it and any areas for future improvement. Governor monitoring supports / challenges SLT judgements.</p>	<ul style="list-style-type: none"> <li></li> </ul>

## THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2018-2019

PLAN WRITTEN BY: Stewart James

INITIAL DATE: SEPTEMBER 2018

NEXT REVIEW: OCTOBER 2018

### KEY ISSUES

#### 2. The Quality of Teaching, Learning and Assessment:

- 2.1 To develop a creative, practical and engaging curriculum for all learners to ensure that all pupils are actively involved in both core and foundation subjects in the curriculum.
- 2.2 Clear focus on planning and lesson design, in particular the use of clear learning intentions /success criteria and modelling, this will ensure pupils' progress across the curriculum to meet ARE and maximise learning outcomes.
- 2.3 Continue the focus in all lessons that pupils' outcomes meet the high expectations of presentation and this is modelled by all staff.
- 2.4 Improve outcomes in Maths through the development of mental maths strategies /times tables and the continued development of reasoning skills.
- 2.5 To create opportunities that enable and develop a love and passion for reading.

- 2.6 To increase opportunities for pupil led /environment focused independent learning.
- 2.7 Further develop the involvement of learners in marking and feedback to enable them to understand clearly their next steps in learning.
- 2.8 Ensure targeted intervention takes place for underperforming groups especially those with PPG, SEND & summer born.  
To continue to work collaboratively across the federation supporting, planning, assessment and moderation within parallel year groups to support raising achievement and reducing teachers planning time.

Actions to Address Key Issues and Priorities for Improvement	Time Scale	Led By	Resources	Success Criteria, Milestones and Practice Indicators (dated)	Monitoring of actions and practice indicators (Implementation- who, what, when) see also monitoring schedule	Evaluation of impact (Impact- who, what, when)
<ul style="list-style-type: none"> <li>• To develop a creative, practical and engaging curriculum for all learners to ensure that all pupils are actively involved in the foundation subjects in the curriculum.</li> <li>• Teachers to focus on ensuring that wherever possible there are practical activities that can be linked in a cross curricular way. e.g. more opportunities to access outside learning.</li> <li>• Teachers to encourage children to come up with ideas to meet curriculum requirements so they are fully engaged in the learning process from concept, product design to final outcome.</li> </ul>	Beginning in Sept 2018 and throughout the academic year	SJ, SLT, Curriculum leads  All teachers and TA's  All teachers and TA's  All teachers and LTA's	New outdoor learning resources £1000 next financial year  Releasing subject leaders £200  Staff meeting time for DT, art	<ul style="list-style-type: none"> <li>• More practical music sessions, practical science sessions being taught across the school. Opportunities for shared work opportunities across the federation and at Cumnor / LOGS.</li> <li>• Weekly opportunities to improve outdoor learning.</li> <li>• Pupil /parent voice finds children who find learning challenging more engaged in their learning</li> </ul>	<p><b>By End T2</b>  <b>INSET T1 focus on curriculum design, planning in year group planning groups to map out year and look for more cross curricular opportunities.</b>  <b>As a federation move to a learning journey book for all foundation subjects to create the expectation that all subjects are valued and of equal importance.</b>  <b>INSET and staff meeting time in T1 to review and improve the marking policy focusing on a range of marking styles.</b></p> <p><b>By End T4</b>  <b>Teacher feedback on wellbeing and workload.</b>  <b>Staff meeting time dedicated to health and good mental health.</b>  <b>SLT's to monitor books ensuring high expectation and quality is still evident following adaptation to marking policy.</b></p> <p><b>By End T6</b>  <b>Development of classroom practice leads to more opportunities for child initiated curriculum design. This will be most prevalent in EYFS and KS1 but begin to be developed within KS2.</b>  <b>Pupil and parent voice will show a development in the amount of cross curricular and outdoor learning opportunities.</b></p>	

<ul style="list-style-type: none"> <li>• Clear focus on planning and lesson design that will ensure a coherent and progressive approach in maths and English across the school through developing teaching sequences which ensure that there is clear progression of maths and English skills through developing the planning.</li> <li>• Develop a consistent strategy for teaching reading across the school so that comprehension and understanding for all groups (especially SEND) improve children's reading outcomes.</li> </ul>	<p>Term 1 and ongoing throughout 2018-2019</p> <p>Ongoing</p>	<p>Maths /English leads</p> <p>SLT</p>	<p>Staff training time</p>	<ul style="list-style-type: none"> <li>• Planning shows effective progression of skills, allows time for pupils' to embed learning.</li> <li>• Monitoring schedule to have specific emphasis on teacher questioning, lesson design.</li> <li>• Reading outcomes improved.</li> </ul>	<p><b><u>By End T2</u></b>  <b>Staff meeting time to share good practice.</b>  <b>The use of power of reading /talk for writing and NCTEM planning resources to support curriculum design.</b>  <b>SLT monitor and governors responsible for T&amp;L aspects of SDP.</b>  <b>Termly monitoring from Heads /Deputy Heads of School to feedback to SLT meetings.</b>  <b>Reading challenges within each school to raise the profile of reading. High quality reading environments and reading experiences throughout the school day.</b></p> <p><b><u>By End T4</u></b>  <b>Staff meeting time to share good practice.</b>  <b>SLT monitor and governors responsible for T&amp;L aspects of SDP.</b>  <b>Termly monitoring from Heads /Deputy Heads of School to feedback to SLT meetings.</b>  <b>Reading challenges within each school to raise the profile of reading.</b></p> <p><b><u>By End T6</u></b></p>	
<ul style="list-style-type: none"> <li>• Ensure in all lessons that pupils' outcomes meet the high expectations of presentation and this is modelled by all staff.</li> <li>• Ensure all lessons model high expectations with appropriate pitch and pace by ensuring all staff understand what outstanding teaching and learning looks like.</li> <li>• Continue to develop a consistent and uncluttered approach to classroom environments and include the effective use of working walls.</li> <li>• Review current practice and expectations</li> </ul>	<p>Sept 2018</p> <p>Ongoing Term 1 2018</p> <p>Term 1,3,5 PP meetings</p> <p>Sept 2018</p>	<p>SJ /SLT</p> <p>All teachers and TA's</p>	<p>Staff meeting in Sept 2018</p> <p>INSET Hywell Roberts</p>	<ul style="list-style-type: none"> <li>• All staff to understand about pace, expectation, progression of learning skills. Modelling is an essential part of all lessons.</li> <li>• Collective understanding and consistent approach from all teaching and support staff.</li> </ul>	<p><b><u>By End T2</u></b>  <b>T1 and T2 focus on quality first teaching and high expectation of presentation within books.</b>  <b>Prioritise the importance of classroom environments and use the, 'what is in our learning environments' handout when carrying out learning walks.</b></p> <p><b><u>By End T4</u></b>  <b>From work with Hywell Roberts clearly identify what are the aspects of outstanding teaching. Staff</b></p>	

<p>around what criteria are for outstanding teaching.</p> <ul style="list-style-type: none"> <li>• Challenge adult and pupil mindsets around expectations through providing opportunities for discussion.</li> <li>• Use recent pupil voice information to ensure that higher attaining pupils feel appropriately challenged in their learning</li> </ul>	onwards				<p>meeting follow up and class teacher release time for peer observations and reviews (lesson study).</p> <p><b>By End T6</b> Key Stage leaders to monitor the classes in their respective Key Stages. EHT and SLT to monitor overall standards of lessons and impact on learning outcomes. SLT monitor using the monitoring schedule with specific focus on higher attaining pupils. (see monitoring schedule)</p>	
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## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2018 – 2019

PLAN WRITTEN BY: Stewart James

INITIAL DATE: SEPTEMBER 2018

NEXT REVIEW: OCTOBER 2018

### KEY ISSUES

#### 3. Personal Development, Behaviour & Welfare:

- 3.1 To improve staff and pupil well-being by tackling teacher workload and ensuring a better work/life balance and to ensure pupil well-being continues to focus on SEMH for all through using DfE guidance on planning, marking and paper trails and the improvement of stress management and mental health and emotional wellbeing.
- 3.2 Implement a well-being programme for staff and pupils to aim to minimise stress.
- 3.3 To promote 'Kindness' in all schools across the federation.
- 3.4 Continue to promote Christian / Good personal values within all schools and prepare for SIAMS changes at Barcombe CE School.
- 3.5 Further develop the role of prefects /play leaders /eco council /reading renagades (reading challenges) and pupil led committees to enable children to have a greater impact on school provision.
- 3.6 Build on our culture of respect and ensure the well-being and acquisition of positive learning dispositions with a specific focus on pupils having more responsibility for the planning exciting learning opportunities.
- 3.7 To undertake regular pupil /staff /parent voice questionnaires in order that SLT are reactive to pupils' engagement and enjoyment of their learning.
- 3.8 Ensure all staff receive regular safeguarding training and update on training throughout the year with a specific focus on online safety, peer on peer allegations, domestic violence and abuse protocols and child sexual exploitation.
- 3.9 To continue to improve attendance and punctuality, in particular at Hamsey and Barcombe.

Actions to Address Key Issues and Priorities for Improvement	Time Scale	Led By	Resources	Success Criteria, Milestones and Practice Indicators (dated)	Monitoring of actions and practice indicators (Implementation- who, what, when) see also monitoring schedule	Evaluation of impact (Impact- who, what, when)
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<ul style="list-style-type: none"> <li>Teacher workload needs reducing through minimising paperwork and duplication of this paperwork so they can focus on day to day teaching and learning, assessing pupils etc.</li> <li>Develop a working party to look at key issues to teachers within the federation</li> <li>Use DfE guidance on planning, marking, paper trails, stress management checklists etc</li> <li>Ensure that teachers and support staff give children opportunity to do daily mile initiative and yoga /mindfulness.</li> </ul>	Beginning in Term 1	SJ SJ and key governor identified	Subject leader time £400  ESBAS units	<ul style="list-style-type: none"> <li>Reduced workload</li> <li>Clear action plan for implementation of health &amp; well - being programme</li> <li>Improved attendance for identified pupils</li> </ul>	<p><b><u>By End T2</u></b> Staff meeting time –Simple ways to reduce workload. Review marking policy and assessment system. Staff voice indicates a start at reducing workload.</p> <p><b><u>By End T4</u></b> Staff meeting time –LM – Simple ways to reduce stress. Introduce a ‘weekly walk’. (For staff). Focus on planning expectations and simple ways to reduce planning /sharing planning across the federation.</p> <p><b><u>By End T6</u></b> Staff and pupil voice / governor monitoring indicate staff feel supported by leadership /appreciate support and staff morale is generally high.</p>	
<ul style="list-style-type: none"> <li>Continue to promote the Christian values at Barcombe CE school and prepare for SIAMS changes</li> <li>Attend training on new SIAMS inspections</li> <li>Lead staff training on changes (Barcombe)</li> </ul>	End of term 2  Term 2  End of term 2	SJ /RF/ MB /LD		<ul style="list-style-type: none"> <li>LD /RF update subject management trail following monitoring schedule dates (update termly)</li> <li>Termly values clearly displayed around school</li> <li>Teachers’ classrooms to reflect school policy and RE policy</li> </ul>	<p><b><u>By End T2</u></b> LD /RF to reintroduce assembly feedback. Walk school with aim to raise Christian Distinctiveness identity. SJ /LD to visit local Outstanding rated schools. DIP to work with leadership team to inspire new ideas. SJ/RF/LD to clearly outline daily Christian practice and worship expectations.</p> <p><b><u>By End T4</u></b> SJ/RF/LD to clearly outline daily Christian practice and worship expectations and create an action plan. Termly staff meetings to focus on Christian Distinctiveness and RE moderation of planning and levelling. Termly governor visits to monitor Christian distinctiveness.</p> <p><b><u>By End T6</u></b> SJ/RF/LD to clearly outline daily Christian practice and worship</p>	

					<p>expectations and create an monitor action plan.</p> <p>Termly staff meetings to focus on Christian Distinctiveness and RE moderation of planning and levelling.</p> <p>Termly governor visits to monitor Christian distinctiveness.</p>
<ul style="list-style-type: none"> <li>Further develop the role of play leaders and pupil led committees to enable children to have a greater impact on school provision.</li> <li>All pupil led committees to discuss British Values and how they can ensure these are clearly implemented across the school e.g. wider responsibilities about being responsible citizens etc. The importance of being 'Kind' is the key value to be embedded in all schools across the Federation</li> </ul>	<p>Sept 2018 onwards</p> <p>Oct 2018 onwards</p>	<p>LM (play leaders), Eco councillors, School Council, Pupil Governors,</p> <p>Some kind of Christian Distinctiveness council.</p>	<p>Playleader equipment / £100</p>	<ul style="list-style-type: none"> <li>Children play a more active role in organising active opportunities in school provision – less pupil incidents at lunchtime – pupil voice show pupils experiencing happier playtimes with more activities available.</li> <li>Pupils to know and understand what British Values are and can articulate them and are seen to be implementing these.</li> <li>Kindness discussed at INSET –in staff meetings and all assemblies.</li> <li>Kindness certificates celebrated with all pupils and adults in all schools. Kindness celebrated in individual classes and at whole school assemblies</li> </ul>	<p><b><u>By End T2</u></b></p> <p><b>Play leaders lead playtime activities before school and at lunchtimes. –(LM /PLT) to organise and set up. Play leaders are celebrated in assemblies</b></p> <p><b>Heads /Deputy Heads of School ensure councils meet regularly. Councils have a voice within the schools that feeds into governor reports /governor monitoring and newsletters.</b></p> <p><b>Kindness and the importance of being kind is shared and celebrated daily in class and weekly as a whole school. Kindness boards in all schools. Kindness is the 'hook' for all children to focus on during this year. Local, National and International people will be celebrated through SJ assemblies.</b></p> <p><b><u>By End T4</u></b></p> <p><b>Play leaders lead playtime activities before school and at lunchtimes.</b></p> <p><b>Heads /Deputy Heads of School ensure councils meet regularly. Councils have a voice within the schools that feeds into governor reports /governor monitoring and newsletters.</b></p> <p><b>Kindness and the importance of being kind is shared and celebrated daily in class and weekly as a whole school. Kindness boards in all schools. Kindness is the 'hook' for all children to</b></p>

					<p>focus on during this year. People voice and governor monitoring clearly show the value of kindness is a high pupil /school priority.</p> <p>Incidents of poor /inappropriate behaviour has reduced since T1,T2, T3.</p> <p><b><u>By End T6</u></b></p>
<ul style="list-style-type: none"> <li>To continue to improve attendance and punctuality, in particular at Hamsey and Barcombe.</li> </ul>	Sept onwards	SJ /CY/ Offices	<p>ESBAS units Working with EWO Chailey Secondary</p>	<ul style="list-style-type: none"> <li>97% attendance target achieved in all schools across the federation.</li> <li>Lateness monitored fortnightly by SLT at Hamsey.</li> <li>All non-attendance /lateness followed up with phone calls and daily communication. SJ and CY to meet with all parents under 90% attendance. Support plans put in place to significantly improve attendance.</li> <li>Attendance contracts between family and school.</li> </ul>	<p><b><u>By End T2</u></b> Introduce an attendance contract. Weekly celebration in assembly focused on attendance. Termly draw for all children over 97% attendance to win a prize. 3 weekly check to identify ch. With low attendance – parents to meet with SJ / SS / SLT Termly ESBAS letter home to attendance under 90%. Gobs to continue to monitor. <b><u>By End T4</u></b> Attendance target of 97% monitored and reported to governors. All ch. With under 90% attendance to meet with SJ /SLT</p>
<ul style="list-style-type: none"> <li>To ensure all staff have received safeguarding training and safeguarding is effective within all three school</li> </ul>	Sept onwards	SJ /CY/	£300 Safeguarding training	<ul style="list-style-type: none"> <li>To ensure all staff within the federation have received safeguarding training.</li> <li>To ensure designated governors monitor safeguarding across all schools within the federation.</li> <li>Safeguarding and safeguarding procedures are effective in all schools</li> </ul>	<p><b><u>By End T2</u></b> Training for new staff needs identified and training booked. CY to deliver safeguarding training /protocols to all staff. All safeguarding policies and related policies have been read and signed by all staff. Exec / Head of School to meet with CP gov. / Health and Safety gov. and complete initial monitoring visit.</p> <p><b><u>By End T4</u></b> Training completed and Head of School / Exec Head to report to governors SOC / FGB committee. Safeguarding / SCR completed. Safeguarding review booked for end T4.</p> <p><b><u>By End T6</u></b> Gov. monitoring indicates policy and procedure up to date / review cycle planned. Head of School / Exec Head to report to governors SOC / FGB committee</p>

# OUTCOMES FOR CHILDREN AND LEARNERS

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2018-2019

PLAN WRITTEN BY: Stewart James

INITIAL DATE: SEPTEMBER 2018

NEXT REVIEW: October 2018

## 4. Outcomes for Children and Learners:

- 4.1 85%+ pupils attain National Standard in Reading, Writing and Maths in 2019 at end of KS1 and KS2 (for yearly targets see milestones information).
- 4.2 30%+ pupils attain Mastery in Reading, Writing and Maths in 2019.
- 4.2 85%+ pupils achieve at least expected progress in English and Maths between KS1 and KS2 in 2019.
- 4.3 85%+ pupils in every year group attain age-related expectations or above in Reading, Writing and Maths in 2019.
- 4.4 All higher ability pupils exceed age-related expectations in Reading, Writing and Maths by 2018.
- 4.5 85%+ pupils 'pass' Year 1 Phonics Screening Check in 2019.
- 4.6 85%+ pupils achieve EYFS Good Level of Development in 2019.
- 4.7 Our data shows that interventions are well matched and effective; the school closes the gap for underperforming pupils.

Actions to Address Key Issues and Priorities for Improvement	Time Scale	Led By	Resources	Success Criteria, Milestones and Practice Indicators (dated)	Monitoring of actions and practice indicators (Implementation- who, what, when) see also monitoring schedule	Evaluation of impact (Impact- who, what, when)
<ul style="list-style-type: none"> <li>• Improve boys' achievement in reading and writing through interventions and curriculum design,( in particular at KS1 and KS2 at Hamsey. Focus for all year groups on boys' achievement; narrow the gender gap in attainment so that boys attain as well as girls.</li> <li>• Planning to include texts, practical opportunities that appeal to boys.</li> <li>• Pupil voice to ask boys what their views are about their learning, the opportunities they are given and ideas as to how they would improve their learning opportunities in school and outside of school.</li> </ul>	End of term 1, 2, 4 and 6	SJ /Heads of school /lit and maths leads /senco: focus on PP, SEND, HA pupils  All teachers and TA	Release time for pupil voice ,boy focused texts /boy focused learning	<ul style="list-style-type: none"> <li>• Data shows boys achieving as well as girls e.g. attainment similar in all subjects and progress rates equally as good.</li> <li>• Pupil progress meetings also focus on gender balance of achievement e.g. term 1, 2, 4 and 6.</li> <li>• Pupil voice indicates a clear improvement in attitude towards learning and enjoyment of learning.</li> <li>• At least 85% of boys reach the combined national expectation and at least 25% exceed this ,in particular at end of KS1 at Hamsey and KS2 at Plumpton</li> </ul>	<ul style="list-style-type: none"> <li>• <b>By End T2</b> Power of Reading texts / Talk for Writing being used confidently throughout lessons. Pupil voice indicates enhanced enjoyment of texts used. CT feel supported with planning, assessment and moderation and sharing of planning and expectation at staff meetings etc demonstrates raise in attainment. Writing focuses to come from outside /real learning opportunities</li> <li>• <b>By End T4</b> Peer to peer support and selection of high quality texts with regular Federation moderation of reading and writing expectations results in 85%+children making expected progress with 50% making more than expected progress. Progress is not consistently good in all year groups. (Add year group progress data)</li> <li>• <b>By End T6</b> 85+% making National standard at KS1 and KS2 30% make Mastery standard.</li> </ul>	

<ul style="list-style-type: none"> <li>• Maths progress and outcomes to be improved across the schools but especially at the end of KS2 at Plumpton.</li> <li>• Maths planning to ensure that different topics are taught for appropriate length of time and provide practical activities to ensure concepts are cemented for pupils; maths mastery approach is key to improvement.</li> <li>• Ensure all staff receive training in quality maths planning and relevant activities that match the learning intention.</li> <li>• Girls' maths to be a focus for teachers to ensure that it is relevant and engaging e.g. practical tasks, activities and reasoning opportunities to be linked to girls' interests.</li> </ul>	<p>Sept 2018</p> <p>Ongoing</p> <p>Term 1</p> <p>Throughout the year</p>	<p>Heads of School / Maths leads /</p> <p>Support from ESCC and Teaching School</p>		<ul style="list-style-type: none"> <li>• Data indicates that progress is clear from the beginning</li> <li>• Lesson plans indicate clear progression of skills and high expectations.</li> </ul>	<p><b><u>By End T2</u></b>  <b>Staff meeting time to focus calculations /mental maths skill development.</b>  <b>Work with Teaching School staff meeting time sharing NCETM materials and how to use effectively.</b>  <b>Monitoring At end of T2 shows 85+% children on target to reach National standard.</b>  <b>Maths leads to use Inspire to complete question level analysis on last years SATs.</b></p> <p><b><u>By End T4</u></b>  <b>Further staff meeting time to share good practice. Maths leads to share practical approaches. Maths planning monitoring shows teachers are using a range of planning tools as well as NCETM to support the correct pitch of lessons with support and challenge.</b>  <b>Lesson observations show 100% of lessons are Good or better.</b>  <b>Monitoring At end of T4 shows 85+% children on target to reach National standard.</b></p> <p><b><u>By End T6</u></b>  <b>Lesson observations show 100% of lessons are Good or better.</b>  <b>Monitoring At end of T4 shows 85+% children on target to reach National standard.</b>  <b>Pupil voice indicates boys and girls enjoy maths and feel an improved confidence.</b></p>	
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<p>Continue to accelerate progress in phonics in KS 1 /lower key stage 2 . Review and update Phonics training for all staff. Continue to embed phonics planning structure to all staff. Continue and embed new phonics assessment and whole school tracking. Audit of resources. <b>Differentiation, pace and interactivity a priority in lesson observations.</b></p>	<p>On-going from Sept. 2018</p>	<p>All TA's /and lower KS2 staff</p>	<p>Training support for new TA's and new staff. Phonics resources-, <i>Phonic Play</i>. Opportunities to team teach/ support planning and delivery.</p>	<p>85%+ of pupils achieve pass at Year 1 Phonics Screening Check in June 2018, To match or improve on this to pass at Year 1 Phonics Screening Check in June 2019.</p>	<p><b>By End T2</b> Support and development from RS T1. – (Phonics Play) Whole school development.</p> <p><b>By End T4</b> Support provided ensured consistent delivery from all groups. Teaching improved by additional support. All children making good / accelerated progress. TA's /Class Teacher's have had extra support</p> <p><b>By End T6</b> 100% of lessons observed judged to be good. 50% outstanding.</p>	
<p>Focus for all year groups on SEND and disadvantaged pupils (PPG and FSM/Ever 6) to ensure outcomes improve at a faster rate than other groups.</p> <ul style="list-style-type: none"> <li>Develop target setting for pupils with SEND which will evidence pupils' progress in their achievements within longer term targets so that attainment of children (especially those with SEMH) is raised through the introduction of nurture provision.</li> <li>Ensure that expectations remain high from EYFS and all the way through the school.</li> <li>Ensure differentiation on planning is clear with practical opportunities a key focus for those children who are significantly requiring a different, bespoke curriculum.</li> </ul>	<p>Sept 2018  Sept 2018</p>	<p>SS  Teachers and SS  Heads of School / EYFS leads</p>	<p>Staff meeting</p>	<ul style="list-style-type: none"> <li>Teachers set individual targets for all pupils in every year group.</li> <li>Accelerated progress evident for all year groups, especially in Year 3 and 6 especially for SEND, PPG pupils.</li> <li>Higher proportion of children achieving the higher standards in reading, writing, maths, GPAS and combined scores.</li> </ul>	<p><b>By End T2</b> 1:1 tutoring for all PPG /FSM /Ever 6 children. All ch to have made at least expected progress from September in R, W, M. by end of T2. Pupil Progress meetings indicate accelerated progress for 85%+ of these children.</p> <p><b>By End T4</b> PPG / FSM /Ever 6 ch. making at least expected progress in R, W, M. PPG money used to support all ch in KS 2 under ARA. All ch receiving extra tuition to be making Good Progress. Pupil Progress meetings indicate accelerated progress for 85%+ of these children. Monitoring of books show good progress.</p> <p><b>By End T6</b> PPG / FSM /Ever 6 ch. making at least expected progress in R, W, M. PPG money used to support all ch in KS 2 under ARA. All ch receiving extra tuition to be making Good Progress. Pupil Progress meetings indicate accelerated progress for 85%+ of these children. Monitoring of books show good progress.</p>	

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## Early Years

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2018-2019

PLAN WRITTEN BY: Stewart James

INITIAL DATE: SEPTEMBER 2018

NEXT REVIEW: October 2018

### 6 Early Years:

5.1 To establish and develop good /outstanding class management techniques in order to ensure children remain focussed whilst participating in class inputs.

5.2 To improve the internal learning environment for EYFS Class.

5.3 To improve the external learning environments for EYFS Class

5.4 To explore ways of using the external environment more creatively; to vary activities offered to the children outdoors

Actions to Address Key Issues and Priorities for Improvement	Time Scale	Led By	Resources	Success Criteria, Milestones and Practice Indicators (dated)	Monitoring of actions and practice indicators (Implementation- who, what, when) see also monitoring schedule	Evaluation of impact (Impact- who, what, when)
<p>5.1 To establish and develop good /outstanding class management techniques in order to ensure children remain focussed whilst participating in class inputs.</p> <p>Review transition opportunities and opportunities for developing independence. Resume the use of Tapestry to utilise CT. knowledge of previous assessment. Develop clear expectations re learning behaviour. Utilize the class reward and behaviour systems consistently. Be prompt with timings of the school day.</p>	<p>On-going from September 2018.</p>	<p>EYFS /SLT / RD</p>	<p>Sharing of good practice</p> <p>Reward systems and the structures within the learning environment</p>	<p>Learning time will be effective and children will have a strong understanding of the class expectations.</p>	<p><b>By End T2</b> Lesson obs and Blinks demonstrate clear class routines and consistent use of reward systems. The learning environment is child centred and enables child led independent activities.</p> <p><b>By End T4</b> Lesson obs and Blinks demonstrate children have a clear understanding of adult expectation. 85% of children will demonstrate focus and there is little evidence of lost learning time.</p> <p><b>By End T6</b> Lesson obs and Blinks demonstrate children have a clear understanding of adult expectation. 85% of children will demonstrate focus and there is little evidence of lost learning time.</p>	



<p>5.2-To improve the internal learning environment for EYFS Class. To declutter and tidy the environment, ensuring displays are high quality, stimulating, engaging and updated regularly</p>	<p>Sept 2018</p> <p>Ongoing</p> <p>Term 1</p> <p>Throughout the year</p>	<p>SLT /EYFS staff</p>	<p>Support from across federation MAA / AW</p>	<p>EYFS pupils will be able to take more responsibility for their environment, take a pride in their achievements and use the displays to extend and discuss their learning</p>	<p><b><u>By End T2</u></b> Class room environment is free from clutter. Environment is tidy and displays are interactive / a celebration of children's work. Displays are changed regularly and of a high quality.</p> <p><b><u>By End T4</u></b> Learning walks / lesson blinks and gov visits demonstrate high quality displays. Inside and outside environment s are child centred, high quality. Inside and outside environment demonstrates all areas of learning.</p> <p><b><u>By End T6</u></b> Inside and outside environment s are child centred, high quality. Inside and outside environment demonstrates all areas of learning. Observations are meaningful and demonstrate next steps.</p>	
<p>5.3—To improve the external learning environments for EYFS Class To explore ways of using the external environment more creatively; to vary activities offered to the children outdoors</p> <p>Develop using our natural surroundings to facilitate real life learning experiences.</p>	<p>From T1 Sept 2018</p>	<p>EYFS staff /Head of School / Dep Head of School</p>	<p>Support from Federation</p>	<p>Pupils will have more diverse opportunities within schools external learning environment. Outdoor provision will be creative and challenging.</p>	<p><b><u>By End T2</u></b> Class room environments are free from clutter. Environment are tidy and displays are interactive / a celebration of children's work. Displays are changed regularly and of a high quality.</p> <p><b><u>By End T4</u></b> Learning walks / lesson blinks and gov visits demonstrate high quality displays. Inside and outside environment s are child centred, high quality. Inside and outside environment demonstrates all areas of learning.</p> <p><b><u>By End T6</u></b> Inside and outside environment s are child centred, high quality. Inside and outside environment demonstrates all areas of learning. Observations are meaningful and demonstrate next steps.</p>	

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