

# KIBBLESWORTH ACADEMY

School Improvement Plan 2021 -2022

October 2021





1. Quality of Education Intent – curriculum design Implementation - teaching Impact – pupil outcomes	2. Behaviour and Attitudes	3. Personal Development	4. Leadership and Management	5. EYFS
<p><b>1.1</b> Further develop our <b>curriculum</b> offer, creating a bespoke curriculum for all subjects in line with our curriculum policy.</p> <p><b>1.2</b> Secure standards of attainment and achievement in <b>reading</b>, relative to pupils' starting positions across all key stages.</p> <p><b>1.3</b> Secure attainment levels at the end of KS2, with particular reference to the percentage of children working at <b>greater depth</b> in <b>reading</b> and <b>writing</b>.</p> <p><b>1.4</b> Complete <b>NACE award</b> application process and gain accreditation.</p> <p><b>1.5</b> Increase <b>teaching and learning focused CPD</b> to further enhance the quality of teaching and learning.</p>	<p><b>2.1</b> Develop consistency in terms of the consolidation of a <b>positive behaviour model</b> across classrooms, including scripts, rules and rewards.</p> <p><b>2.2</b> Review and enhance interventions and support for <b>attendance</b>, particularly in relation to pupils who are at <b>risk of low attendance</b> (below 90%) or have a pattern of lower attendance historically.</p>	<p><b>3.1 Embed SMSC</b> within the curriculum, raise aspirations, and develop a cohesive, sequential plan to <b>increase cultural capital</b></p> <p><b>3.2</b> Embed strategies to support the <b>mental and physical wellbeing</b> of pupils and staff.</p> <p><b>3.3</b> Develop <b>Learning to Learn strategies</b> within the curriculum, with particular emphasis on <b>oracy</b>, <b>metacognition</b>, <b>self regulation</b> and <b>retrieval practice</b>.</p>	<p><b>4.1</b> To facilitate <b>link governor visits</b> to deliver effective challenge and support to school leaders.</p> <p><b>4.2</b> To continue to <b>develop leadership at all levels</b> within school to allow phase leaders to monitor the progress of year groups, areas of learning and pupil groups.</p>	<p><b>5.1</b> To embed changes to practice in light of the <b>2021 EYFS reforms</b>.</p> <p><b>5.2</b> To continue to <b>develop our curriculum</b> offer and structure in light of the changes towards a more integrated EYFS unit.</p>



Key Priority 1.1	Quality of Education - Further develop our curriculum offer, creating a bespoke curriculum for all subjects in line with our curriculum policy.	
What will be different for the children?		
Targets	Success Criteria	
What we will achieve:  1. The continued refinement and evaluation of a curriculum that is designed to give all pupils the knowledge, skills and cultural capital they need to succeed in life, fulfilling the content of our curriculum statement and vision.	How we will know we have achieved it:  <ul style="list-style-type: none"><li>• All year groups are delivering a cohesive, planned curriculum across all subjects which develops skills and delivers knowledge progressively.</li><li>• Subject coordinators can clearly articulate the rationale behind curriculum design and implementation – why this?, why now?</li><li>• <b>Evidence of knowledge being embedded and retained through pupil discussions and reviews.</b></li><li>• Assessment protocols established and understood by all teachers for all subjects by Dec 2021.</li><li>• <b>Series of events and experiences mapped out across all key stages to establish pupil entitlement within the school.</b></li><li>• <b>Vision for each subject, linked to whole school curriculum vision, written and published, demonstrating intent by October 2021</b></li></ul>	
Key People, including <b>leader</b>	Funding and Resources	
<b>HT</b> , DHT, SLT, SIP, Teachers  Curriculum – Craig Steel (CS) Reading – Sarah Renton (SR) Phonics – Katie Short (KS)	Curriculum Maestro - (£3,000 PA) Accelerated Reader (£2500 PA) Classroom Secrets (£200 PA) CLPE Additional release time per teacher - £70 per teacher per session.	



What we will do to achieve the targets:	Who?	When?	Monitoring plan
<p>1.1 Allocate dedicated leadership and management time to all subject co-ordinators to allow them to monitor and develop their own curriculum areas within the agreed framework to promote consistency across phases and subjects. Outcomes to inform raising achievement plan (RAP) and school development plan (SDP) priorities.</p> <p>£1800 PA (½ day per subject per term release – ½ per half term for maths, English and PSHE) (Timetabled staff meeting time for scrutiny)</p>	<p>All middle leaders.</p> <p>Release organised by CS, QA by SLT.</p>	<p>Half termly / termly - see release schedule.</p>	<ul style="list-style-type: none"> <li>• Discussion with co-ordinators to check release time has been put in place. (GOV)</li> <li>• Curriculum plans to be monitored and quality assured by SLT termly through Maestro</li> <li>• Co-ordinators timetabled to brief education committee on developments in their areas of responsibility.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Schedule to be put in place for 2021 – 2022</b></li> </ul> <p><b>Key subject development priorities / subject RAPS</b></p> <ul style="list-style-type: none"> <li>• <b>Literacy</b></li> <li>• <b>RE</b></li> <li>• <b>PSHE</b></li> <li>• </li> <li>• <a href="#">Art</a></li> <li>• <a href="#">MFL</a></li> <li>• <a href="#">Geography</a></li> <li>• <a href="#">History</a></li> <li>• <a href="#">Maths</a></li> <li>• <a href="#">Music</a></li> <li>• <a href="#">PE</a></li> <li>• <a href="#">Science</a></li> </ul>			
<p>1.2 All subject co-ordinators to attend Education Gateshead subject leadership meetings across the year.</p>	<p>CS to book on S4S</p>	<p>See S4S <b>CPD map</b></p>	<ul style="list-style-type: none"> <li>• CPD feedback forms</li> <li>• Staff meeting minutes available to govts where CPD is discussed.</li> <li>• Standards Tracker (ST) CPD portfolios.</li> </ul>



All available sessions have been booked for first half term through Education Gateshead

MFL network to be established / joined through PLN – See French RAP for details.

1.3 Subject leader network (Teams based) to be created to allow co-ordinators to liaise and collaborate with colleagues in other schools.	CS to facilitate	Nov 21	<ul style="list-style-type: none"><li>Discussions with co-ordinators relating to outcomes of joint work.</li><li>Evidence of outcomes from shared work and support.</li></ul>
<ul style="list-style-type: none"><li>Network established for EYFS co-ordinators</li></ul>			
1.4 Re-establish link governance for each curriculum area (linked to priority 4.1)	CoG	Oct 21	<ul style="list-style-type: none"><li>Monitoring table exists with all key areas indicated and governors allocated by Dec 20</li><li>First round of monitoring visits have taken place by end Dec 21</li></ul>
<ul style="list-style-type: none"><li><a href="#">Proposed governor subject links 2021 2022</a></li></ul>			
1.5 Cycle of review and monitoring in place to review and quality assure new units and resources (Cornerstones)	SLT	Sept 21	<ul style="list-style-type: none"><li>Education Committee to review unit coverage and mapping and also a sample of amended lesson plans, resources and outcomes.</li></ul>
<ul style="list-style-type: none"><li><a href="#">Subject deep dive guidance (The Key)</a></li><li><a href="#">Learning walk guidance (The Key)</a></li><li><a href="#">Lesson obs guidance (The Key)</a></li><li><a href="#">Middle leader deep dive questions</a></li><li><a href="#">Middle leader questions</a></li><li><a href="#">EYFS lesson observation guidance</a></li></ul> <ul style="list-style-type: none"><li><a href="#">Learning walk template</a></li><li><a href="#">Focused lessson observation template</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">History learning walk schedule Autumn 1</a></li></ul>		
<ul style="list-style-type: none"><li></li></ul>			
1.6 Embed assessment protocols for foundation subjects.	CS / SR	Sept 21 training day	<ul style="list-style-type: none"><li>Review the use of Cornerstones assessments across first set of units Autumn 1</li><li>Review use of cornerstones assessment tracking in non cornerstone units - (RE / French initially)</li></ul>



<ul style="list-style-type: none"><li>Develop Computing coverage with additional strands – Digital Literacy, Control and Programming, Online safety – as well as digital passports (MM)</li><li>Revisit prior to Autumn half term to review accuracy of assessments and their completion.</li></ul>			
1.7 SLT meetings to review budget allocations for each curriculum area and ensure resources are purchased for each unit at the latest three weeks before the start of the unit.	SLT	Half Termly	<ul style="list-style-type: none"><li>Agenda and minutes of SLT meetings available for scrutiny</li></ul>
2.1 Curriculum statement in place for each curriculum area, outlining intent and implementation for each subject, in place and published on school website.	All co-ordinators	October 21 (remaining policies)	<ul style="list-style-type: none"><li>Vision for subject to be discussed as part of curriculum meetings with co-ordinators for each subject termly. (CS)</li></ul>
<ul style="list-style-type: none"><li><a href="#">Curriculum policies</a></li></ul>			



<b>Key Priority 1.2</b>	<b>Quality of education - To raise standards of achievement and attainment in reading across all key stages</b>
<b>What will be different for the children?</b>	Children will engage with reading more readily and standards of achievement and attainment will increase in all key stages. Children will be supported and encouraged to work with more sophisticated texts, in turn leading to a greater percentage of pupils reaching greater depth in end of key stage assessments.
<b>Targets</b>	<b>Success Criteria</b>
<p>What we will achieve:</p> <ol style="list-style-type: none"> <li>1. All children will engage with reading, as a result of modelling from class teachers and staff, and will demonstrate positive attitudes towards the subject.</li> <li>2. To increase the level of independent and home reading across all key stages.</li> <li>3. Accurate assessment to demonstrate achievement and attainment.</li> <li>4. Well planned and accurately delivered phonic teaching in EYFS, KS1 and KS2.</li> <li>5. To raise levels of achievement and attainment at the end of all key stages.</li> </ol>	<p>How we will know we have achieved it:</p> <ul style="list-style-type: none"> <li>• Pupil interviews and surveys indicate positive attitudes to reading in all key stages</li> <li>• Engagement time on AR is consistently above year group targets for <b>all</b> pupils.</li> <li>• Staff conversations around book recommendations with pupils.</li> <li>• AP data indicates improved attainment levels at ARE and above ARE</li> <li>• End of Key Stage SATs show positive progress measures at KS2 and attainment above national and local averages at KS1.</li> <li>• Pupil reviews show reading journals being used in line with school policy, both at home and in school, and in well planned guided reading sessions.</li> <li>• Drop ins and learning walks demonstrate strong guided reading routines and the active teaching of reading strategies.</li> <li>• Year 1 phonic screening will show an increase on the percentage of pupils who achieved expected in the reading strand at the end of EYFS.</li> <li>• Class teachers make the use of phonic strategies explicit throughout guided reading, writing and spelling sessions throughout KS1 and KS2.</li> <li>• Pupils who are not yet phonetically secure in KS2 will receive intervention to support them to make progress.</li> </ul>
<b>Key People, including leader</b>	<b>Funding and Resources</b>
<p><b>Sarah Renton</b>  <b>Katie Short (Phonics)</b>  All class teachers</p>	<p>Renaissance Place - £2500 PA  Whole class text stock – approx. £100 per half term where new stock required.  Independent reading stock – combination of Scholastic resources and AR / Reading Rails targeted titles - £1000</p>



What we will do to achieve the targets:	Who?	When?	Monitoring plan
<b>1.1 Reading survey given to all pupils to gauge attitudes to reading</b>	CS / SR	Oct 21	<ul style="list-style-type: none"> <li>Survey results published on school website Oct 21</li> </ul>
<b>1.2 New book stock to be purchased to fill gaps on RR lines</b>	SR	Dec 21	<ul style="list-style-type: none"> <li>Book stock available for scrutiny</li> </ul>
<b>1.3 Class libraries to be updated and rotated half termly</b>	SR	Half termly	<ul style="list-style-type: none"> <li>Book stock changes in every classroom at the end of every half term.</li> </ul>
<ul style="list-style-type: none"> <li>First rotation to take place once STAR assessments have taken place – Thursday 9<sup>th</sup> September.</li> <li>Reading air stock added Oct 21</li> </ul>			
<b>1.4 Cross curricular book stock purchased to engage pupils across the curriculum</b>	SR	Sept 21	<ul style="list-style-type: none"> <li>Book stock available for scrutiny</li> </ul>
<b>1.5 Reading links made in all curriculum units to increase engagement time</b>	SR	Sept 21	<ul style="list-style-type: none"> <li>Curriculum plans will contain linked reading list in all appropriate subjects – available on request.</li> </ul>
<b>1.6 Pupil competitions / millionaire club to raise the profile of reading and engagement levels across the school</b>	CS	Sept 21	<ul style="list-style-type: none"> <li>Increased number of competitions and vehicles for increased reading apparent in school. This will be evidenced through RAP of literacy lead.</li> </ul>
<b>1.7 Classroom strategies, such as reading rails, used to raise the profile of reading in all classrooms.</b>	All staff	Sept 21	<ul style="list-style-type: none"> <li>Evidence of maps being used to mark locations of shared texts. This should be apparent in some format from N – Y6</li> <li>Use of Reading Rail journey maps in all classrooms and hall – use monitored by SR</li> </ul>
<ul style="list-style-type: none"> <li><a href="#">Writing competition list</a></li> </ul>			
<b>1.8 . Introduction of Reading Air for 2021 to promote multi-cultural texts across all key stages.</b>	SR	Sept 21	<ul style="list-style-type: none"> <li>Reading Air banners and boards to be installed Sept 21</li> <li>Inclusion in Learning Journals from Year 2 - 6</li> </ul>
<ul style="list-style-type: none"> <li>Reading Air introduced Oct 21 to coincide with Black History Month</li> </ul>			
<b>1.9 Teachers encouraged to model a love for reading, sharing reading practices and recommendations with pupils</b>	All staff	Sept 21	<ul style="list-style-type: none"> <li>Evidence of teachers promoting a love of reading through discussions in class, website blog posts, news posts. This should also be apparent through discussions with pupils.</li> </ul>





<b>2.1</b> Improve parental engagement through the use of reading logs, reading journals and home connect AR where appropriate.	All staff	Sept 21	<ul style="list-style-type: none"> <li>Evidence of parent involvement in all reading logs and learning journals across the school.</li> </ul>
<b>2.2</b> Parent consultation evenings focused on reading engagement and standards of reading – may be Teams or telephone	All staff	Oct 21	<ul style="list-style-type: none"> <li>Examples of feedback documents and reports given to parents available for scrutiny.</li> </ul>
<b>2.3</b> Reading open days to allow parents to take part in a reading lesson	SR	Sept 21	<ul style="list-style-type: none"> <li>Phonics open day planned for Jan 21</li> <li>Reading open day planned for Autumn 1</li> <li>Reading materials and information available for parent consultation sessions.</li> <li>Outline of focus elements for each day available for scrutiny.</li> </ul>
<ul style="list-style-type: none"> <li><b>Phonics night 15<sup>th</sup> September 2021.</b></li> </ul>			
<b>2.4</b> Home connect registrations sent to all parents to increase engagement	CS / All staff	Sept 21	<ul style="list-style-type: none"> <li>Home connect letters sent out Jan 21.</li> <li>Teams based session planned to support if demand exists.</li> </ul>
<b>2.5</b> Timetabled opportunities for independent reading in school	SR	Sept 21	<ul style="list-style-type: none"> <li>Class timetables, learning walks, pupil discussions.</li> </ul>
<b>3.1</b> Assessment timetable (STAR and Cornerstones) to be implemented.	SR / CS	Sept 21	<ul style="list-style-type: none"> <li>AR and STAR reports available for scrutiny.</li> <li>Results of Cornerstones reading tests to be included in AP reports.</li> </ul>
<ul style="list-style-type: none"> <li><b><u>STAR testing timetable 2021 2022</u></b></li> </ul>			
<b>3.2</b> Classroom monitor tracking completed for reading strands	SR	Ongoing	<ul style="list-style-type: none"> <li>Evidenced in reading tracking and gap analysis</li> <li>Reading pupil reviews for follow up and reported back to link governor.</li> </ul>



3.3 Accurate phonic tracking in EYFS to inform next steps	KS	Sept 21	<ul style="list-style-type: none"><li>Phonic tracking available in assessment system</li><li>Planning shows link to previous assessment with appropriate next steps</li><li>Phonic information shared at ESC</li></ul>
3.4 Tracking of high frequency words across EYFS and KS1	SR	Sept 21	<ul style="list-style-type: none"><li>HFW tracking available in assessment system</li></ul>
3.5 Phonics check completed Oct 2021 to establish lost learning and gaps (Y2)	SR / AW / VL	Oct 21	<ul style="list-style-type: none"><li>Results available to ESC</li></ul>
3.6 National Phonics check completed Autumn Term 21	KS / NW / JW	Oct21	<ul style="list-style-type: none"><li>Statutory requirement, fed back to FGB</li></ul>
4.1 Whole class guided reading stock to be purchased to allow greater access to texts.	SR	Sept 21	<ul style="list-style-type: none"><li>Book stock lists and purchased stock available in school.</li></ul>
4.2 Literacy units realigned to be text based	SR	Sept 21	<ul style="list-style-type: none"><li>Long term overview of whole class reading progression available.</li></ul>
5.1 Access external and internal CPD where required	CS / KS	Oct 21	<ul style="list-style-type: none"><li>CPD logs available on request, for in house and central training.</li><li>CPD also logged in teachers ROPD</li></ul>
5.2 Clear progression with benchmarks through EYFS, KS1 and KS2	KS	Sept 21	<ul style="list-style-type: none"><li>Progress against agreed benchmarks reported back at every ESC meeting</li></ul>



<b>5.3</b> Planned intervention across the whole school which will draw on a range of additional strategies for those pupils who do not reach the expected phonic standard.	KS / VL	Oct 21 - Dec 21	<ul style="list-style-type: none"> <li>• <b>Learning plans available for all pupils who did not achieve phonic standard in Year 1 or Year 2</b></li> <li>• Range of phonic strategies available and evident, as well as other strategies, such as whole word, where appropriate.</li> </ul>
<b>5.4</b> Pupil tracking in place to identify which sets pupils are working within and beyond (Letters and sounds / RWinc)	KS	Sept 21	<ul style="list-style-type: none"> <li>• Tracking information made available to ESC</li> </ul>
<b>6.1</b> Teachers model and teach reading strategies including decoding and comprehension across all classrooms as part of guided and whole class reading sessions	All staff	Oct 21	<ul style="list-style-type: none"> <li>• Evident in learning walks and observations. This will also be apparent on timetables and in planning.</li> </ul>
<b>6.2 Teachers deliver and teach comprehension strategies weekly as part of a planned series of lessons based around VIPERS resource.</b>	All staff	Sept 21	<ul style="list-style-type: none"> <li>• <b>Evidence of comprehension planning and progression across years 1 – 6 as appropriate.</b></li> <li>• <b>Comprehension files / books available for scrutiny.</b></li> </ul>
<b>6.3</b> SLT share and model best practice in all year groups relating to reading	SLT	Sept 21	<ul style="list-style-type: none"> <li>• Plan of CPD and model lessons delivered by SLT on a range of aspects from phonics to higher level comprehension.</li> </ul>
<b>6.4 Cycle of monitoring and review put in place to ensure taught elements and strategies are being effective.</b>	CS / SR	Sept 21	<ul style="list-style-type: none"> <li>• Monitoring reports available including scrutiny and pupil interviews.</li> <li>• Monitoring plan available for Spring 1 onwards</li> </ul>
<b>6.5</b> Intervention plans are put in place for pupils who are at risk of not making the expected level of progress in reading	CS / SR / VL	Sept 21	<ul style="list-style-type: none"> <li>• <b>Edukey provision mapping and intervention plans available for target children.</b></li> <li>• <b>Class teachers and subject co-ordinators should have copies of these plans available.</b></li> <li>• <b>Class teachers able to articulate how the plan is progressing and the next steps for each pupil.</b></li> </ul>



6.6 Pupil reviews are embedded for reading to monitor progress and inform next steps	CS / SR	Dec 21	<ul style="list-style-type: none"><li>• Timetable of pupil reviews and review documents available for scrutiny from January 20. Recommendations should clearly feed into planning and then back into following review</li></ul>



<b>Key Priority 1.3</b>	<b>Quality of Education - Increase attainment levels at the end of KS2, with particular reference to the percentage of children working at greater depth in reading and writing.</b>	
<b>What will be different for the children?</b>	Children will demonstrate a greater mastery of the basic skills of writing, be less reluctant to commit to putting pencil to paper, and will fully engage with writing lessons. This secure basic knowledge will allow those who are able to develop further. With support of teachers, pupils will exercise greater control and higher level skills, gaining confidence and demonstrating high levels of attainment across a range of genres and purposes.	
<b>Targets</b>		<b>Success Criteria</b>
What we will achieve:  <ol style="list-style-type: none"><li>1. A greater percentage of pupils working at greater depth in reading at KS2 than was the case at KS1 across all groups</li><li>2. A greater percentage of pupils working at greater depth in writing at KS2 than was the case at KS1 across all groups</li><li>3. Upskilled staff who are able to identify, challenge and support more able pupils in all areas of learning</li></ol>		How we will know we have achieved it:  <ul style="list-style-type: none"><li>• SAT results show a greater percentage of pupils working at greater depth in reading and writing.</li><li>• A greater percentage of pupils are identified as working at greater depth through school tracking systems.</li><li>• A greater percentage of pupils are achieving success when accessing higher level challenges within reading and writing.</li><li>• Key groups, such as the disadvantaged, show an increase in the percentage of pupils working at greater depth in reading and writing.</li><li>• More able pupils are challenged and supported across the curriculum. Those with the potential to work at greater depth are identified quickly and supported to reach their potential.</li></ul>
<b>Key People, including leader</b>		<b>Funding and Resources</b>
<b>HT, DHT, SLT, SIP, Teachers</b>		Accelerated reader (£2500 PA) English for the More Able The Write Stuff Cornerstones Reading & SPaG assessments LBQ (£??)



What we will do to achieve the targets:	Who?	When?	Monitoring plan
<b>1.1</b> Challenging targets set for all more able and targeted more able pupils on Accelerated Reader and STAR reader – this will be reflected in their provision maps.	CS	Termly	<ul style="list-style-type: none"> <li>AR reports will show stretch targets for more able</li> <li>Provision maps and learning plans will reflect these targets</li> </ul>
<b>1.2</b> English for the more able sessions timetabled fortnightly within whole class guided sessions.	CS	Oct 21	<ul style="list-style-type: none"> <li>Evidence of work produced in sessions</li> <li>Clear timetable of delivery available for scrutiny</li> </ul>
<b>1.3</b> Additional opportunities to promote reading established. (local library links, author visits, seven stories) (COVID permitting)	CS / SR	Sept 21	<ul style="list-style-type: none"> <li>Pupil discussions highlighting uptake of opportunities</li> <li>Annual plan of visits and opportunities with a link to cultural capital development</li> </ul>
<ul style="list-style-type: none"> <li>Author Q&amp;A sessions organised via Teams to increase engagement.</li> <li>Library link sessions established for science and history units.</li> </ul>			
<b>1.4</b> Blue badge reading buddies established to promote a love of reading and support younger pupils (COVID permitting)	SR / CS	Sept 21	<ul style="list-style-type: none"> <li>Pupil interviews</li> <li>Display in school of groups actions</li> </ul>
<b>1.5</b> All parents of more able pupils will receive provision maps and guidance on how they can support their children	SR / all staff	Oct 21	<ul style="list-style-type: none"> <li>Evidence of provision maps</li> <li>Discussed at parent consultation Oct 20</li> </ul>
<b>1.6</b> Pupil review to have a focus on more able provision and outcomes for reading	CS	Oct 21	<ul style="list-style-type: none"> <li>Evidence of coverage on pupil review documents</li> </ul>
<b>2.2</b> Competitions and purposes for writing beyond the curriculum are put in place termly.	SR	Oct 21	<ul style="list-style-type: none"> <li>Evidence of competition entry through portfolio</li> </ul>
<ul style="list-style-type: none"> <li><a href="https://www.wordhound.co.uk/competitions/">https://www.wordhound.co.uk/competitions/</a> (Oct 21)</li> </ul>			
<b>2.3</b> Pupil review to have a focus on more able provision and outcomes for writing.	SR	Oct 21	<ul style="list-style-type: none"> <li>Evidence of discussions in pupil reviews relating to writing</li> </ul>
<b>2.4</b> UKS2 pupils encouraged and supported to develop a broader portfolio of independent writing encompassing a range of genres and styles – cross curricular opportunities where possible.	CS / SR	Sept 21	<ul style="list-style-type: none"> <li>Pupil portfolios available for scrutiny</li> </ul>
<b>2.5</b> Displaying WAGOLS and evidence of more able writing around classrooms and the wider school. (Including achieved wall) Also daily use through feedback journals and visualisers.	CS	Sept 21	<ul style="list-style-type: none"> <li>Displays of WAGOLS and more able writing evident around school</li> <li>Achieved wall contains examples of strong writing</li> </ul>
<b>3.1</b> Recap CPD looking at the tools in place to support the identification of more able and potentially more able pupils in reading and writing – follow up on Dec 20 CPD using CLPE resources.	CS / SR	Oct 21	<ul style="list-style-type: none"> <li>CPD record</li> <li>CPD evaluation records</li> </ul>



<b>3.2</b> Regular learning walks focusing on provision for the most able in all classrooms	CS / SR	Sept 21	<ul style="list-style-type: none"><li>• Feedback emails to staff</li><li>• Records within Standards Tracker</li><li>• Whole school feedback on generic areas for development.</li><li>• </li></ul>
<b>3.3</b> Engage with the NTP with one group specifically targeting more able provision (Year 5) Roll out to additional groups if it proves effective.	SR	Sept 21	<ul style="list-style-type: none"><li>• Evaluation of NTP after initial fifteen weeks</li></ul>
NTP provider pulled out of scheme Autumn 21 so therefore unable to continue to provide staff. Will look at in school solution that does not involve NTP and external staff moving forwards.			



<b>Key Priority 1.4</b>	<b>Quality of education - Complete NACE award application process and gain accreditation.</b>		
What will be different for the children?			
<b>Targets</b>	<b>Success Criteria</b>		
What we will achieve: <ol style="list-style-type: none"> <li>1. Complete audit of more able provision</li> <li>2. Be prepared for accreditation visit (Jan22)</li> <li>3. Increased focus and development of provision for most able</li> <li>4. Recognition of provision through NACE award</li> </ol>	How we will know we have achieved it: <ol style="list-style-type: none"> <li>1. All areas of the curriculum and all year groups will engage with the NACE award audit</li> <li>2. Evidence base for all areas of the award are complete</li> <li>3. Teaching and learning demonstrates a clear focus on provision for the more able across all curriculum areas</li> <li>4. NACE award is achieved</li> </ol>		
<b>Key People, including leader</b>	<b>Funding and Resources</b>		
<b>Sarah Renton</b> Craig Steel All subject leads	Training day Staff meeting time Autumn term Release to deliver CPD to TAs £150 training budget for TA hours to facilitate training		
What we will do to achieve the targets:	Who?	When?	Monitoring plan
<b>1.1 Audit of current provision completed and action plan for further developments created</b>	SR	Aut 21	Education Sub SLT meetings
<b>1.2 Training day focus on more able provision and award for all staff</b>	SR	6.9.21	Education Sub
<b>2.2 Series of staff meetings to collate evidence base and involve staff in process</b>	SR	Aut 21	Education Sub
<b>3.1 Learning walks in place with focus on more able provision</b>	SR CS	Aut 21	Education Sub





3.2 CPD offer relating to more able provision in place for all teachers	SR CS	Jan 22	Education Sub
3.3 CPD planned and delivered for all TAs to increase effectiveness of support	SR	Jan 22	Education Sub
3.4 Subject policies to be completed with focus on more able provision included	All subject leads	Dec 21	Education sub SLT meetings
3.5 Development of subject specific strategies for more able (see subject plans) such as digital leaders, language leaders, science ambassadors etc.	SR Subject leads	Autumn 21	Education sub SLT meetings
4.1 Complete audit process, gather evidence, and develop teaching and learning strategies as per GTMA RAP	SR	Autumn 21	Education sub SLT meetings



Key Priority 2.1	Develop consistency in terms of the consolidation of a positive behaviour model across classrooms, including scripts, rules and rewards.			
What will be different for the children?	Behaviour management strategies employed by staff are more positive resulting in a calmer and more positive learning environment for all pupils. Where issues do arise, children demonstrate higher levels of resilience and the ability to move on from setbacks and problems.			
Targets		Success Criteria		
What we will achieve:  <div><div>1.</div><div>A positive and purposeful learning environment based on strong relationships at all levels.</div></div> <div><div>2.</div><div>A consistent approach to behaviour and relationship management at all levels across the school.</div></div> <div><div>3.</div><div>A policy which supports and reflects good practice across the setting.</div></div>		How we will know we have achieved it:  <div><div>•</div><div>Incidences of low level disruptions reduced across classrooms (CPOMS)</div></div> <div><div>•</div><div>Reduction in number of internal and fixed term exclusions from classrooms</div></div> <div><div>•</div><div>Pupils show a greater understanding of conflict resolution and use it to solve minor disagreements themselves.</div></div> <div><div>•</div><div>Children report positively on the standards of behaviour in school.</div></div> <div><div>•</div><div>Pupils feel safe and happy in school, and know how to deal with a problem.</div></div> <div><div>•</div><div>A reduction in the number of bullying behaviours demonstrated in school.</div></div> <div><div>•</div><div>Strategies and approaches detailed in policy are apparent in daily practice.</div></div>		
Key People, including <b>leader</b>		Funding and Resources		
HT, DHT, SLT, SIP, Teachers		When the adults change, everything changes – resources and text books for staff - £160 Training day Staff meetings to follow up implementation.		
What we will do to achieve the targets:		Who?	When?	Monitoring plan
1.1 Recap CPD on behaviour change (language choice and microscripts)		CS / all staff	Sept 21	<div><div>•</div><div>CPD records</div></div> <div><div>•</div><div>CPD evaluations</div></div> <div><div>•</div><div>Evidence of practice change in classrooms</div></div> <div><div>•</div><div>Discussions with pupils</div></div>
1.2 Monitoring CPOMS to check levels of incidence		CS	fortnightly	<div><div>•</div><div>CPOMS reports and associated action points</div></div>



1.4 Learning walks linked to teaching standards 1.1 and 1.3, fed back and recorded on Standards Tracker	CS / SR / VL / KS	Weekly	<ul style="list-style-type: none"><li>Records of learning walks</li><li>Standards Tracker evidence</li></ul>
1.5 Hot chocolate Friday / Smoothy Tuesday in place to highlight positive behaviours	CS	Sept 21	<ul style="list-style-type: none"><li>Evident in pupil discussions</li></ul>
1.6 Pupil interviews to be put in place to look at their perception of behaviour post lockdown.	CS	Nov 21	<ul style="list-style-type: none"><li>Evident in pupil discussions</li><li>Feedback to ESC</li></ul>
2.1 Return to implementation of better lunchtimes report to look at interactions and behaviour in lunch hall and on yards - includes CPD update Sept 21	CS / lunch staff/ BLM	Jan 22	<ul style="list-style-type: none"><li>Lunchtime report</li><li>CPD records</li></ul>
2.2 Final visit for BLM to look at accreditation and next steps	CS /BLM	TBC (2022)	<ul style="list-style-type: none"><li>Action plan</li><li>CPD records</li></ul>
2.3 Continued use and enhancement of sports crew on yards to act as buddies to support behaviour on yards	AR / KS Lunch staff	Oct 21	<ul style="list-style-type: none"><li>Sports Crew interviews</li><li>Pupil interviews</li><li>Sports Crew RAP and plans</li></ul>
2.4 Monitoring of yards and lunch hall by SLT to ensure new procedures are introduced consistently	SLT Lunch staff	Sept 21	<ul style="list-style-type: none"><li>Discussions with SLT</li></ul>
2.5 Pupil movement around school to be a focus – fantastic walking, walking on the left, adult responsibilities and roles within this.	All staff	Sept 21	<ul style="list-style-type: none"><li>Pupil interviews</li><li>Observing pupils in and around school</li></ul>
2.6 Full staff training on de-escalation and positive handling to support behaviour strategy	All staff	Jan 22	<ul style="list-style-type: none"><li>CPD log</li></ul>



Key Priority 2.2	2.2 Review and enhance interventions and support for attendance, particularly in relation to pupils who are currently at risk of low attendance (below 90%) or have a pattern of lower attendance historically.		
What will be different for the children?			
Targets	Success Criteria		
What we will achieve: <ol style="list-style-type: none"> <li>Reduction in the percentage of children classed as PA across the academic year.</li> <li>Attendance of all pupils is &gt;97% for the academic year.</li> <li>Gaps in attendance between key groups are reduced across the academic year.</li> </ol>	How we will know we have achieved it: <ul style="list-style-type: none"> <li>All target historically PA children show increased attendance levels</li> <li>Attendance level of all children &gt;97% at each assessment point.</li> <li>Minimal gaps in attendance levels between key groups of pupils</li> </ul>		
Key People, including <b>leader</b>	Funding and Resources		
HT, DHT, SLT, SIP, Teachers	<ul style="list-style-type: none"> <li>Percentage of PP funding linked to target pupils used to support monitoring and intervention work.</li> </ul>		
What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Contact families of all PA children from 20 / 21 at the start of the year to reinforce the importance of good attendance.	CS / JF	Sept 21	<ul style="list-style-type: none"> <li>Gov monitoring where required.</li> </ul>
1.2 Track historically PA children from Sept 21. Contact parents periodically in line with STEP model to discuss attendance patterns and any issues.	CS	Sept 21	<ul style="list-style-type: none"> <li>Gov monitoring half termly with attendance and safeguarding link governor.</li> </ul>
1.3 Review LA attendance strategy to ensure a clear path to legal intervention should it be required	CS / JF	Oct 21	<ul style="list-style-type: none"> <li>Gov monitoring</li> </ul>
Four step model created (in line with LA strategy) to firm up response to PA. Implemented Oct 21.			



2.1 Include class attendance award in weekly ROH assembly to raise profile of attendance across school (Attendance cup and Hearmiss)	CS	Sept 21	<ul style="list-style-type: none"><li>Gov monitoring / pupil interviews to judge effectiveness.</li></ul>
2.2 Whole class attendance awards for classes who exceed 97% for the week, month, half term.	CS	Sept 21	<ul style="list-style-type: none"><li>Gov monitoring / pupil interviews to judge effectiveness.</li></ul>
3.1 Half termly monitoring of attendance groups linked to AP	CS	Oct 21	<ul style="list-style-type: none"><li>Gov monitoring / pupil interviews to judge effectiveness.</li></ul>



Key Priority 3.1	Embed SMSC within the curriculum, raise aspirations, and develop a cohesive, sequential plan to increase cultural capital		
What will be different for the children?			
Targets	Success Criteria		
What we will achieve: <ol style="list-style-type: none"> <li>1. SMSC activities and experiences will be embedded across all areas of the curriculum</li> <li>2. Tracking of all SMSC activity through Grid Tracker</li> <li>3. Opportunities are put in place to raise aspirations of all pupils</li> <li>4. Opportunities to increase cultural capital are planned for and mapped across all year groups.</li> </ol>	How we will know we have achieved it: <ul style="list-style-type: none"> <li>• Opportunities to develop SMSC across curriculum are noted in planning and delivery.</li> <li>• SMSC Grid Tracker is up to date and used proactively to plan opportunities for SMSC development.</li> <li>• Identified areas of cultural capital are mapped across all subject areas and year groups.</li> </ul>		
Key People, including <b>leader</b>	Funding and Resources		
<b>HT</b> <b>Katie Short</b> SLT Chair of governors (CoG)	SMSC grid tracker Jigsaw Cornerstones PSHE		
What we will do to achieve the targets:	Who?	When?	Monitoring plan
1,1 Ensure teachers make use of the SMSC resources and links within Cornerstones lessons to ensure coverage across all year groups	CS	Sept 21	<ul style="list-style-type: none"> <li>• Gov monitoring / pupil interviews to judge effectiveness.</li> </ul>
<b>2.1 SMSC grid tracker is used at least weekly by all staff to map across SMSC activities from Cornerstones and Jigsaw lessons.</b>	<b>All staff</b>	<b>Sept 21</b>	<ul style="list-style-type: none"> <li>• <b>SLT to monitor</b></li> </ul>
2.2 Assembly activities are planned and tracked through Grid Tracker	All staff	Sept 21	<ul style="list-style-type: none"> <li>• Gov monitoring / pupil interviews to judge effectiveness.</li> </ul>
3.1 Opportunities planned across the curriculum to introduce children to a range of careers and educational opportunities, both embedded and discrete as appropriate.	CS / KS	Sept 21	<ul style="list-style-type: none"> <li>• Gov monitoring</li> </ul>



4.1 Cultural capital opportunities are mapped and included in each curriculum policy.	All middle leaders	By Dec 21	<ul style="list-style-type: none"><li>Gov monitoring</li></ul>
4.2 L2L opportunities developed, including oracy	CS	Jan 22	<ul style="list-style-type: none"><li>Gov monitoring</li></ul>



Key Priority 3.2	Personal development - Continue to develop and embed wellbeing strategies to develop the physical and emotional wellbeing of pupils and staff			
What will be different for the children?	Healthier, better informed, choices made by all pupils. Increase in physical activity at break and lunchtimes. Increase in after school take up of clubs and access to external clubs.			
Targets		Success Criteria		
What we will achieve: <ol style="list-style-type: none"> <li>1. Increase access to daily mile by pupils to 100%</li> <li>2. Improve facilities and resources to encourage year round exercise</li> <li>3. Increased proportion of after school clubs focusing on exercise and sport</li> <li>4. Development of forest school provision to support emotional and physical development</li> <li>5. Increased uptake in club access at external after school clubs and organisations.</li> </ol>		How we will know we have achieved it: <ul style="list-style-type: none"> <li>• All classes access daily mile or relevant physical activity</li> <li>• Running track installed to allow year round access to field</li> <li>• All classes to have one sports and physical activity based club per term with access available to all</li> <li>• All classes to be offered forest school provision in school, and at least one half term of after school provision</li> <li>• An increased number of pupils joining clubs as a result of exposure through school sport.</li> </ul>		
Key People, including <b>leader</b>		Funding and Resources		
HT, DHT, SLT, SIP, Teachers <b>A Ridley</b>		SSCO Sports Premium		
What we will do to achieve the targets:		Who?	When?	Monitoring plan
1.1 Timetable daily mile opportunities for all classes through Autumn term. (Y1-Y6)		AR	Jan 22	<ul style="list-style-type: none"> <li>• AR to monitor and discuss with gov link</li> </ul>
<b>(Currently delayed due to postponement of running track installation)</b>				
2.1 Contract for running track to be completed, using two years sports premium funding to support		AR	Autumn 21	<ul style="list-style-type: none"> <li>• Include in finance committee reports</li> </ul>





<b>3.1</b> All classes encouraged to plan one active club for each year group termly with focus on outdoor sport.	AR / class teachers	Sept 21	<ul style="list-style-type: none"><li>HT to monitor</li></ul>
Completed for Autumn 1. Suspended for Autumn 2 due to lack of space. Core provision in hall with three nights of physical activity per week in second half term.			
<b>4.1</b> Forest school provision to be put in place for every year group with IB through ASC clubs (two year groups per half term initially) and also ASC themed afternoons for all other year groups. Y6 to undertake transition and PSHE lessons through this format Summer 2. EYFS forest school session to be planned weekly.	IB	Sept 21	<ul style="list-style-type: none"><li>Gov monitoring</li><li>AR to monitor PE and adventurous activity element.</li></ul>
Forest school provision to be reviewed Autumn 2 due to staff movement. Training to be undertaken by additional staff Autumn 2 to start forest school again in Spring 1.			
<b>5.1</b> Make links with clubs such as Birtley Harriers and Kibblesworth Cricket Club to increase community update.	AR	Autumn 21	<ul style="list-style-type: none"><li>Governor monitoring</li></ul>



Key Priority 4.1	Leadership and management - To facilitate link governor visits to deliver effective challenge and support to school leaders.			
What will be different for the children?	Challenge and support will ensure targets are met, and standards increase across the school.			
Targets		Success Criteria		
What we will achieve: <ol style="list-style-type: none"> <li>1. Link governor roles reviewed and roles allocated</li> <li>2. Series of planned link governor visits take place across the school</li> <li>3. Appropriately challenging feedback and reports available to all school staff</li> <li>4. Knowledgeable governors who understand their areas of responsibility</li> </ol>		How we will know we have achieved it: <ul style="list-style-type: none"> <li>• Documentation relating to governor links available in handbook and on school website.</li> <li>• Timetable of planned visits across the academic year which encompasses all key areas of the school.</li> <li>• Written reports fed back to staff to support continued development and appropriate challenge.</li> <li>• Governors can talk confidently and with authority about their area of responsibility</li> </ul>		
Key People, including <b>leader</b>		Funding and Resources		
HT, DHT, SLT, SIP, Teachers		Monitoring plan Monitoring focus forms (office 365)		
What we will do to achieve the targets:		Who?	When?	Monitoring plan
<b>1.1 Link governor roles established and recorded in governors handbook. Responsibilities are also outlined on the school website.</b>		CS CoG	Sept 21	<ul style="list-style-type: none"> <li>• Handbook completed and available for scrutiny</li> <li>• Website updated (Sept 21)</li> </ul>
New governors handbook completed with link governor roles – Sept 21  School website update to reflect responsibilities				



<b>2.1 Link governor monitoring schedule in place with supporting documents in governors handbook</b>	<b>CS CoG</b>	<b>Sept 21</b>	<ul style="list-style-type: none"><li>Handbook completed and available for scrutiny</li><li>Timetable of visits available for academic year</li></ul>
New governors handbook completed with link governor roles – Sept 21			
<b>3.1 Feedback form evaluated and included in handbook for reference. Electronic version available on sharepoint or through Microsoft forms</b>	<b>CS JC</b>	<b>Sept 21</b>	<ul style="list-style-type: none"><li>All formats of forms available for first round of visits</li></ul>
<b>3.2 Visit reports to include a section for HT and CoG comment, with space on committee agendas for review and next steps. A mechanism is also put in place to feedback comments and points for development to appropriate staff.</b>	<b>CS CoG</b>	<b>Sept 21</b>	<ul style="list-style-type: none"><li>Agendas of sub committee meetings for Spring Term</li><li>Record of feedback comments to staff and actions of next steps to be reviewed.</li></ul>
<b>4.4 Session planned to support governors to become more familiar with the expectations of monitoring an area within school.</b>	<b>CS</b>	<b>Sept 21</b>	<ul style="list-style-type: none"><li>Training session offered to discuss monitoring arrangements in school and governance handbook. (Oct 21)</li></ul>
Session dates to be discussed and finalised at FGB Nov 11 2021			



Key Priority 4.2	Leadership and management - To continue to develop leadership at all levels within school to allow subject leaders to monitor the progress of year groups, areas of learning and pupil groups.		
What will be different for the children?	Monitoring of subjects will result in a stronger curriculum offer, ensuring the pupils' have the best curriculum possible.		
Targets	Success Criteria		
<p>What we will achieve:</p> <ol style="list-style-type: none"> <li>To upskill all subject co-ordinators to allow them to successfully co-ordinate a curriculum subject or area within the school.</li> <li>To enable all subject co-ordinators to take greater control over their professional development</li> </ol>	<p>How we will know we have achieved it:</p> <ul style="list-style-type: none"> <li>Subject co-ordinators have the ability to conduct learning walks, pupil interviews and scrutinies related to their area of responsibility</li> <li>Subject co-ordinators are able to deliver CPD relating to their area of responsibility.</li> <li>Subject co-ordinators have a clear understanding of the requirements of their subject area, and an appreciation of how to translate the school vision into their own curriculum development.</li> <li>Subject co-ordinators have a sound understanding of the strengths and areas for development relating to their area of responsibility and are able to communicate these effectively to governors and senior leaders.</li> </ul>		
Key People, including leader	Funding and Resources		
<p>C Steel S Renton All middle leaders</p>	<p>Release time to allow learning walks to take place – at least one per term per subject, two for core areas.</p> <p>Release to plan units of work and subject coverage – twilight time used for this as well as one half day of additional release per half term.</p>		
What we will do to achieve the targets:	Who?	When?	Monitoring plan
See key priority 1 – curriculum development 1.1 – 1.4 inclusive			
1.1 Each subject co-ordinator to undertake joint scrutinies and learning walks with a member of the SLT to develop skills in this area.	All co-ordinators	Sept21 onwards	<ul style="list-style-type: none"> <li>See timetable of learning walks and support for details.</li> </ul>
Plans in place for Autumn 2			



1.2 Middle leaders allocated a mentor to support leadership development (This will usually be Standards Tracker appraiser)	All co-ordinators	Sept 21 onwards	<ul style="list-style-type: none"><li>Standards tracker records</li></ul>
2.1 Monthly meetings with appraiser / mentor to discuss CPD requirements and wider role – Autumn 21	All co-ordinators	Autumn 21	<ul style="list-style-type: none"><li>Standards tracker records</li></ul>
2.2 Training given on standards tracker to ensure all staff are able to update their ROPDs successfully – Autumn 21	All staff	Autumn 21 <sup>Week 1</sup> Autumn 2	<ul style="list-style-type: none"><li>Standards tracker records</li></ul>
Standards tracker CPD planned for Week 1 Autumn 2			
2.3 Continue Rolling timetable to focus on different elements of the curriculum across the Autumn term. Each co-ordinator to present their new curriculum policy and key elements to staff meeting.	All staff	Autumn 21	<ul style="list-style-type: none"><li>Staff meeting records</li></ul>
2.4 All subject co-ordinators given the opportunity to undertake a deep dive on their subject in conjunction with a member of the SLT or the SIP	All co-ordinators	Autumn 21	<ul style="list-style-type: none"><li>Records and minutes of deep dive meetings and any actions which may result from them.</li></ul>
Deep dive discussions completed for history and EYFS with SIP Oct 21			



<b>Key Priority 5.1</b>	<b>EYFS – To modify pupil review, moderation and tracking in light of the 2021 EYFS reforms.</b>		
What will be different for the children?	Streamlined tracking will allow more effective moderation and pupil reviews, as well as providing additional time for practitioners to develop their roles as play partners, increasing the amount of interaction that can take place with children.		
<b>Targets</b>	<b>Success Criteria</b>		
What we will achieve:  1.Streamlined pupil tracking  2.Effective moderation of pupils and outcomes  3.Additional time available for adult / pupil interaction	How we will know we have achieved it: 1.Tracking of pupil attainment is reduced to a more manageable level, whilst still retaining the depth to allow strengths, weaknesses and next steps to be identified quickly.  2.Professional dialogues between adults in school focus on the next steps for each child and appropriate provision.  3.Practitioners spend more time working alongside children as play partners with less administration to be completed.		
Key People, including <b>leader</b>	Funding and Resources		
<b>Katie Short (EYFS lead)</b> Sarah Renton (Deputy Head) Craig Steel (Head Teacher)	Development of working group between other Gateshead schools including Ryton Federation and High Spennet to develop shared practice.		
What we will do to achieve the targets:	Who?	When?	Monitoring plan
<b>1.1 KS to attend all relevant EYFS LA training to better understand requirements of renewed framework</b>	KS	Summer 21 to Dec 21	<ul style="list-style-type: none"> <li>Follow up meetings to discuss developments from LA meetings.</li> </ul>
<b>1.2 Cluster meetings established to look at the national changes to tracking, such as the removal of profiles, to decide on what level of tracking we consider appropriate to support teachers and pupils</b>	KS	Summer 21	<ul style="list-style-type: none"> <li>Notes from meetings and proposed outcomes for tracking documents</li> </ul>
<b>2.1 Establish format, frequency and content of moderation discussions between professionals to validate judgements and appropriate next steps for pupils.</b>	KS CSh SR	12.7.21	<ul style="list-style-type: none"> <li>Discussion with SR in July to finalise the content, outcome and purpose of moderation meetings.</li> </ul>



Assessment discussions within the department and moderation through pupil review scheduled for Week 7, Term 1 initially. Repeat half termly.

3.1 Staff briefing with EYFS team looking at the changes to the profile and tracking system, including expectations in terms of adult interactions moving forwards.

KS

5.7.21

- Potential governor monitoring of outcomes of meeting – are all staff clear on the new system and their roles within it?



Key Priority 5.2	EYFS –To continue to promote <b>challenge, exploration</b> and a <b>love of learning</b> ; <ul style="list-style-type: none"><li>• Develop <b>provocations</b> and the balance of <b>child initiated / adult led activities</b></li><li>• Enhance the curriculum offer through the consistent introduction of appropriate <b>linked continuous provision</b>.</li></ul>			
What will be different for the children?	Basic provision will ensure that resources exist to allow them to explore their interests, from which well-considered and timely enhancements will evolve. Continuous provision will ensure that this new learning continues, and any new concepts introduced in small group or adult led activities are also supported. Interests will be followed and interwoven with adult led activities to broaden their horizons and add to their store of cultural capital.			
Targets		Success Criteria		
What we will achieve: <ul style="list-style-type: none"><li>1. Environments that consistently have a range of well-planned and appropriate provocations linked to the interests of the children.</li><li>2. Adult led activities, where appropriate, support children to progress in all areas of learning, coupled with well-resourced and stimulating areas to facilitate child-initiated activities and continuous provision.</li><li>3. A range of experiences, provocations and content which can be interwoven by adults at appropriate points across the EYFS, such as suggested texts, cultural experiences, and forest school provision to enhance our offer and build cultural capital.</li></ul>		How we will know we have achieved it: <ul style="list-style-type: none"><li>• Children engage in purposeful play, using a mixture of provocations and child-initiated activities to sustain their interest.</li><li>• Adult led activities are purposeful and well planned to meet the needs of the children.</li><li>• Resources are consistently in place to ensure that any interests that are developed with an adult can be followed independently across a range of areas.</li><li>• Environments are consistent in set up and engaging to pupils, encouraging sustained play.</li><li>• Children are exposed to a range of new experiences across the EYFS to broaden their horizons and increase their store of cultural capital.</li></ul>		
Key People, including leader		Funding and Resources		
Katie Short (EYFS lead) Chloe Shaw Carole Baker Deborah Johnston		Curriculum planning documents and policies indicate possible avenues to develop cultural capital – art, music, science – and include the EYFS Budget for enhancements as required over the year.		
What we will do to achieve the targets:		Who?	When?	Monitoring plan
1.1 Environments reviewed to ensure basic provision exists at all times before enhanced provisions are added.		KS CSh	ongoing	<ul style="list-style-type: none"><li>• Learning walks, SLT monitoring.</li></ul>





1.2 Rooms to have a range of clear provocations in place at all times to facilitate continuous provision. These will primarily be based on the interests of the child, but will be supplemented by provocations provided by staff to encourage children to engage with areas of learning which have been identified as areas of development.	KS Csh	Summer 2 / ongoing	<ul style="list-style-type: none"> <li>Learning walks, SLT monitoring.</li> <li>Floor books illustrate retrospectively what has been available.</li> </ul>
1.3 Class planning files to be updated with area plans and key questions to support adults in their interactions to ensure the appropriate skills are targeted and developed.	KS Csh	Autumn 1	<ul style="list-style-type: none"> <li>Learning walks, SLT monitoring.</li> </ul>
1.4 A clear understanding of why this? Why now? In terms of curriculum and environment design that can be articulated.	KS Csh	Autumn 1	<ul style="list-style-type: none"> <li>Co-ordinator and class teacher meetings with SLT to develop ability to articulate thoughts in this area.</li> </ul>
Deep dive discussion held with SIP (Oct 21) to discuss intent, implementation and impact in EYFS			
2.1 Adult led activities are in place where direct teaching is planned to develop the targeted skills based on prior assessment.	KS Csh	Summer 2	<ul style="list-style-type: none"> <li>Learning walks, SLT monitoring.</li> </ul>
2.2 Areas are appropriately resources to support child initiated activities. Linked to this, resources are in place to support any continuous provision that may stem from this.	KS Csh	ongoing	<ul style="list-style-type: none"> <li>Learning walks, SLT monitoring.</li> </ul>
3.1 General overviews are available showing intended coverage and where SMSC and cultural capital fits in to this.	KS Csh	Autumn 2	<ul style="list-style-type: none"> <li>Learning walks, SLT monitoring.</li> </ul>
3.2 Clear curriculum mapping showing changing themes in place across EYFS, which will be introduced through provocations at key points of the year, which are progressive and match key learning expectations at that time.	KS CS SR	Autumn 2	<ul style="list-style-type: none"> <li>SIP visit</li> <li>Governor monitoring</li> <li>Education sub committee</li> </ul>



<b>Key Priority 5.3</b>	<b>EYFS – To build consistency and strengthen links within the EYFS</b>			
What will be different for the children?	Systems and procedures with the EYFS will be consistent within both classrooms. This will support transition for pupils between the two classrooms, and will also support consistency of judgement through shared moderation.			
<b>Targets</b>		<b>Success Criteria</b>		
What we will achieve: <ol style="list-style-type: none"> <li>1. To ensure that moderation across rooms delivers consistency in teaching and learning and accuracy in judgements.</li> <li>2. To establish consistency in practice and approach between Nursery and Reception.</li> <li>3. To ensure that transition between Nursery and Reception is smooth for all pupils.</li> </ol>		How we will know we have achieved it: <ul style="list-style-type: none"> <li>• Although separate, links will be maintained between the two rooms and progression in expectation and delivery will be evident.</li> <li>• Systems and procedures are consistent between both classrooms where appropriate.</li> <li>• Regular meetings take place to develop practice across both rooms, build consistency, and deliver training to all staff, including support staff.</li> <li>• Children enjoy a smooth and seamless transition between Nursery and Reception, with the majority of children clear on expectations and the routines that exist.</li> </ul>		
<b>Key People, including leader</b>		<b>Funding and Resources</b>		
<b>Katie Short (EYFS lead)</b>		Release time where appropriate for training and meetings between both classrooms.		
<b>What we will do to achieve the targets:</b>		<b>Who?</b>	<b>When?</b>	<b>Monitoring plan</b>
<b>1.1 Meetings to take place (fortnightly) within EYFS to look at practice and the implementation of the revised EYFS framework.</b>		All EYFS staff	fortnightly	Look at minutes and outcomes of meetings – what is the structure? What are the planned elements / themes for CPD? Are points around curriculum implementation covered?
<b>1.2 Joint moderation sessions between Nursery and Reception to validate judgements and assess evidence base / new profile and tracking system.</b>		Katie Short Chloe Shaw	Half termly	Review outcomes of moderations through discussions with EYFS lead and Reception teacher.



1.3 Staff to attend relevant training and update sessions with Education Gateshead	Katie Short Chloe Shaw	Termly	Look at outcomes of moderation sessions with EY lead.
2.1 Develop a transition plan to ensure that Nursery children have the required skills and knowledge to support transition to Reception. This should include consideration of how we integrate new starters to our school before the September intake. For our current Nursery, this should also consider planning for the majority of Nursery children being at the correct stage of their sound awareness / phonic development ready to start Reception.	Katie Short Chloe Shaw	Summer Term	Review transition plans for Nursery in the summer term monitoring visit.
Develop a transition plan for movement from Reception to Year 1. This should have a strong focus on being Year 1 ready, and consider planning to ensure that the majority of pupils are at the right phonics stage to enter Year 1.	Katie Short Chloe Shaw Jayne Walsh	Spring term 22	Review the transition plan into Year 1 in the summer term monitoring visit.



<b>Key Priority 5.4</b>	<b>EYFS – To continue to develop leadership within the EYFS</b>			
What will be different for the children?	A consistency will be established between the two classrooms. Opportunity to develop leadership role will lead to improved opportunities for pupils.			
<b>Targets</b>		<b>Success Criteria</b>		
What we will achieve: <ol style="list-style-type: none"> <li>1. Timetabled EYFS meetings to develop staff.</li> <li>2. Proactive RAP, looking at the ongoing development of EYFS.</li> <li>3. Strong performance management and mentoring of staff.</li> <li>4. A role for the EYFS lead in setting the vision and direction for the department.</li> <li>5. EYFS leadership that can confidently and clearly articulate the vision and values of the EYFS, and answer the fundamental questions of why this? why now?</li> </ol>		How we will know we have achieved it: <ul style="list-style-type: none"> <li>• Regular, purposeful EYFS meetings where training is delivered and matters relating to EYFS considered.</li> <li>• Clear curriculum rationale established which delivers progression and continuity between classrooms.</li> <li>• RAP in place for EYFS which builds on the themes developed in the SDP.</li> <li>• Records of regular performance management meetings for teachers and support staff to support practice and professional development.</li> <li>• A clearly articulated vision and rationale for EY practice which is communicated effectively by the EY lead and understood by all.</li> </ul>		
<b>Key People, including leader</b>		<b>Funding and Resources</b>		
<b>Katie Short (EYFS lead)</b> Sarah Renton (Deputy Head) Craig Steel (Head Teacher) Chloe Shaw (Reception Teacher) All EY support staff		Additional release time where required. Release to undertake half termly meetings with support staff to update standards tracker and set short term development targets.		
<b>What we will do to achieve the targets:</b>		<b>Who?</b>	<b>When?</b>	<b>Monitoring plan</b>
<b>1.1 Timetabled meetings to take place with a clear agenda and focus. This should link to the development priorities in the SDP and also the departmental RAP.</b>		Katie Short	Fortnightly	Minutes of meetings with clear outcomes and next steps



1.2 Curriculum development meetings with other EY staff and SLT to set direction and vision for EYFS (when available)	Katie Short Sarah Renton Craig Steel Chloe Shaw	Jan 20	Review curriculum model / statement produced as an outcome from the meeting.
2.1 Development and maintenance of a clear raising attainment plan linked to the school development plan priorities, both EYFS and whole school.	Katie Short	Half termly / ongoing	Link governor to review RAP as part of each term's visit. Consider challenges and any issues relating to resourcing or time allocations.
3.1 Half termly meetings established with support staff in EYFS for performance management to address short term development targets	Katie Short All EYFS support staff	Ongoing	EY lead to discuss performance management objectives and professional development opportunities identified for EY staff.
4.1 EYFS lead takes a lead role in setting the strategic direction for the development of the curriculum across the EYFS in collaboration with other members of the SLT.	Katie Short Craig Steel Sarah Renton	Autumn 1	Review revised curriculum model and curriculum statement for EYFS established and integrated with whole school curriculum.
5.1 Undertake review with EYFS lead to allow practice in articulating strengths and areas for development in department as well as intent, implementation and impact.	Katie Short (Dawn Foster)	Autumn 1	Look for evidence of the discussion outcomes in SIP reports and HT reports.
5.2 Vision and values of EYFS along with philosophy and approach are communicated effectively to parents and prospective parents through the website and school prospectus.	Katie Short Craig Steel	Autumn 2	Within new prospectus and curriculum area of website, clear curriculum vision and pedagogy is apparent. This is consistent with messages given during monitoring vi