KIBBLESWORTH ACADEMY

School Improvement Plan 2020-2021

End of 2021 evaluation

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
1.1 Further develop our curriculum offer, creating a bespoke curriculum for all subjects in line with our curriculum policy. **1.2** Secure standards of attainment and achievement in reading, relative to pupils' starting positions across all key stages. **1.3** Secure attainment levels at the end of KS2, with particular reference to the percentage of children working at greater depth in reading and writing. **1.4** Develop remote teaching and blended learning opportunities	**2.1** Develop consistency in terms of implementation of a positive behaviour policy across classrooms, including scripts, rules and rewards.	**3.1** Embed SMSC within the curriculum, raise aspirations, and develop a cohesive, sequential plan to increase cultural capital **3.2** Develop and embed revised PSHE / RSE curriculum across the school **3.3** Continue to develop a strategy to support the mental and physical wellbeing of pupils	**4.1** To facilitate link governor visits to deliver effective challenge and support to school leaders. **4.2** To continue to develop leadership at all levels within school to allow phase leaders to monitor the progress of year groups, areas of learning and pupil groups. **4.3** To further develop staff wellbeing strategy	**5.1** To modify pupil review, moderation and tracking in light of the 2021 EYFS reforms. **5.2** To continue to promote challenge, exploration and a love of learning **5.3** To build consistency and strengthen links within the EYFS **5.4** To continue to develop leadership within the EYFS

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 development 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. 2. A redefined SRE and PSHE curriculum which matches statutory requirements. (linked to priority **3.1**)	How we will know we have achieved it: • All year groups are delivering a cohesive, planned curriculum across all subjects which develops skills and delivers knowledge progressively. • Subject coordinators can clearly articulate the rationale behind curriculum design and implementation – why this?, why now? • Evidence of knowledge being embedded and retained through pupil discussions and reviews. • Assessment protocols established and understood by all teachers for all subjects by Dec 2020. • Series of events and experiences mapped out across all key stages to establish pupil entitlement within the school. • Vision for each subject, linked to whole school curriculum vision, written and published, demonstrating intent by Feb 2021 September 2021 • Clear SRE policy, agreed with staff and governors in draft form, ready for consultation with parents October 2020. • Programme of study and resources put in place for PSHE and SRE by Sept 2020 with continuing CPD and curriculum development across the academic year.

Key People, including **leader**	Funding and Resources
HT, DHT, SLT, SIP, Teachers Curriculum – Craig Steel (CS) Reading – Sarah Renton (SR) Phonics – Katie Short (KS) PSHE / SRE – 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. Jigsaw PSHE (£2500) Myon - (£2000 PA)

What we will do to achieve the targets:	Who?	When?	Monitoring plan
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. £1800 PA (½ day per subject per term release – ½ per half term for maths, English and PSHE) (Timetabled staff meeting time for scrutiny)	All middle leaders. Release organised by CS, QA by SLT.	Half termly / termly - see release schedule.	• Discussion with co-ordinators to check release time has been put in place. (GOV) • Curriculum plans to be monitored and quality assured by SLT termly through Maestro • Co-ordinators timetabled to brief education committee on developments in their areas of responsibility.

- Schedule in place for 2020 2021
- Due to pandemic, learning walks and scheduled release did not take place.
- **Time allocated for Summer 1 and Summer 2 to undertake scrutiny / pupil interviews**
- **SUMMER TERM KEY PRIORITIES - ALL AREAS**
- **Art**
- **MFL**
- **Geography**
- **History**
- **Maths**
- **Music**
- **PE**
- **Science**

1.2 All subject co-ordinators to attend Education Gateshead subject leadership meetings across the year.	CS to book on S4S	See S4S **CPD map**	• CPD feedback forms • Staff meeting minutes available to govs where CPD is discussed. • Standards Tracker (ST) CPD portfolios.

- Autumn term bookings completed (Sept 20)
- Autumn term meeting Nov and Dec 20 – outcomes and developments fed into RAPs
- Meetings rescheduled for Summer 1 through Education Gateshead.
- All available meetings attended to end of Summer term.

~~**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 with cluster heads initially~~	~~Nov 20~~	• ~~Discussions with co-ordinators relating to outcomes of joint work.~~ • ~~Evidence of outcomes from shared work and support.~~

- Consider moving to Sept 21 due to pandemic. Subject co-ordinators to look for schools interested in networking at LA meetings.

1.4 Re-establish link governance for each curriculum area (linked to priority 4.1)	CoG	Oct 20	• Monitoring table exists with all key areas indicated and governors allocated by Dec 20 • First round of monitoring visits have taken place by end Dec 20 • Monitoring visits took place for a range of subjects by the end of the Summer term.

- Governor monitoring only took place for EYFS before Dec 20. Safeguarding Spring term but no curriculum monitoring visits. This needs to be a priority on agenda of Summer term meeting.
- Proposed governor subject links 2021 2022
- Monitoring visits for behaviour and covid response March 2021
- Monitoring visits for EYFS and reading Summer 2021

1.5 Cycle of review and monitoring in place to review and quality assure new units and resources (Cornerstones)	SLT	Sept 20	• Education Committee to review unit coverage and mapping and also a sample of amended lesson plans, resources and outcomes.

- Timetable of monitoring and release in place for all subjects for full academic year.
- Linked to governor monitoring schedule and sub-committee presentations (See Governance Handbook and plan 2020 2021)

1.6 Embed assessment protocols for foundation subjects.	CS / SR	Sept 20 training day	• Use of assessment system within Cornerstones established on training day. Expectations for use in first Autumn term unit put in place. Monitored in staff meeting Autumn 2. • Look at feasibility of extending assessment system to other non cornerstone based units such as French and PE, as well as extending coverage of IT.

- Training delivered in September. Assessment protocols checked and in use 29.9.20
- HT Monitor at half term (Oct 20)
- Assessment staff meeting – next steps for training day (virtual Jan 21)
- Foundation subject assessment underway in all key stages on return after second lockdown.
- French and RE also now included through links to Love to Celebrate and Primary Language Network.
- **Develop Computing coverage with additional strands – Digital Literacy, Control and Programming, Online safety – as well as digital passports (MM)**
- **Interim check of foundation subject assessment procedures to take place Summer 1. (staff meeting 12.5.21)**

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	• Agenda and minutes of SLT meetings available for scrutiny

- SLT to review subject requirements (6.10.20) for 2nd half term units
- Budget monitoring meeting for curriculum 3.12.21 - on track and within budget, but need to consider extending EYFS budget to ensure provocations and continuous provision are catered for.
- Spring 1 resources ordered Dec 20
- Summer 1 resources ordered as required (Apr 21)

2.1 Staff training delivered on Jigsaw PSHE resource on training day	KS	Sept 20 training day	• Evidence of CPD available through standards tracker (GOV)

- Training delivered September. Additional bring and brag session 28th September 2020 in staff meeting
- Monitoring schedule for PSHE in place for 2020 2021 academic year
- Follow up input Training Day Jan 21
- Additional catch up training termly.
- RSE update Summer 1 after consultation with parents.

2.2 SRE policy reviewed ready for consultation	KS	Sept 20	• Evidence of first draft for consultation submitted to FGB Spring 1 2021

- Policy reviewed and ready for consultation process (Sept 20)
- Consultation moved to Spring 21 due to pandemic.
- Consultation undertaken online through Microsoft forms March 2021 – Fed back to parents March 31st ready for summer term units.

2.3 Consultation events planned for parents and other stakeholders – may need to be virtual or remote due to COVID restrictions.	KS / CS	Oct 20	• Copies of correspondence relating to policy • Consultation event with parents • Outcomes of written consultation available on request after Oct 20.

- Consultation moved to Spring 21 due to pandemic. (see advice and schedule for virtual roll out)
- March 21 virtual events and consultation due to need to have policy in place by Summer term.

2.4 PSHE lessons evaluated and monitored to ensure consistency and quality	**KS** / CS	ongoing	• Education committee briefed on outcomes of monitoring visits Autumn term 2020 • Feedback and next steps given at scheduled staff meetings.

- Jigsaw learning walk completed by KS (25.9.20) and fed back (28.9.20)
- Discussed in staff meetings due to inability to carry out learning walks in Spring term.
- **Pupil voice on Jigsaw Summer 1 (KS)**
- Learning walk and lesson obs (covid secure) Summer 1 (KS)

2.5 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	Feb 21 (First round of policies) **June 21** **(remaining policies)**	• ESC to review curriculum statements summer term. • Intent and implementation to be discussed as part of subject reviews with ESC. • **Vision for subject to be discussed as part of curriculum meetings with co-ordinators for each subject termly. (CS)**

- Input on curriculum statements Jan 21 training day – model produced to be adapted by all staff using the whole school curriculums statement as a starting point.
- Spring Term – ½ of new curriculum policies now in place. Staff to feed back at staff meetings across the term, then to ESC before deep dives with SLT and SIP.
- **Finalise website area and publish remaining policies Summer 1**

Key Priority 1.2	Quality of education - To raise standards of achievement and attainment in reading across all key stages
What will be different for the children?	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.

Targets	Success Criteria
What we will achieve: 1. All children will engage with reading, as a result of modelling from class teachers and staff, and will demonstrate more positive attitudes towards the subject. 2. To increase the level of independent and home reading across all key stages. 3. Accurate assessment to demonstrate achievement and attainment. 4. A well planned series of class texts which will broaden and deepen pupil's experiences and awareness of literature. 5. Well planned and accurately delivered phonic teaching in EYFS, KS1 and KS2. 6. To raise levels of achievement and attainment at the end of all key stages.	How we will know we have achieved it: - Pupil interviews and surveys indicate positive attitudes to reading in all key stages - Engagement time on AR is consistently above year group targets for **all** pupils. - Staff conversations around book recommendations with pupils. - AP data indicates improved attainment levels at ARE and above ARE - End of Key Stage SATs show positive progress measures at KS2 and attainment above national and local averages at KS1. - 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. - Drop ins and learning walks demonstrate strong guided reading routines and the active teaching of reading strategies. - Mapped out series of progressive whole class texts, taking into account cultural capital, SMSC and PSHE. This will also include a range of authors and genres. - Year 1 phonic screening will show in increase on the percentage of pupils who achieved expected in the reading strand at the end of EYFS. - Class teachers make the use of phonic strategies explicit throughout guided reading, writing and spelling sessions throughout KS1 and KS2. - Pupils who are not yet phonetically secure in KS2 will receive intervention to support them to make progress.
Key People, including **leader**	Funding and Resources
Sarah Renton **Katie Short (Phonics)** All class teachers	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 Myon – £2500 (Use Covid catch up premium to increase access to appropriate texts at home.)

What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Reading survey given to all pupils to gauge attitudes to reading at the start of the academic year.	CS / SR	Sept 20	• Survey results published on school website Oct 20 • **Re-issue reading survey Summer term (post second lockdown)**
• Reading surveys given to KS1 and KS2 October 2020 = published online Nov 20 • **Reading survey to be repeated Summer 1**			
1.2 New book stock to be purchased to fill gaps on RR lines	SR	Sept 20	• Book stock available for scrutiny
• Significant quantity of stock procured through links with Puffin (Spring 2)			
1.3 Class libraries to be updated and rotated half termly	SR	Half termly	• Book stock changes in every classroom at the end of every half term.
1.4 Cross curricular book stock purchased to engage pupils across the curriculum	SR	Sept 20	• Book stock available for scrutiny
• Book stock to be considered in Cornerstones SLT meeting Oct 20 • MyOn book lists to be generated for each topic and allocated to classes – Oct 20			
1.5 Reading links made in all curriculum units to increase engagement time - particularly using myon resource for all year groups	SR	Sept 20	• Curriculum plans will contain linked reading list in all appropriate subjects – available on request.
1.6 Pupil competitions / millionaire club to raise the profile of reading and engagement levels across the school	CS	Sept 20	• Increased number of competitions and vehicles for increased reading apparent in school. This will be evidenced through RAP of literacy lead.
• Reading rails competitions established for all focus lines September 2020 • Millionaire club relaunched September 2020 • Relaunch of RR in Summer term to raise profile after lockdown.			
1.7 Classroom strategies, such as reading rails, used to raise the profile of reading in all classrooms.	All staff	Sept 20	• Evidence of maps being used to mark locations of shared texts. This should be apparent in some format from N – Y6 • Use of Reading Rail journey maps in all classrooms and hall – use monitored by SR
• Reading counts up significantly on previous years. (Dec 20 – 13.5 million words cf 3 million words at the same point in 2019)			

- End of year count 35.5 million words cf 24 million last year.
- Reading surveys indicate a very positive opinion of reading with all pupils.

1.8 Mystery reader scheme reintroduced to EYFS and KS1 only using staff due to COVID restrictions.	SR / KS	Oct 20	• List of visits and texts chosen across both Key Stages
• Plan to introduce this Nov 20 using Teams • Masked reader introduced for World book day 2021 – all classes.			
1.9 Teachers encouraged to model a love for reading, sharing reading practices and recommendations with pupils	All staff	Sept 20	• 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.
2.1 Improve parental engagement through the use of reading logs, reading journals and home connect AR where appropriate.	All staff	Sept 20	• Evidence of parent involvement in all reading logs and learning journals across the school.
2.2 Parent consultation evenings focused on reading engagement and standards of reading – may be Teams or telephone	All staff	Oct 20	• Examples of feedback documents and reports given to parents available for scrutiny.
• Consultation evenings did look at reading engagement as a focus and ensured parents were secure with AR where appropriate, including sharing home connect logins where required. • Repeat Summer 1			
2.3 Reading open days to allow parents to take part in a reading lesson – Spring term – COVID permitting.	SR	Feb 20	• Reading open day planned for Jan 20 • Outline of focus elements for each day available for scrutiny.
2.4 Home connect registrations sent to all parents to increase engagement	CS / All staff	Sept 20	• Home connect letters sent out Jan 20. • Drop in information session on AR in place to coincide with letters.
• Letter issued to all AR classes Oct 2020			
2.5 Timetabled opportunities for independent reading in school	SR	Sept 20	• Class timetables, learning walks, pupil discussions.
3.1 Assessment timetable (STAR and Cornerstones) to be implemented.	SR / CS	Sept 20	• AR and STAR reports available for scrutiny. • Results of Cornerstones reading tests to be included in AP reports.

3.2 Classroom monitor tracking completed for reading strands	SR	Ongoing	• Evidenced in reading tracking and gap analysis • Reading pupil reviews for follow up and reported back to link governor.
3.3 Accurate phonic tracking in EYFS to inform next steps	KS	Sept 20	• Phonic tracking available in assessment system • Planning shows link to previous assessment with appropriate next steps • Phonic information shared at ESC

- Increased monitoring and tracking of phonic teaching across EYFS and KS1 by KS. Accurate tracking and intervention in place by Nov 20 plus ongoing PD for teachers.
- Phonics assessments, training, and monitoring across EYFS, KS1 and LKS2 co-ordinated by phonics lead – K Short.

3.4 Tracking of high frequency words across EYFS and KS1	SR	Sept 20	• HFW tracking available in assessment system

- RWinc assessment carried out for spelling patterns taught and 'orange word' tracking across KS1 and KS2. May 2021 on sharepoint

3.5 Phonics check completed Oct 2020 to establish lost learning and gaps (Y2)	SR / AW / VL	Oct 20	• Results available to ESC

- RWinc screening at half term
- National past paper used to establish levels of current Y2 and Y3
- Phonic screening Year 2 by Dec 20

3.6 National Phonics check completed June 2021	VL / NW / JW	June 20	• Statutory requirement, fed back to FGB
4.1 Whole class guided reading stock to be purchased to allow greater access to texts.	SR	Sept 20	• Book stock lists and purchased stock available in school.

- Additional texts secured for whole class reading (Oct 20)
- Additional texts purchased Jan 21
- Summer 1 texts purchased.

4.2 Literacy units realigned to be text based	SR	Sept 20	• Long term overview of whole class reading progression available.
5.1 Access external and internal CPD where required	CS / KS	Oct 20	• CPD logs available on request, for in house and central training. • CPD also logged in teachers ROPD
5.2 Clear progression with benchmarks through EYFS, KS1 and **KS2**	KS	Sept 20	• Progress against agreed benchmarks reported back at every ESC meeting
• **Map out phonic interventions for KS2 as part of response curriculum (Summer 1)**			
5.3 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 20 - Dec 20	• **Learning plans available for all pupils who did not achieve phonic standard in Year 1 or Year 2** • Range of phonic strategies available and evident, as well as other strategies, such as whole word, where appropriate.
• Screening tests to inform target children from current Year 3 taken Oct 20 • List of pupils who did not achieve phonic screening pass in Year 1 or Year 2 to be established and interventions put in place. • Additional phonic group lessons put in place Oct 20 • NTP groups to start Summer 1 in Year 5 • Evaluation of NTP for Autumn 1			
5.4 Pupil tracking in place to identify which sets pupils are working within and beyond (Letters and sounds / RWinc)	KS	Sept 20	• Tracking information made available to ESC
6.1 Teachers model and teach reading strategies including decoding and comprehension across all classrooms as part of guided and whole class reading sessions – CPD Autumn term (**13th October 2020**)	All staff	Oct 20	• Evident in learning walks and observations. This will also be apparent on timetables and in planning.
6.2 Teachers deliver and teach comprehension strategies weekly as part of a planned series of lessons based around VIPERS resource.	All staff	Sept 20	• **Evidence of comprehension planning and progression across years 1 – 6 as appropriate.** • **Comprehension files / books available for scrutiny.**
• May 2021 learning walk through reading sessions and look for evidence in journals and folders. SR			

6.3 SLT share and model best practice in all year groups relating to reading	SLT	Sept 20	• Plan of CPD and model lessons delivered by SLT on a range of aspects from phonics to higher level comprehension.
6.4 Cycle of monitoring and review put in place to ensure taught elements and strategies are being effective.	CS / SR	Sept 20	• Monitoring reports available including scrutiny and pupil interviews. • Monitoring plan available for Spring 1 onwards

- Cycle set Oct 20
- Cornerstones assessments and qualitative analysis in place for baseline and at every AP
- Pupil review for reading embedded for Autumn term. Repeat Spring.
- Summer 1 review revised to fit in with response curriculum monitoring – narrowed focus.

6.5 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 20	• **Edukey provision mapping and intervention plans available for target children.** • **Class teachers and subject co-ordinators should have copies of these plans available.** • **Class teachers able to articulate how the plan is progressing and the next steps for each pupil.**
6.6 Pupil reviews are embedded for reading to monitor progress and inform next steps	CS / SR	Dec 20	• 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

- First term reviews completed Nov 21
- Term 2 review set for April 21
- Summer 1 review revised to fit in with response curriculum monitoring – narrowed focus.
- Summer 2 review to reflect wider curriculum prior to AP3 judgments being made in CM (SR CS)

Key Priority 1.3	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.
What will be different for the children?	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.

Targets	Success Criteria
What we will achieve: 1. A greater percentage of pupils working at greater depth in reading at KS2 than was the case at KS1 across all groups 2. A greater percentage of pupils working at greater depth in writing at KS2 than was the case at KS1 across all groups 3. Upskilled staff who are able to identify, challenge and support more able pupils in all areas of learning	How we will know we have achieved it: • SAT results show a greater percentage of pupils working at greater depth in reading and writing. • A greater percentage of pupils are identified as working at greater depth through school tracking systems. • A greater percentage of pupils are achieving success when accessing higher level challenges within reading and writing. • Key groups, such as the disadvantaged, show an increase in the percentage of pupils working at greater depth in reading and writing. • 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.
Key People, including **leader**	Funding and Resources
HT, DHT, SLT, SIP, Teachers	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
1.1 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	• AR reports will show stretch targets for more able • Provision maps and learning plans will reflect these targets
• Targets put in place and discussed weekly with pupils in all AR classes. • Rewards / incentives put in place for engagement time • Reading Rails rewards used to increase engagement and breadth of reading.			
1.2 English for the more able sessions timetabled fortnightly within whole class guided sessions.	CS	Jan 21	• Evidence of work produced in sessions • Clear timetable of delivery available for scrutiny
• MM planned Teams based lessons for the latter half of Autumn term using English for more able resources.			
1.3 Additional opportunities to promote reading established. (local library links, author visits, seven stories) (COVID permitting)	CS / SR	Jan 21	• Pupil discussions highlighting uptake of opportunities • Annual plan of visits and opportunities with a link to cultural capital development
• Author Q&A sessions organised via Teams to increase engagement.			
~~**1.4** Blue badge reading buddies established to promote a love of reading and support younger pupils (COVID permitting) Look at remote solution using Teams to support across classes / bubbles KS2.~~	~~SR / CS~~	~~Jan 21~~ ~~Remote –~~	• ~~Pupil interviews~~ • ~~Display in school of groups actions~~
1.5 All parents of more able pupils will receive provision maps and guidance on how they can support their children	SR / all staff	Oct 20	• Evidence of provision maps • Discussed at parent consultation Oct 20
1.6 Pupil review to have a focus on more able provision and outcomes for reading	CS	Oct 20	• Evidence of coverage on pupil review documents
2.2 Competitions and purposes for writing beyond the curriculum are put in place termly.	SR	Oct 20	• Evidence of competition entry through portfolio
• Cross curricular opportunities created in science Spring 1 • **https://www.wordhound.co.uk/competitions/ (June 21) - needs to be moved to Sept 21**			
2.3 Pupil review to have a focus on more able provision and outcomes for writing.	SR	Oct 20	• Evidence of discussions in pupil reviews relating to writing
2.4 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 20	• Pupil portfolios available for scrutiny

2.5 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 20		• Displays of WAGOLS and more able writing evident around school • Achieved wall contains examples of strong writing
3.1 CPD looking at the tools in place to support the identification of more able and potentially more able pupils in reading and writing	CS / SR	Jan 21		• CPD record • CPD evaluation records
• Training put in place for Dec 20 with CLPE looking at progression for all year groups (virtual)				
~~**3.2** Regular learning walks focusing on provision for the most able in all classrooms~~	~~CS / SR~~	~~Sept 20~~		• ~~Feedback emails to staff~~ • ~~Records within Standards Tracker~~ • ~~Whole school feedback on generic areas for development.~~ •
3.3 Completion of the NACE audit tool to baseline current practice which will develop in to more able RAP	SR	Dec 20		• Completed audit • RAP with outcomes of audit
3.4 Engage with the NTP with one group specifically targeting more able provision (Year 5) Roll out to additional groups if it proves effective.	AR	May 21		• Evaluation of NTP after initial fifteen weeks

Key Priority 1.4	Quality of Education - Development of remote teaching and blended learning opportunities
What will be different for the children?	Children will be equipped with the knowledge and skills to allow them to access remote teaching and learning opportunities through Microsoft Teams, eschools and the school website. This will be used for homework and also in class to ensure the skills remain current should they be needed for future school closures.

Targets	Success Criteria
What we will achieve: 1. All KS2 children will be able to use Teams to compete tasks, collaborate and take part in online lessons 2. All teachers will be skilled in delivering online Teams lessons and in providing resources for eschools and school website.	How we will know we have achieved it: • Children are able to access lessons remotely • Children can collaborate and communicate with each other using Teams • Teachers can plan and assess work using Teams • In the event of future closure, lessons can be carried out remotely for all curriculum areas.
Key People, including **leader**	Funding and Resources
HT, DHT, SLT, SIP, Teachers	TEAMS training - staff and pupils Eschools School website

What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Teams training sessions for all KS2 pupils during transition weeks, including a remote lesson. • Teams training delivered to Yrs 4-6 Sept. (Need to timetable Y3 for wc 12/10	CS	Sept 20	• Discussions with pupils / feedback to ESC
1.2 Audit of home IT access - built into training	CS	Sept 20	• Available for scrutiny if required / feedback to ESC

• Letter home to check who has access to IT 5.10.20			
1.3 Homework tasks set through Teams to ensure skillls are developed and retained.	All KS2 staff	Oct 20	• Feedback to ESC
• UKS2 using Teams for homework wc 28.9.20			
1.4 Training session for Year 3 on Teams ready to start using in Year 4 - Move to Autumn 1	MM	July 21	• Check output from lesson and ability to logon using homework task.
2.1 Update on staff training for Teams, schools and school website	CS	Sept 20	• CPD log
• Update training timetabled for 4.11.20			

Key Priority 2	Behaviour and attitudes - To develop consistency in terms of implementation of a positive behaviour policy across school, 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: 1. A positive and purposeful learning environment based on strong relationships at all levels. 2. A consistent approach to behaviour and relationship management at all levels across the school. 3. A policy which supports and reflects good practice across the setting.	How we will know we have achieved it: • Incidences of low level disruptions reduced across classrooms (CPOMS) • Reduction in number of internal and fixed term exclusions from classrooms • Pupils show a greater understanding of conflict resolution and use it to solve minor disagreements themselves. • **Children report positively on the standards of behaviour in school.** • Pupils feel safe and happy in school, and know how to deal with a problem. • A reduction in the number of bullying behaviours demonstrated in school. • Strategies and approaches detailed in policy are apparent in daily practice.
Key People, including **leader**	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) Recap after second lockdown on pupil return and repeat in normal cycle summer 1.	CS / all staff	Sept 20 March 21 Apr 21	• CPD records • CPD evaluations • Evidence of practice change in classrooms • Discussions with pupils	
1.2 Periodic revisits of CPD to review good practice and points for development	CS / all staff	All joint CPD sessions	• Staff meeting agenda and minutes	
• Revisit at the start of each term plus after lockdowns. Additional session on third inset.				
1.3 Monitoring CPOMS to check levels of incidence	CS	fortnightly	• CPOMS reports and associated action points	
• CPOMS codes altered in consultation with Paul Arrowsmith (Clennell) Apr 21 • Addition of actions section to reporting forms to tie up loose ends and ensure every report has an outcome.				
~~**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~~	• ~~Records of learning walks~~ • ~~Standards Tracker evidence~~	
~~**1.5** SRE / PSHE work with children around Jubilee Centre work on character education to reinforce respect and positive relationships as well as Jigsaw.~~	~~CS / KS~~	~~Sept 20~~	• ~~Pupil discussions~~ • ~~Long term plans~~ • ~~Lesson observations~~	
• Jubilee Centre materials have been replaced solely by Jigsaw to maintain consistency and make it easier for staff				
1.6 Hot chocolate / Smoothy Friday in place to highlight positive behaviours	CS	Sept 20	• Evident in pupil discussions	
• **Reintroduce Summer 2 due to pandemic**				
1.7 Pupil interviews to be put in place to look at their perception of behaviour post lockdown.	CS	June 21	• Evident in pupil discussions • Feedback to ESC	

2.1 Final implementation of better lunchtimes report to look at interactions and behaviour in lunch hall and on yards - includes CPD update Sept 20	CS / lunch staff/ BLM	Oct 20	• Lunchtime report • CPD records

- Many of the new approaches maintained, but some aspects have been replaced with covid secure protocols which take priority at the moment. The final Better Lunch Times visit and assessment has been moved back to Jan 21. (See below)
- BLM accreditation visit moved back to Sept 21.
- Work around BLM to be included with Wellbeing award application through Education Gateshead Summer 1 – AR to co-ordinate.

~~**2.2** Final visit for BLM to look at accreditation and next steps~~	~~CS /BLM~~	~~Autumn 21~~	• ~~Action plan~~ • ~~CPD records~~
~~**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 20~~	• ~~Sports Crew interviews~~ • ~~Pupil interviews~~ • ~~Sports Crew RAP and plans~~

- Sports crew interviews delated to November 20. They will still operate on yards, but within their own bubbles. Also looking at how they can support other year groups through video activities and Teams.
- Summer term interviews for 2021 2022 Sports Crew roles.

2.4 Monitoring of yards and lunch hall by SLT to ensure new procedures are introduced consistently	SLT Lunch staff	Sept 20	• Discussions with SLT
2.5 Pupil movement around school to be a focus – fantastic walking, walking on the left, adult responsibilities and roles within this. Focus and revisit post lockdown to reestablish rules and routines.	All staff	Dec 19	• Pupil interviews • Observing pupils in and around school
3.1 Behaviour policy rewritten and reviewed in line with behaviour change model - consideration given to COVID adaptations.	CS	Sept 20	• Approved by governing body Oct 20
3.2 Staff provided with updated copies of policy to ensure consistency of implementation	CS	Sept 20	• Staff communication – training day and email Sept 20

Key Priority 3.1	**Personal development**: Embed SMSC within the curriculum, raise aspirations, and develop character education.
What will be different for the children?	

Targets	Success Criteria
What we will achieve: 1. A clear policy on character education and SMSC. 2. **Grid tracker used as an evidence base of coverage, and a tool for planning.** 3. SMSC will be embedded within all subject areas in curriculum mapping. 4. **Embed values model.** 5. Beyond the academic curriculum, children are provided with opportunities and experiences to help them develop spiritually, morally and socially and to increase their cultural capital.	How we will know we have achieved it: • Policy in place which is designed to develop SMSC with embedded elements of character education. • **Grid tracker illustrates a wealth of experiences and opportunities for all year groups.** • Unit plans explicitly make links to elements of SMSC and where appropriate the development of character – core and non-core. • **New values are used explicitly and evident across the life of the school.** • Children can talk about a range of cultural experiences they have been involved in across their time in school. A clear plan is in place to ensure that these experiences are broad and equitable.

Key People, including **leader**	Funding and Resources
CS, KS, SR	SMSC grid tracker Cornerstones

What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Policy put in place specifically on SMSC, with a focus on character education and how it is applied across the school	CS / KS	~~Nov 20~~ Jan 21	• Policy available for scrutiny on compliance tracker and school website
• This has been delayed to Jan 21 due to higher priorities relating to EYFS responsibilities for Mrs Short.			
2.1 Refresher training on the use of grid tracker - Summer 2	KS	June 21	• CPD record
2.2 Curriculum units cross reference to grid tracker at planning stage	KS	Sept 21	• Scrutiny and oversight of each unit
2.3 Audit use of tracker regularly	KS	Monthly	• Monthly filtered print of all areas with follow up
2.4 Planned opportunity to use grid tracker information to proactively plan for additional opportunities relating to SMSC / FBV	CS	Termly	• Staff meeting time available

3.1 SMSC objectives are included in curriculum overviews from Cornerstones when published to parents	All class teachers	Half termly	• Scrutiny and oversight of each unit • Overview sheets available for parents
3.2 SMSC mapping in place to demonstrate coverage and progression across school	KS	Sept 21	• SMSC overview showing progression through year groups linked to Cornerstones / Jigsaw
4.1 Plan developed to introduce each of the new values across the year – linked to Jigsaw if appropriate. • New values introduced in phase assemblies Summer 1	KS / CS	Sept 21	• Clear links to values in character education documents and assembly timetable. • Pupil discussions

~~**4.2** Redesign of values passports for Sept 20 – possibly digital resource~~
 	
  • Discussed with MM (digital passport) and review in Jan 21
  • **Prep digital passport for Sept 21 launch – new values.**
	~~CS / MM~~	~~Sept 20~~	• ~~Evidence in pupil interviews~~
			• ~~Passports / digital passports evident.~~

5.1 Development of pupil cultural entitlement document where details of each experience and enrichment is mapped out across the school for each pupil - linked in with curriculum statement and provision mapping on Cornerstones.	CS / All staff	Sept 21	• Document available for scrutiny end of July 21

Key Priority 3.2	**Personal development**: Develop and embed revised PSHE / RSE curriculum across the school to support emotional wellbeing
What will be different for the children?	

Targets	Success Criteria
What we will achieve: 1. A PSHE / RSE programme of study which matches the 2020 statutory requirements.	How we will know we have achieved it: • Progressive approach to the delivery of SRE and PSHE across all key stages • Pupils talk confidently about issues relating to SRE and PSHE • Teachers are confident delivering a well-resourced and appropriately structured curriculum. • Work and displays are evident around school demonstrating and celebrating work in this area.
Key People, including **leader**	Funding and Resources
Katie Short (KS) SLT Chair of governors (CoG)	£2500 Jigsaw

What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Review class timetables and subject time allocations to create dedicated space for PSHE in all year groups	CS	Sept 20	• School website timetables from Sept 20
1.2 Staff training on new resources and explanation of expectations	KS	Sept 20	• Training materials available for scrutiny
1.3 Launch first PSHE units Autumn 1	All staff	Sept 20	• Observation of units and outcomes from pupils
1.4 Open evening with parents to give them an opportunity to review resources – COVID permitting	KS	Nov 20	• Attendance at meeting, materials which were delivered available for scrutiny.
• Look at how this message can get out through Teams or school website by Jan 21 due to Covid restrictions.			
1.5 All unit maps to be placed on the school website prior to open evening	KS / CS	Oct 20	• Website check
• RSE unit overviews in place April 21 for summer term launch.			
1.6 Pupil interviews to discuss understanding	KS	Apr 21	• Feedback to ESC Spring term / link governor

1.7 Learning walks to observe practice and consistency	KS	Dec 20	• Feedback to ESC
1.8 RSE consultation with parents Spring 2	CS	Mar 21	• Feedback to parents and governors. Amend policy and practice as required.
• Completed virtually through Microsoft Forms (April 21)			

Key Priority 3.3	Personal development - Continue to develop and embed wellbeing strategies to develop the physical and emotional wellbeing of pupils
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: 1. Increase access to daily mile by pupils to 100% 2. Improve facilities and resources to encourage year round exercise 3. Increased proportion of after school clubs focusing on exercise and sport 4. Development of forest school provision to support emotional and physical development 5. Increased update in club access at external after school clubs and organisations.	How we will know we have achieved it: • All classes access daily mile or relevent physical activity • Running track installed to allow year round access to field • All classes to have one sports and physical activity based club per term with access available to all • All classes to be offered forest school provision in school, and at least one half term of after school provision • An increased number of pupils joining clubs as a result of exposure through school sport.
Key People, including **leader**	Funding and Resources
HT, DHT, SLT, SIP, Teachers **A Ridley**	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 spring and summer terms. (Y1-Y6)	AR	Spring 21	• AR to monitor and discuss with gov link
2.1 Contract for running track to be tendered, using two years sports premium funding to support	AR	Autumn 20	• Include in finance committee reports
2.2 Organise installation of running track	**AR**	**Spring 21**	• **Completion of track and launch event.**

Running track install delayed due to lack of materials nationally. New date set for 16th August. Completion for the start of the new school year.			
3.1 All classes encouraged to plan one active club for each year group termly with focus on outdoor sport.	AR / class teachers	Spring 21	• HT to monitor
Multi sports clubs planned and delivered during Spring 2 and Summer 1 to most classes. Uptake was too low in some year groups (R / Y6) ASC revamped to include one night of dance which is accessed in a covid secure way by a range of year groups.			
4.1 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.	IB	Summer 1 Summer 2	• Gov monitoring • AR to monitor PE and adventurous activity element.
Clubs completed for Year 4, Year 3 and Year 5 with in school provision for Year 6 (Summer 2) Strong uptake and very popular.			
5.1 Make links with clubs such as Birtley Harriers and Kibblesworth Cricket Club to increase community update.	AR	Summer 1	• Governor monitoring
Difficult to achieve due to covid restrictions. Will move to development plan for next year.			

Key Priority 3.3	Personal development - Increase the percentage of KS2 children opting for a healthy school lunch.
What will be different for the children?	Healthier choices evident in the school hall through an increase in school lunch uptake. Where school lunches are not taken, packed lunches mirror the health qualities of school meals.

Targets	Success Criteria
What we will achieve: 6. Uptake of school meals increases by 10% 7. Content of packed lunches improves to meet healthy guidelines and raise scores attached to the better lunchtimes mark. 8. UFSM levels remain high, with school meal uptake being maintained into Year 3.	How we will know we have achieved it: • Increased percentage of children opting for a school meal over the final term of the school year. • Children talk positively about school lunches and do not feel disadvantaged compared to their packed lunch friends. • Quality of packed lunches improve in line with healthy plate guidance. • All drinks, both school meal and packed lunch, are limited to water to encourage a healthier lunchtime.
Key People, including **leader**	Funding and Resources
HT, DHT, SLT, SIP, Teachers	Paul Evans – Better Lunchtimes Better lunchtimes report Better lunchtimes themed visits

What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Target Year 2 pupils and parents through correspondence to try and maintain high levels of update through to KS2	CS / school meals service	Summer 21	• Correspondence to parents • ~~Governor presence at open event~~
2.1 Brief all staff on this aspect of lunchtime audit - repeat from Feb 20 due to extended closure.	CS	Summer 21	• Training day June 21, training materials
2.3 Inform parents of requirements of lunchtimes award and requirement for healthy packed lunches and water on tables	CS	May 21	• Letter home Oct 20
2.4 Start to enforce healthy lunch monitoring	All staff	May 21	• Discussions with pupils and staff (May 21)
2.5 Create reward scheme for healthy choices in packed lunch	CS / lunch staff	Sept 21	• Pupil discussion
2.6 School competition to design a healthy packed lunch	All staff	May 21	• Display and evidence of outcomes

2.7 Practical healthy packed lunch workshops with pupils facilitated by teaching assistants	CB / TAs	June 21	• Discussions with pupils • Photographs and evidence on website (June 21)
2.8 Introduce water on tables for all pupils	All staff	TBC	• Discussions with pupils
2.9 Consult with parents on healthy drinks in packed lunches as part of packed lunch review.	CS	June 21	• Letter to parent / parents meetings if required
2.10 When possible, engage with Gateshead School Meals Service to introduce taster session during parent consultation evenings.	CS	TBC	• GOV presence at parents night

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: 1. Link governor roles reviewed and roles allocated 2. Series of planned link governor visits take place across the school 3. Appropriately challenging feedback and reports available to all school staff 4. Knowledgeable governors who understand their areas of responsibility	How we will know we have achieved it: - Documentation relating to governor links available in handbook and on school website. - Timetable of planned visits across the academic year which encompasses all key areas of the school. - Written reports fed back to staff to support continued development and appropriate challenge. - Governors can talk confidently and with authority about their area of responsibility

Key People, including **leader**	Funding and Resources
HT, DHT, SLT, SIP, Teachers	Montoring plan Monitoring focus forms (office 365)

What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Link governor roles established and recorded in governors handbook. Responsibilities are also outlined on the school website.	CS CoG	Nov 20	- Handbook completed and available for scrutiny - Website updated (Nov 20)
2.1 Link governor monitoring schedule in place with supporting documents in governors handbook	CS CoG	Oct 20	- Handbook completed and available for scrutiny - Timetable of visits available for academic year
3.1 Feedback form evaluated and included in handbook for reference. Electronic version available on sharepoint or through Microsoft forms	CS JC	April 21	- All formats of forms available for first round of visits

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.	CS CoG	April 21	• Agendas of sub committee meetings for Spring Term • Record of feedback comments to staff and actions of next steps to be reviewed.
4.4 Session planned to support governors to become more familiar with the expectations of monitoring an area within school.	CS	TBC	• Training session offered to discuss monitoring arrangements in school and governance handbook. (Oct 20)
4.5 ~~Plan for end of year review of governance to incorporate skills audit, review of effectiveness of governing board, development of impact statement and annual report to stakeholders.~~	~~CS CoG JC~~	~~Jul 21~~	• ~~Date set for end of year review.~~ • ~~Minutes of the event available for review.~~ • ~~Outcomes of event used to formulate governance plan for 2020-2021~~
4.6 360 Feedback review of the chair - moved back due to new COG	CoG	TBC	• Mechanism for 360 feedback developed (Apr 21) • Questionnaires circulated (May 21) • Feedback and action plan competed (Jul 21)

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
What we will achieve: 1. To upskill all subject co-ordinators to allow them to successfully co-ordinate a curriculum subject or area within the school. 2. To enable all subject co-ordinators to take greater control over their professional development	How we will know we have achieved it: • Subject co-ordinators have the ability to conduct learning walks, pupil interviews and scrutinies related to their area of responsibility • Subject co-ordinators are able to deliver CPD relating to their area of responsibility. • 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. • 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.
Key People, including **leader**	Funding and Resources
C Steel S Renton All middle leaders	Release time to allow learning walks to take place – at least one per term per subject, two for core areas. 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.

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	Jan 21 onwards	• See timetable of learning walks and support for details.
• Able to start this early with EYFS, SEN. (Oct 20) This was then paused due to bubble closures.			
1.2 Middle leaders allocated a mentor to support leadership development (This will usually be Standards Tracker appraiser)	All co-ordinators	Sept 20 onwards	• Standards tracker records

- Reintroduce Summer 1 face to face (suspended due to covid)

1.3 Middle leaders supported to plan and deliver themed events related to their area of responsilbility			• See curriculum and assembly timetable for details
2.1 Monthly meetings with appraiser / mentor to discuss CPD requirements and wider role - Summer 21	All co-ordinators	Summer 21	• Standards tracker records
2.2 Training given on standards tracker to ensure all staff are able to update their ROPDs successfully – Autumn 21	All staff	Summer 21	• Standards tracker records

- Reintroduce Summer 1 ready for face to face meetings

2.3 Rolling timetable to focus on different elements of the curriculum across the Summer term. Each co-ordinator to present their new curriculum policy and key elements to staff meeting.	All staff	Summer 21	• Staff meeting records
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	Restarting Summer 21	• Records and minutes of deep dive meetings and any actions which may result from them.

Key Priority 4.3	To further develop staff wellbeing strategy			
What will be different for the children?	N/A			

Targets	Success Criteria
What we will achieve:	How we will know we have achieved it:
1. Clear strategy established to promote and monitor staff wellbeing	1. Monitoring cycle in place for wellbeing with strategy document created in collaboration with staff and governors.
2. Staff wellbeing charter created	2. Wellbeing charter in place, outlining schools commitment to wellbeing
3. Specifically review planning, marking and feedback strategies.	3. Reviewed planning and feedback strategies to support teaching and learning and work life balance.

Key People, including **leader**	Funding and Resources
C Steel A Watling (Link staff governor) Link Governor TBC All staff	£300 feedback books £150 CPD / wellbeing resources when required £300 for flu jabs if required.

What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Meeting to establish what staff consider to be the greatest stresses and challenges in their roles – this will form basis of wellbeing charter and strategy	All staff	Sept 20	Discussion on outcomes with governors
1.2 Anonymous staff questionnaire to establish concerns or feelings around wellbeing in school	All staff	July 20	Fed back to staffing
• Repeat Summer 1			
1.3 Timetabled wellbeing check-ins put in place for every half term for all staff with agreed mentors. (VIRTUAL DUE TO PANDEMIC)	All staff	Oct 20 Face to face Summer 21	Discussions with staff
1.4 Questionnaire repeated at the start of each term	All staff	Jan 21	Available for scrutiny when complete

1.5 Wellbeing working group set up Spring 2. Will feedback to staff and governors Summer 1 and Summer 2 respectively.	Working party	March 21	Minutes available for scrutiny. Attendance at staffing committee meeting.
2.1 Create wellbeing offer relating to the outcomes of direct work with staff	CS	Oct 20	Available on school website.
3.1 Focus group to consider end of Summer 1 with recommendations for changes ready for Sept 21.	AR	Sept 21	Gov monitoring through inclusion of wellbeing governor who will feedback to FGB

Key Priority 5.1	**EYFS** – To modify pupil review, moderation and tracking in light of the 2021 EYFS reforms.
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.

Targets	Success Criteria
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 **leader**	Funding and Resources
Katie Short (EYFS lead) Sarah Renton (Deputy Head) Craig Steel (Head Teacher)	Development of working group between other Gateshead schools including Ryton Federation and High Spen to develop shared practice.

What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 KS to attend all relevant EYFS LA training to better understand requirements of renewed framework	KS	Summer 1	• Follow up meetings to discuss developments from LA meetings.
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	KS	Summer 1 and 2	• Notes from meetings and proposed outcomes for tracking documents
1.3 Proposed tracking model to be discussed with SLT before September roll out	KS CS SR	21.6.21	• Interim meetings to discuss developments before final sign off of tracking model (21.6.21)

2.1 Establish format, frequency and content of moderation discussions between professionals to validate judgements and appropriate next steps for pupils.	KS CSh SR	12.7.21	• Discussion with SR in July to finalise the content, outcome and purpose of moderation meetings.
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 **challenge**, **exploration** and a **love of learning**;
	• Develop **provocations** and the balance of **child initiated / adult led activities**
	• Enhance the curriculum offer through the consistent introduction of appropriate **linked continuous provision**.
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: 1. Environments that consistently have a range of well-planned and appropriate provocations linked to the interests of the children. 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. 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.	How we will know we have achieved it: • Children engage in purposeful play, using a mixture of provocations and child-initiated activities to sustain their interest. • Adult led activities are purposeful and well planned to meet the needs of the children. • 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. • Environments are consistent in set up and engaging to pupils, encouraging sustained play. • Children are exposed to a range of new experiences across the EYFS to broaden their horizons and increase their store of cultural capital.

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	• Learning walks, SLT monitoring.

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	• Learning walks, SLT monitoring. • Floor books illustrate retrospectively what has been available.
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	Summer 1	• Learning walks, SLT monitoring.
1.4 A clear understanding of why this? Why now? In terms of curriculum and environment design that can be articulated.	KS Csh	Summer 2	• Co-ordinator and class teacher meetings with SLT to develop ability to articulate thoughts in this area.
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	• Learning walks, SLT monitoring.
2.2 Areas are appropriately resources to support adult led activities. Linked to this, resources are in place to support any continuous provision that may stem from this.	KS Csh	ongoing	• Learning walks, SLT monitoring.
3.1 General overviews are available showing intended coverage and where SMSC and cultural capital fits in to this.	KS Csh	Summer 2	• Learning walks, SLT monitoring.

Key Priority 5.3	**EYFS** – To build consistency and strengthen links within the EYFS
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.

Targets	Success Criteria
What we will achieve: 1. To ensure that moderation across rooms delivers consistency in teaching and learning and accuracy in judgements. 2. To establish consistency in practice and approach between Nursery and Reception. 3. To ensure that transition between Nursery and Reception is smooth for all pupils.	How we will know we have achieved it: • Although separate, links will be maintained between the two rooms and progression in expectation and delivery will be evident. • Systems and procedures are consistent between both classrooms where appropriate. • Regular meetings take place to develop practice across both rooms, build consistency, and deliver training to all staff, including support staff. • Children enjoy a smooth and seamless transition between Nursery and Reception, with the majority of children clear on expectations and the routines that exist.

Key People, including **leader**	Funding and Resources
Katie Short (EYFS lead)	Release time where appropriate for training and meetings between both classrooms.

What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Meetings to take place (fortnightly) within EYFS to look at practice and the implementation of the revised EYFS framework.	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?
1.2 Joint moderation sessions between Nursery and Reception to validate judgements and assess evidence base / new profile and tracking system.	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	Katie Short Chloe Shaw	Summer Term	Review transition plans for Nursery in the summer term monitoring visit.

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.			
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	Summer Term	Review the transition plan into Year 1 in the summer term monitoring visit.

Key Priority 5.4	**EYFS** – To continue to develop leadership within the EYFS			
What will be different for the children?	A coinsistency will be established between the two classrooms. Opportunity to develop leadership role will lead to improved opportunities for pupils.			

Targets	Success Criteria
What we will achieve: 1. Timetabled EYFS meetings to develop staff. 2. Proactive RAP, looking at the ongoing development of EYFS. 3. Strong performance management and mentoring of staff. 4. A role for the EYFS lead in setting the vision and direction for the department. 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?	How we will know we have achieved it: • Regular, purposeful EYFS meetings where training is delivered and matters relating to EYFS considered. • Clear curriculum rationale established which delivers progression and continuity between classrooms. • RAP in place for EYFS which builds on the themes developed in the SDP. • Records of regular performance management meetings for teachers and support staff to support practice and professional development. • A clearly articulated vision and rationale for EY practice which is communicated effectively by the EY lead and understood by all.

Key People, including **leader**	Funding and Resources
Katie Short (EYFS lead) 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.

What we will do to achieve the targets:	Who?	When?	Monitoring plan
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.	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	June 21	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)	Summer 2	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	Summer 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