

KIBBLESWORTH ACADEMY

School Development Plan 2022-2023

October 2022





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>1.1 Further develop our curriculum offer, ensuring a bespoke curriculum for all subjects in line with our curriculum policy.</p> <p>1.2 Secure standards of attainment and achievement in reading, relative to pupils' starting positions across all key stages, including those with the lowest attainment (Bottom 20%)</p> <p>1.3 Secure attainment levels at the end of KS1.</p> <p>1.4 To develop retrieval practice techniques across all curriculum areas.</p> <p>1.5 To review and enhance assessment systems and procedures</p>	<p>2.1 Develop consistency in terms of the consolidation of a positive behaviour model across classrooms, including scripts, rules and rewards.</p> <p>2.2 Review and enhance interventions and support for attendance, particularly in relation to pupils who are at risk of low attendance (below 90%) or have a pattern of lower attendance historically.</p>	<p>3.1 Embed SMSC within the curriculum, raise aspirations, and develop a cohesive, sequential plan to increase cultural capital</p> <p>3.2 Embed strategies to support the mental and physical wellbeing of pupils and staff.</p> <p>3.3 Develop Learning to Learn strategies within the curriculum, with particular emphasis on oracy, metacognition and self regulation</p>	<p>4.1 To facilitate link governor visits to deliver effective challenge and support to school leaders.</p> <p>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.</p>	<p>5.1 To continue to modify pupil review, moderation and tracking in light of the 2021 EYFS reforms.</p> <p>5.2 To continue to promote challenge, exploration and a love of learning;</p> <p>5.3 To continue to develop leadership within the EYFS</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?	A cohesive, spiral curriculum that both engages children and prepares them for the next stage of their education. By the end of KS2, all children will have a broad range of experiences and a strong understanding of the skills and knowledge linked to all areas of the curriculum.	
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">• 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.• Series of events and experiences mapped out across all key stages to establish pupil entitlement within the school.
Key People, including leader		Funding and Resources
HT, 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>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"> 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.
<ul style="list-style-type: none"> monitoring schedule 2022 2023.docx Autumn 1 2022 monitoring schedule.docx Autumn 2 2022 monitoring schedule.docx <p>Key subject development priorities / subject RAPS</p> <ul style="list-style-type: none"> Literacy RE PSHE Art MFL Geography History Maths Music PE Science 		<p>Subject policies</p> <p>English</p> <p>Mathematics</p> <p>PE</p> <p>Art and design</p> <p>Design and technology</p> <p>Geography</p> <p>MFL</p> <p>Music</p> <p>PSHE</p> <p>RE</p> <p>Science</p>	
<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 CPD map</p>	<ul style="list-style-type: none"> CPD feedback forms Staff meeting minutes available to govts where CPD is discussed.



		Pathways	<ul style="list-style-type: none">Standards Tracker (ST) CPD portfolios.
1.3 Subject leader network to be created to allow co-ordinators to liaise and collaborate with colleagues in other schools. (Initially through NACE links – Nettlesworth) Establish a moderation schedule for non-core subjects.	CS / SR to facilitate	Nov 22	<ul style="list-style-type: none">Discussions with co-ordinators relating to outcomes of joint work.Evidence of outcomes from shared work and support.
1.4 Re-establish link governance (linked to priority 4.1)	CoG	Nov 22 FGB	<ul style="list-style-type: none">Monitoring table exists with all key areas indicated and governors allocated by Dec 20First round of monitoring visits have taken place by end Dec 21
<ul style="list-style-type: none">Governor subject links 2022 2023.docx Governor links 2022 2023.docx (SDP links)			
1.5 Cycle of review and monitoring in place to review and quality assure units and resources (Cornerstones)	SLT	Sept 22	<ul style="list-style-type: none">Education Committee to review unit coverage and mapping and also a sample of amended lesson plans, resources and outcomes.
<ul style="list-style-type: none">Subject deep dive guidance (The Key)Learning walk guidance (The Key)Lesson obs guidance (The Key)Middle leader deep dive questionsMiddle leader questionsEYFS lesson observation guidanceReading learning walk templateLearning walk templateFocused lesson observation templateGuidance on work scrutiny	<ul style="list-style-type: none">Mathematics scrutiny templateGuided Reading learning walk Jan 22		
<ul style="list-style-type: none">Curriculum Monitoring and evaluation schedule 2021 – 2022Autumn 2 monitoring and assessment timetable			



1.6 Embed assessment protocols for foundation subjects.	CS / SR	Ongoing – Review Dec 22	<ul style="list-style-type: none">Review the use of Cornerstones assessments across first set of units Autumn 1Review use of cornerstones assessment tracking in non cornerstone units - (RE / French initially)
<ul style="list-style-type: none">Develop Computing coverage with additional strands – Digital Literacy, Control and Programming, Online safety – as well as digital passports (MM)Revisit prior to Autumn half term to review accuracy of assessments and their completion.Ensure French assessment materials are mapped across to Cornerstones for end Oct 22 (CS)Ensure that additional RE units are mapped across to Cornerstones for end Oct 22 (CS)			
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">Agenda and minutes of SLT meetings available for scrutiny
2.1 Curriculum statement in place for each curriculum area, outlining intent and implementation for each subject, in place and published on school website. This will include a policy update for each foundation subject.	All co-ordinators	October 22	<ul style="list-style-type: none">Vision for subject to be discussed as part of curriculum meetings with co-ordinators for each subject termly. (CS)
<ul style="list-style-type: none">Curriculum policies			



Key Priority 1.2	Quality of education - Secure standards of attainment and achievement in reading, relative to pupils' starting positions 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: <ol style="list-style-type: none"> 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. 2. To increase the level of independent and home reading across all key stages. 3. Accurate assessment to demonstrate achievement and attainment. 4. Well planned and accurately delivered phonic teaching in EYFS, KS1 and KS2. 5. To raise levels of achievement and attainment at the end of all key stages. 		How we will know we have achieved it: <ul style="list-style-type: none"> • 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. • Year 1 phonic screening will show above local and national average in terms of 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 Usborne sponsored read funding - £1000 for non fiction stock		
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 22 May 23	<ul style="list-style-type: none"> Survey results to be published to website and discussed in ESC.
1.2 New book stock to be purchased to fill gaps on RR lines	SR	Jan 23	<ul style="list-style-type: none"> Book stock available for scrutiny
1.3 Class libraries to be updated and rotated half termly	SR	Half termly	<ul style="list-style-type: none"> 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 22	<ul style="list-style-type: none"> Book stock available for scrutiny
1.5 Reading links made in all curriculum units to increase engagement time	SR	Sept 22	<ul style="list-style-type: none"> 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 22	<ul style="list-style-type: none"> Increased number of competitions and vehicles for increased reading apparent in school. This will be evidenced through RAP of literacy lead.
1.7 Classroom strategies, such as reading rails, continue to be used to raise the profile of reading in all classrooms.	All staff	Sept 22	<ul style="list-style-type: none"> 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
1.8 . Reading Air continues to promote multi-cultural texts across all key stages. Evidence of its use should be linked to appropriate units	SR	Sept 22	<ul style="list-style-type: none"> Reading Air banners incorporated into competition schedule. Inclusion in Learning Journals from Year 2 - 6
1.9 Teachers encouraged to model a love for reading, sharing reading practices and recommendations with pupils	All staff	Sept 22	<ul style="list-style-type: none"> 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. Home connect letters to be	All staff	Sept 22	<ul style="list-style-type: none"> Evidence of parent involvement in all reading logs and learning journals across the school.



sent to all AR parents week 2. Use of learning journal and reading logs to be included in first newsletter and reading night.			
2.2 Parent consultation evenings focused on reading engagement and standards of reading 2.2 Curriculum reading nights in place for all key stages Autumn Term.	All staff	Oct 22 Sept 22	<ul style="list-style-type: none"> Examples of feedback documents and reports given to parents available for scrutiny.
2.3 Reading open days to allow parents to take part in a reading lesson	SR	Oct 22 Jan 22	<ul style="list-style-type: none"> Phonics open day planned for Jan 22 Reading open day planned for Autumn 1 Reading materials and information available for parent consultation sessions. 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 22	<ul style="list-style-type: none"> Home connect letters sent out Sept 22. Teams based session planned to support if demand exists.
3.1 Assessment timetable (STAR and Cornerstones) to be implemented. STAR baseline test timetable.docx	SR / CS	Sept 22	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 – Phonics lead to conduct all phonics testing and grouping to promote accuracy and consistency.	KS	Sept 22	<ul style="list-style-type: none"> Phonic tracking available in assessment system Planning shows link to previous assessment with appropriate next steps Phonic information shared at ESC



3.4 Tracking of high frequency words across EYFS and KS1	SR	Sept 22	<ul style="list-style-type: none"> HFW tracking available in assessment system
3.6 National Phonics check to be completed June 2023	KS / NW / JW	Jun23	<ul style="list-style-type: none"> Statutory requirement, fed back to FGB
4.1 Whole class guided reading stock to be purchased to allow greater access to texts.	SR	Sept 22	<ul style="list-style-type: none"> Book stock lists and purchased stock available in school.
4.2 Re-check literacy units realigned to be text based	SR	Sept 22	<ul style="list-style-type: none"> Long term overview of whole class reading progression available.
5.1 Access external and internal CPD where required – KS to ensure recap CPD is in place Autumn 1 for all phonics teachers.	CS / KS	Oct 22	<ul style="list-style-type: none"> 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 reviewed and shared with staff.	KS	Sept 22	<ul style="list-style-type: none"> Progress against agreed benchmarks reported back at every ESC meeting
5.3 Planned intervention across the whole school for those pupils who do not reach the expected phonic standard, or through internal assessments, still have weakness in this area. Bottom 20%+)	KS / VL	Oct 22 -	<ul style="list-style-type: none"> 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.
Bottom 20% identified and tracked at all APs.			
5.4 Pupil tracking in place to identify which sets pupils are working within and beyond (Letters and sounds / RWinc)	KS	Sept 22 ongoing	<ul style="list-style-type: none"> 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	All staff	Oct 22	<ul style="list-style-type: none">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 22	<ul style="list-style-type: none">Evidence of comprehension planning and progression across years 1 – 6 as appropriate.Comprehension files / books available for scrutiny.
6.3 SLT share and model best practice in all year groups relating to reading	SLT	Sept 22	<ul style="list-style-type: none">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 22	<ul style="list-style-type: none">Monitoring reports available including scrutiny and pupil interviews.Monitoring plan available for Spring 1 onwards
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 22	<ul style="list-style-type: none">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 22 (AP1)	<ul style="list-style-type: none">Timetable of pupil reviews and review documents available for scrutinyRecommendations should clearly feed into planning and then back into following review



Key Priority 1.3	Quality of Education - Secure attainment levels at the end of KS1.	
What will be different for the children?	Children in Year 1 and Year 2 will make a successful transition from EYFS into KS1. Expectations will be high and systems in place to ensure that all children are challenged and supported to reach their potential. This will result in improved levels of literacy and numeracy at the end of Year 2.	
Targets		Success Criteria
What we will achieve: <ol style="list-style-type: none">1. A greater percentage of pupils working at greater depth in reading, writing and mathematics at the end of KS12. A strong transition from EYFS that builds on their starting positions, showing high expectations of all pupils.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: <ul style="list-style-type: none">• SAT results show a greater percentage of pupils working both at the expected level and at greater depth at the end of KS1 across all subjects.• 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 both the expected level and 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.• Attitudes to learning are positive. Children demonstrate a positive mindset and a willingness to engage with learning.
Key People, including leader		Funding and Resources
HT, DHT, SLT, SIP, Teachers		English for the More Able (when appropriate) The Write Stuff Cornerstones Reading & SPaG assessments



What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Ensure daily BM and TTRS sessions are in place for Year 1 and Year 2 children.	Csh / JW / AR	Sept 22	AR to support and monitor implementation
1.2 The use of mastery curriculum model is evident across KS1 maths lessons	Csh / JW / AR	Sept 22	AR to support and monitor implementation
1.3 School writing model is employed consistently and effectively across KS1	CSH / JW / SR	Sept 22	SR to support and monitor implementation
1.4 Daily phonics sessions are in place for all KS1 children	CSH / JW / KS	Sept 22	KS to support and monitor implementation
1.5 Additional phonics resources are in place for those who need additional support	CSH / JW / KS	Sept 22	KS to support and monitor implementation
1.6 All learning plans are up to date with appropriate measurable actions	CSH / JW / VL	Sept 22	VL to support and monitor implementation
1.7 Teaching and learning is noted to be at least good across all KS1 classes	Csh / JW / CS / SR	Sept 22	CS / SR to support and monitor implementation
1.8 Assessment is robust in all curriculum areas	CS / SR	Oct 22	CS to monitor and feedback any changes required
2.1 The transition from EYFS to KS1 is planned and actioned appropriately to meet the needs of all pupils	JW / KS	Sept 22	KS to support and monitor implementation
3.1 CPD and support available to KS1 staff to support the development of teaching and learning, particularly for the most able pupils, to ensure all children make at least good progress.	SR / CS	Sept 22	SR / CS to support and monitor implementation



Key Priority 1.4	Quality of education - To develop retrieval practice techniques across all curriculum areas.		
What will be different for the children?	Children will be better able to recall prior learning, demonstrating a better understanding of key facts and concepts. This will be evident across the curriculum.		
Targets	Success Criteria		
What we will achieve: <ol style="list-style-type: none"> Children can recall key facts and use key skills from previous lessons Staff will have a stronger understanding of the theory behind retrieval practice and the working memory model Staff will have a bank of resources to support the development of retrieval practice in their classroom 	How we will know we have achieved it: <ol style="list-style-type: none"> Children can recall key facts and information from previously taught lessons Staff can articulate their understanding of retrieval practice and how to improve children's retention of key facts Resources are in place and used daily and consistently across the curriculum to support pupils whilst not overloading their working memory. 		
Key People, including leader	Funding and Resources		
Sarah Renton 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
1.1 Teachers consider key knowledge and skills required from each lesson / series of lessons and adjust plans accordingly.	CS – all staff	Sept 22	Discuss during inset and monitor focus during learning walks.
1.2 Activities that promote Retrieval practice are evident in planning and delivery across the curriculum	CS – all staff	Sept 22	Monitor during learning walks and pupils discussions.
2.1 CPD on Retrieval practice to be included in Inset 1	CS / SR	Sept 22	CPD plan



2.2 Book study to be made available to all staff to develop understanding	CS	Sept 22	CPD plan
3.1 Recap of available resources (including Rosenshine's Principles of Instruction) and their use at Inset 1	SR	Sept 22	Discussion with teachers
3.2 All learning walks to include an inclusion of Retrieval practice techniques as good practice	CS / SR	Sept 22	Monitor use through learning walks – all subjects
3.3 Bring and brag session in staff meeting to look at successful implementation and challenges.	CS / SR	Oct 22	Minutes of staff meeting / discussions with staff.



Key Priority 1.5	Quality of education - To review and enhance assessment systems and procedures		
What will be different for the children?	Assessment protocols will be less onerous on children, with only essential assessments undertaken. Accurate assessment will also ensure that teaching is well targeted and greater levels of progress can be made.		
Targets	Success Criteria		
What we will achieve: <ol style="list-style-type: none"> 1. Assessment points will be streamlined with greater accuracy achieved through moderation and scrutiny. 2. Formative assessment practice will be enhanced across all year groups. 3. Marking and feedback is further streamlined to ensure high quality, manageable feedback. 	How we will know we have achieved it: <ol style="list-style-type: none"> 1. Assessment point deadlines are successfully met, with accurate information fed into the next term to successfully target the needs of all pupils. 2. Lesson observations and pupil discussions indicate that teachers have an accurate understanding of the ability and needs of all pupils. 3. Questioning remains good and is further enhanced. 4. Teachers report feedback and marking is manageable, with responses from pupils indicating that feedback given is meaningful and drives progress. 		
Key People, including leader	Funding and Resources		
Sarah Renton Craig Steel All subject leads	Training day Staff meeting time Autumn term / Spring term Release to deliver CPD		
What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Assessment schedule produced with key timeline of expectations	CS	Sept 22	Available to FGB
1.2 Methods of collecting information reviewed and streamlined to reduce marking and reduction in lesson time for pupils	CS / SR	Oct 22	Available to ESC
1.3 Pupil review dates are set and meetings streamlined to reduce time but increase impact.	CS / SR	Dec 22	Available to ESC



1.4 Moderation links and cycle established with cluster school and Nace network schools	CS / SR	Sept 22	Available to ESC
2.1 Inset day training focusing on whole school assessment	SR	Sept 22	Available to ESC
2.2 Staff training focusing on formative assessment strategies and questioning	CS / SR	Oct 22	Available to ESC
3.1 Marking and feedback reviewed in staff meetings	SR	Oct 22	Available to ESC
3.2 Pupil reviews and pupil discussions to focus on the effectiveness of feedback to pupils	CS / SR / subject leads	Autumn 1	Available to ESC.



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: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • Incidences of low level disruptions remains low 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		Training day 1 – time for recap session. SLT monitoring ongoing, particularly at lunchtime.	
What we will do to achieve the targets:		Who?	When?
1.1 Recap CPD on behaviour change – adult role and expectations		CS / all staff	Sept 22
			<ul style="list-style-type: none"> • CPD records • CPD evaluations • Evidence of practice change in classrooms • Discussions with pupils
1.2 Monitoring CPOMS to check levels of incidence		CS	fortnightly
			<ul style="list-style-type: none"> • CPOMS reports and associated action points



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">Records of learning walksStandards Tracker evidence
1.5 Hot chocolate Friday in place to highlight positive behaviours. Proud Fridays also introduced to develop positive mindset – link to metacognition.	CS	Sept 22	<ul style="list-style-type: none">Evident in pupil discussions
1.6 Pupil interviews to be put in place to look at their perception of behaviour	CS	Sept 22	<ul style="list-style-type: none">Evident in pupil discussionsFeedback to ESC
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 22 training day. Refocus on implementation plan.	CS / lunch staff/ BLM	Sept 22	<ul style="list-style-type: none">Lunchtime reportCPD records
2.2 Final visit for BLM to look at accreditation and next steps – if available.	CS /BLM	TBC (2022/23)	<ul style="list-style-type: none">Action planCPD 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 22	<ul style="list-style-type: none">Sports Crew interviewsPupil interviewsSports Crew RAP and plans
2.4 Monitoring of yards and lunch hall by SLT to ensure new procedures are introduced consistently	SLT Lunch staff	Sept 22	<ul style="list-style-type: none">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.	All staff	Sept 22	<ul style="list-style-type: none">Pupil interviewsObserving pupils in and around school



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"> Reduction in the percentage of children classed as PA across the academic year. Attendance of all pupils is >97% for the academic year. Gaps in attendance between key groups are reduced across the academic year. 	How we will know we have achieved it: <ul style="list-style-type: none"> All target historically PA children show increased attendance levels Attendance level of all children >97% at each assessment point. Minimal gaps in attendance levels between key groups of pupils 		
Key People, including leader	Funding and Resources		
HT, DHT, SLT, SIP, Teachers	<ul style="list-style-type: none"> Percentage of PP funding linked to target pupils used to support monitoring and intervention work. 		
What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Contact families of all PA children from 21 / 22 by personal letter at the start of the year to reinforce the importance of good attendance.	CS / JF	Sept 22	<ul style="list-style-type: none"> Gov monitoring where required.
1.2 Track historically PA children from Sept 22. Contact parents periodically in line with STEP model to discuss attendance patterns and any issues.	CS	Sept 22 – fortnightly or as appropriate	<ul style="list-style-type: none"> Gov monitoring half termly with attendance and safeguarding link governor.
1.3 Re-review LA attendance strategy to ensure a clear path to legal intervention should it be required	CS / JF	Oct 22	<ul style="list-style-type: none"> Gov monitoring



2.1 Include class attendance award in weekly ROH assembly to raise profile of attendance across school (Attendance cup and Hearmiss)	CS	Sept 22	<ul style="list-style-type: none">Gov monitoring / pupil interviews to judge effectiveness.
2.2 Whole class attendance awards for classes who exceed 97% for the week, month, half term.	CS	Sept 22	<ul style="list-style-type: none">Gov monitoring / pupil interviews to judge effectiveness.
3.1 Half termly monitoring of attendance groups linked to PA	CS	Sept 22	<ul style="list-style-type: none">Gov monitoring / pupil interviews to judge effectiveness.



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"> 1. SMSC activities and experiences will be embedded across all areas of the curriculum 2. Tracking of all SMSC activity through Grid Tracker 3. Opportunities are put in place to raise aspirations of all pupils 4. Opportunities to increase cultural capital are planned for and mapped across all year groups. 	How we will know we have achieved it: <ul style="list-style-type: none"> • Opportunities to develop SMSC across curriculum are noted in planning and delivery. • SMSC Grid Tracker is up to date and used proactively to plan opportunities for SMSC development. • Identified areas of cultural capital are mapped across all subject areas and year groups. 		
Key People, including leader	Funding and Resources		
HT Katie Short 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 / KS	Sept 22	<ul style="list-style-type: none"> • Gov monitoring / pupil interviews to judge effectiveness.
2.1 SMSC grid tracker is used at least weekly by all staff to map across SMSC activities from Cornerstones and Jigsaw lessons.	All staff	Sept 22 - ongoing	<ul style="list-style-type: none"> • SLT to monitor
2.2 Assembly activities are planned and tracked through Grid Tracker	All staff	Sept 22	<ul style="list-style-type: none"> • Gov monitoring / pupil interviews to judge effectiveness.
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	Jan 23	<ul style="list-style-type: none"> • Gov monitoring



4.1 Cultural capital opportunities are re-mapped and included in each curriculum policy.	All middle leaders	By Jan 23	<ul style="list-style-type: none">Gov monitoring
4.2 L2L opportunities developed, including oracy	CS	Sept 22	<ul style="list-style-type: none">Gov monitoring



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"> 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 uptake in club access at external after school clubs and organisations. 		How we will know we have achieved it: <ul style="list-style-type: none"> • All classes access daily mile or relevant 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 Autumn term. (Y1-Y6)		AR	Sept 22	<ul style="list-style-type: none"> • AR to monitor and discuss with gov link
2.1 Contract for running track to be completed, using two years sports premium funding to support		AR	Autumn 22	<ul style="list-style-type: none"> • Include in finance committee reports
3.1 All classes encouraged to plan one active club for each year group termly with focus on outdoor sport.		AR / class teachers	Sept 22	<ul style="list-style-type: none"> • HT to monitor



4.1 Forest school provision to be put in place for every year group through ASC clubs. Training to be put in place Autumn term to start Spring 22. Y6 to undertake transition and PSHE lessons through this format Summer 2. EYFS forest school session to be planned weekly.	KS (EYFS) LC / YS (ASC)	Jan 23	<ul style="list-style-type: none">• Gov monitoring• AR to monitor PE and adventurous activity element.
5.1 Make links with clubs, including Birtley and Gateshead Harriers, to increase update in external clubs.	AR	Autumn 22	<ul style="list-style-type: none">• AR to establish data base of external providers to support parents and pupils.• Governor monitoring



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"> 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: <ul style="list-style-type: none"> • 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	Monitoring 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	Sept 22	<ul style="list-style-type: none"> • Handbook completed and available for scrutiny • Website updated (Sept 22)
2.1 Link governor monitoring schedule in place with supporting documents in governors handbook	CS CoG	Sept 22	<ul style="list-style-type: none"> • 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	Sept 22	<ul style="list-style-type: none">• 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	Sept 22	<ul style="list-style-type: none">• Agendas of sub committee meetings for Spring Term• Record of feedback comments to staff and actions of next steps to be reviewed.



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: <ol style="list-style-type: none"> To upskill all subject co-ordinators to allow them to successfully co-ordinate a curriculum subject or area within the school. To enable all subject co-ordinators to take greater control over their professional development 	How we will know we have achieved it: <ul style="list-style-type: none"> 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	Sept22 onwards	<ul style="list-style-type: none"> See timetable of learning walks and support for details.



1.2 Middle leaders allocated a mentor to support leadership development (This will usually be Standards Tracker appraiser)	All co-ordinators	Sept 22 onwards	<ul style="list-style-type: none">Standards tracker records
2.1 Monthly meetings with appraiser / mentor to discuss CPD requirements and wider role – Autumn 22	All co-ordinators	Autumn 22	<ul style="list-style-type: none">Standards tracker records
2.2 Training given on standards tracker to ensure all staff are able to update their ROPDs successfully – Autumn 22	All staff	Autumn22	<ul style="list-style-type: none">Standards tracker records
2.3.Update briefings for all curriculum areas timetabled for Autumn – recap point previous curriculum breifings and bring any new developments to the staff group.	All staff	Autumn 22	<ul style="list-style-type: none">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	Autumn 22 ongoing	<ul style="list-style-type: none">Records and minutes of deep dive meetings and any actions which may result from them.





Key Priority 5.1	EYFS – To continue 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 Spennings to develop shared practice.		
What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 KS to continue to attend any relevant EYFS LA training to better understand requirements of renewed framework	KS	2022 2023	<ul style="list-style-type: none"> Follow up meetings to discuss developments from LA meetings.
1.2 Maintain and build upon 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	Autumn 22	<ul style="list-style-type: none"> Notes from meetings and proposed outcomes for tracking documents
2.1 Establish format, frequency and content of moderation discussions between professionals to validate judgements and appropriate next steps for pupils.	KS SR	Autumn 22	<ul style="list-style-type: none"> 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	Autumn 22	<ul style="list-style-type: none">• 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; <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">• 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	Sept 22	<ul style="list-style-type: none">• 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	Autumn 1 / ongoing	<ul style="list-style-type: none"> • 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	Autumn 1	<ul style="list-style-type: none"> • 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	Autumn 1	<ul style="list-style-type: none"> • 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	Autumn 1	<ul style="list-style-type: none"> • Learning walks, SLT monitoring.
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	Autumn 1	<ul style="list-style-type: none"> • Learning walks, SLT monitoring.
3.1 General overviews are available showing intended coverage and where SMSC and cultural capital fits in to this.	KS	Autumn 1	<ul style="list-style-type: none"> • Learning walks, SLT monitoring.
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 1	<ul style="list-style-type: none"> • SIP visit • Governor monitoring • Education sub committee



Key Priority 5.3	EYFS – To continue to develop leadership within the EYFS		
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.		
Targets	Success Criteria		
<p>What we will achieve:</p> <ol style="list-style-type: none"> 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? 	<p>How we will know we have achieved it:</p> <ul style="list-style-type: none"> • 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) (This is a continuation of 2021 2022 work)	Katie Short Sarah Renton Craig Steel Chloe Shaw	Oct 22	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 (Julie Mancini)	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