



ST. MARY'S BLUECOAT CE PRIMARY SCHOOL

OVERVIEW OF SCHOOL DEVELOPMENT PRIORITIES FOR 2021/22 AND ASSOCIATED ACTION PLANS

**Pages 2-11 to be printed on A3
Document to be published on school website**

OVERVIEW OF SCHOOL DEVELOPMENT FOR 2021/22

Building on our priorities from 2019/20 and 20/21 due to the impact of COVID-19.

Improving Outcomes for Pupils

Improving Outcomes for Pupils				
<p>KEY PRIORITY 1. <u>Leadership & Management</u></p> <p>1.1 To further develop subject leadership and the effectiveness of subject leaders across the federation in improving outcomes for pupils. (see also KP2.1)</p> <p>1.2 To foster excellent relationships with parents to secure their sustained positive engagement with the school and ultimately, sustained engagement with their child's learning following the extended periods of lockdown/remote working</p> <p>1.3 Consolidate our model for school self-evaluation processes and monitoring procedures within the role of the Director of Inclusion/SEND, Head of School and new subject leaders, working with link governors as appropriate.</p>	<p>KEY PRIORITY 2. <u>Quality of Education</u> CURRICULUM/OUTCOMES</p> <p>2.1 To ensure all teaching is meeting the needs of all children through robust curriculum coverage which is meeting our curriculum intent, lessons which are knowledge-rich, both in substantive and disciplinary knowledge, and which realise high levels of pupil engagement (implementation) and where there are the same high expectations for pupil outcomes in non-core subjects as those which exist in core subjects (impact)</p> <p>2.2 To ensure our work is meeting the needs of those pupils who have SEN and/or disabilities so that they make consistently good progress.</p>	<p>KEY PRIORITY 3. <u>Behaviour and Attitudes</u></p> <p>3.1 To embed The Trinity Federation's Attachment Aware Behaviour Regulation Policy across the school</p>	<p>KEY PRIORITY 4. <u>Personal Development</u></p> <p>4.1 To prepare children for life in modern Britain through a celebration and appreciation of diversity in modern Britain.</p> <p>4.2 Review school Christian vision and values to ensure a shared understanding across the wider school community.</p> <p>4.3 Fully implement, embed and monitor the Relationships & Sex Education framework (following disruption of pandemic)</p>	<p>KEY PRIORITY 5. <u>Early Years Foundation Stage – Effectiveness of the Early Years provision: quality and standards</u></p> <p>5.1 To embed the new EYFS Curriculum (inc new NFER baseline assessment)</p> <p>5.2 To embed a mastery approach to the teaching of mathematics in EYFS</p> <p>5.3 To review the teaching of phonics in EYFS to ensure consistency of approach in line with new DFE guidance</p>

	<p>2.3 To raise standards in mathematics by ensuring that teaching further develops pupils' reasoning skills.</p> <p>2.4 To raise standards in writing through improving the teaching of grammar, spelling and punctuation.</p>			
<p>Persons responsible: 1.1: CG 1.2: CA (HoS) 1.3: CG</p> <p>Staff team: 1.1: CA (HOS/SUBJECT LEADERS) 1.2: All teaching and support staff 1.3: CA and subject leaders</p> <p>Link Governors: 1.1: KB 1.2: SC 1.3: CS</p>	<p>Persons responsible: 2.1: CG/HoS 2.2: DL 2.3: LD/JP/MT/ED (Mastery Lead Teachers) 2.4: CA/HoS</p> <p>Staff team: 2.1: All subject leaders/class teachers 2.2: SENCO/All class teachers/support staff 2.3: All class teachers/support staff 2.4: All class teachers/support staff</p> <p>Link Governors: 2.1: KB/SB 2.2: LH 2.3: KB 2.4: SB</p>	<p>Persons responsible: 3.1: DL</p> <p>Staff team: 3.1: HoS, TP, teachers and all support staff</p> <p>Link Governors: 3.1: JS</p>	<p>Persons responsible: 4.1: CA (HoS) 4.2: CA (HoS) 4.3: ED (PSHE Lead)</p> <p>Staff team: 4.1: Subject leaders/class teachers 4.2: All staff team 4.3: CA (HoS) & all teachers</p> <p>Link Governors: 4.1: TBC 4.2: SC 4.3: Curriculum committee members</p>	<p>Persons responsible: 5.1: ED/LDo 5.2: ED/LDo 5.3: LDo/ED/CA</p> <p>Staff team: 5.1: All EYFS staff 5.2: All EYFS staff 5.3: All EYFS staff</p> <p>Link Governors: 5.1: TBC 5.2: KB 5.3: SB</p>
<p>Desired outcomes for July 2022 1.1 Subject leaders ensure consistency of curriculum</p>	<p>Desired outcomes for July 2022 2.1 (Intent) Leaders construct a curriculum that is ambitious</p>	<p>Desired outcomes for July 2022 3.1 All staff recognise that behaviour is communication.</p>	<p>Desired outcomes for July 2022 4.1 Equality & diversity will be effectively taught.</p>	<p>Desired outcomes for July 2022 5.1 EYFS continuous provision delivers the opportunity to</p>

<p>provision across their school/ federation and ensure that that curriculum expectations are appropriately matched to age related NC expectations and also ensure that critical gaps are taught alongside new learning. (See also Key Priority 2)</p> <p>Improved middle leadership effectiveness across the federation through the re-distribution of subject leader responsibilities.</p> <p>Clear lines of accountability exist with subject leaders to ensure that consistently high expectations of teaching and learning are maintained in their subject area(s) across each school and within the federation.</p> <p>Subject leaders understand the demands of a deep dive into their subject and are well prepared to articulate developments/strengths/next steps.</p> <p>Improved accountability systems at middle leadership</p>	<p>and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.</p> <p>(Implementation) The use of knowledge organisers help to ensure revision of previous learning and build upon the children's substantive knowledge and disciplinary knowledge. The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND: Teachers plan relevant, creative and engaging learning opportunities for children which draw upon and develop skills learnt across the curriculum. Monitoring evidence shows that teaching is matched to the appropriate year group expectations in the relevant aspects of the National Curriculum. All teachers have a strong knowledge of their year</p>	<p>Through emotion coaching and being attachment aware, both children and adults are able to manage their behaviour and to create an environment that is conducive to learning.</p> <p>Individual pupils who need support to manage their emotional regulation, receive this through appropriate and consistent use of strategies.</p> <p>All staff explicitly promote good manners, conduct and respect amongst our pupils.</p> <p>School community understand our expectations of children and staff (as defined in Behaviour Regulation Policy) This is clearly displayed across the school.</p> <p>Re-established clear rules and routines to ensure a return to the high levels of excellent behaviour and attitudes displayed prior to lockdown</p> <p>Re-established celebration of school Christian values demonstrated throughout school life and acknowledged</p>	<p>Staff plan lessons which reflect the diversity of the UK Staff use resources which reflect the diversity of the UK Staff create curriculum opportunities to expose pupils to diversity in the UK - we provide opportunities to explore a variety of art, music, sport, science and festivals central to a range of cultures. Pupils experience visitors/speakers into school from a range of cultures, backgrounds and religions who share their knowledge and experience with the children.</p> <p>4.2 To have a unique Christian vision for our school which is founded on a core set of previously agreed Christian values and which is understood by the whole school community.</p> <p>The school community is reunited by re-establishing a wealth of opportunities for Collective Worship following the extended period of lockdown, isolation of year groups and remote contact with the wider school</p>	<p>promote whole school values, growth mindset, self-regulation and characteristics of effective learning.</p> <p>All areas of the curriculum are language and vocabulary driven.</p> <p>Quality interactions and questioning by staff to provide accurate ongoing assessment and challenge.</p> <p>Children new to the setting, adapt quickly to their new environment and the demands of the EYFS curriculum.</p> <p>Open-ended resources, adaptive planning and opportunities for child-led learning promotes the inclusive nature of EYFS allowing all children to reach their potential.</p> <p>5.2 Mastery approaches to maths in EYFS improve outcomes for pupils in the specific area of Mathematics.</p> <p>Staff develop their subject knowledge of the main</p>
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<p>level to take swift actions to ensure underperformance does not happen.</p> <p>Increased opportunities for staff to develop leadership skills through running key development plan/subject leader objectives</p> <p>1.2 <u>For children:</u> Encouragement at home makes it easier for children to learn and is a protective factor at transition points. Any pupil concerns can be sorted out more quickly because their families have a positive relationship with school staff. Pupils are happy when their parents/carers are enjoying events in the school.</p> <p><u>For families:</u> Parents have opportunities to attend the school in person following an extended period of Covid restrictions. Parents are better able to help and encourage their children, and their children do better at school.</p>	<p>groups' National Curriculum expectations.</p> <p>(Impact) Subject leader monitoring shows that all pupils receive their entitlement to high quality teaching and learning in non-core subjects as for core aspects of the curriculum. Subject leaders have evidence of standards attained in non-core subjects. Staff have the same high expectations of pupils in non-core subjects as in core subjects and this is reflected in the quality of pupil work and levels of engagement. Topic books for all classes are of a high standard and reflect children's learning in core subjects. Staff have a clear understanding of the difference between substantive knowledge and disciplinary knowledge required at each stage of delivery of each subject.</p> <p>2.2 SENCOs work within The Trinity Federation's vision for inclusion and practice is in-line with the SEND Code of Practice.</p>	<p>through a regular contribution to Celebration Worship</p> <p>Pupils show respectful behaviour towards all adults and pupils consistently throughout school both in class and during less structured times of the day i.e. lunchtime.</p> <p>Children live out our core Christian values in their daily lives, consistently showing respect to others.</p> <p>Learning is not disrupted by negative pupil behaviours.</p>	<p>community. <i>(SIAMS Strand 4: Community & Living Well Together SIAMS Strand 6: The Impact of Collective Worship)</i></p> <p>4.3 The previously approved RSE curriculum is fully taught in all year groups from Autumn term 2020 (following disruption of the pandemic)</p>	<p>principles of mastery and apply these to Early Years teaching.</p> <p>The EYFS mathematics curriculum and provision is revised to include the principles of mastery outlined by NCETM</p> <p>Aspirational targets set for all EYFS children from baseline data to show accelerated progress in number and numerical patterns of the EYFSP.</p> <p>Pupils make good progress in the strands of Number and Numerical Patterns in EYFS years.</p> <p>Children develop a deeper conceptual understanding of numbers. Adult intervention supports this development.</p> <p>Children receive daily rich and varied mathematical opportunities to build, apply and secure their understanding of number and numerical pattern in both inside and outside environments</p> <p>5.3</p>
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<p>Parents build their own confidence and skills. A positive relationship between parents/carers and their child's school brings benefits all round.</p> <p><u>For the school:</u> Effective engagement leads to improvements in learners' attainment and behaviour. Families' skills and time complements teachers' skills and expertise, so together parents/carers and teachers are able to do more than teachers can do on their own. The school will continue to enjoy a positive reputation in the community.</p> <p>1.3 The school monitoring calendar is a working document for ELT, Heads of Schools and subject leaders, which supports effective time management when carrying out their leadership role. Monitoring proformas provide a structure for carrying out and reporting outcomes of monitoring activities to the EHT/Staff as appropriate. Leaders make effective use of the monitoring calendar/proformas and work</p>	<p>Class teachers carefully track the attainment and progress of all pupils but specifically those pupils who have an additional special need/disability. Conversations with the SENCO in pupil progress meetings provide appropriate strategies to improve outcomes for pupils with SEND</p> <p>Class teachers plan effectively to meet the needs of their pupils with SEND ensuring children are being appropriately challenged, are accessing the age-appropriate National Curriculum objectives and making good progress. Interventions are well matched to a pupil's needs.</p> <p>2.3 Pupils develop strategies to solve problems and reason. Teachers use the NCETM Reasoning long term plan and White Rose reasoning medium term planning to teach reasoning in mathematics lessons for all children. Teachers understand and effectively teach reasoning skills resulting in high quality teaching and learning. Pupils are taught reasoning using the bar model as the main mathematical strategy.</p>			<p>Scheme books are fully phonetically decodable</p> <p>There are well conceived and structured resources for teaching phonics available to complement the phonics scheme.</p> <p>Parental workshops provide opportunities for upskilling parents in how we teach phonics/reading.</p> <p>There is a strong reading culture in the school with a rigorous systematic programme for the teaching of synthetic phonics.</p> <p>All children make sufficient progress to meet age related expectations.</p> <p>To build a team of expert teachers who know and understand the processes that underpin learning to read.</p>
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<p>within the set timeframes to gather evidence.</p>	<p>Teacher's analysis of answers in PUMA tests (termly) informs planning. Classroom environments promote reasoning with displays of key prompts. Standards and outcomes in maths improve.</p> <p>2.4 Pupils are taught the relevant age related EGPS curriculum. Pupils' writing in foundation subjects reflects standards and expectations of EGPS year group requirements. Pupils recognise the importance of correct grammar, punctuation and spelling in their writing and there is a culture of high expectations from all. Standards in writing across the school improve.</p>			
<p>Success criteria (measuring the desired outcomes)</p> <p>1.1 Good pupil progress in each subject, in each year group.</p> <p>Leaders and teachers design, structure and sequence a curriculum, which is then implemented through classroom teaching. As a</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>2.1 Standards attained in non-core subjects are in-line with those attained in non-core subjects. The use of knowledge organisers is embedded in each year group from Y1-6 Monitoring records show that standards of writing in topic</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>3.1 We provide a caring environment in which everyone in our school community can feel safe, respected, valued and happy as confirmed through gathering the views of others.</p> <p>Monitoring of behaviours both in class and less structured periods</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>4.1 Children are able to articulate an understanding of diversity in modern Britain</p> <p>Children are able to accept and celebrate differences between themselves and others.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>5.1 New EYFS curriculum embedded.</p> <p>5.2 A high number of pupils are working above the expected standards in the Number <i>and</i> Numerical patterns mathematical strands of the</p>

<p>result, pupils know more and are able to do more.</p> <p>Subject leads and teachers are aware of potential gaps in learning and through careful planning/monitoring of lessons, book looks, planning scrutiny and assessment data, gaps have closed.</p> <p>Improved middle leadership capacity through successful training and development of targeted staff. Subject leaders demonstrate confidence in their role.</p> <p>Each subject leader can discuss the implementation, intent and impact for their subject.</p> <p>Effective systems in place for the monitoring of every subject in every year group which have brought about improvements in provision and ultimately improved outcomes for children.</p> <p>Pupil voice demonstrates that children are inspired, have opportunities to build on prior knowledge and develop a broad set of skills.</p>	<p>work is of the same standard as that in English work with a high standard of handwriting/presentation. Correct spelling, grammar and punctuation is increasingly evident in pupil work as marking and feedback supports progress.</p> <p>There is evidence of the application of number in other subjects.</p> <p>Subject leaders know the strengths and areas for development within their subject area(s) and take appropriate steps to address as evidenced in subject action plans.</p> <p>2.2 Pupils with SEND make good progress from their starting points.</p> <p>Accurate assessment data against age related curriculum expectations and pupil's IEP targets informs teacher planning for next steps.</p> <p>There is evidence to show that intervention/support is appropriate to individual pupil needs because progress is being made.</p>	<p>shows that positive relationships underpin learning and incidents of any low-level disruption (or crisis) are reducing for individual pupils. There is consistency of the application of the agreed approach across the school.</p> <p>Children with complex needs are increasingly able to self-regulate as evidenced in their IBP/IEP reviews and as a result they are able to access learning and a full curriculum entitlement (anon case studies)</p> <p>Pupils are helped to understand their actions, their impact on others and to take ownership of their behaviour as evidenced in restorative practice records.</p> <p>Visitors to the school and members of the school's wider community comment positively on pupils' conduct.</p>	<p>Children are well prepared for life in a diverse modern Britain.</p> <p>Children are confident, well informed, respectful and caring citizens.</p> <p>4.2: The school community is united by a set of shared Christian values that underpin the life and work of the school and are lived out in all that we do.</p> <p>Collective worship is an expression of the school's vision and is it inclusive, invitational, and inspiring</p> <p>4.3: The school meets its legal duties in teaching all aspects of The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019</p>	<p>EYFSP at the end of their Reception year</p> <p>A high number of pupils achieve the expected standard in the EYFSP maths strands of number and numerical patterns.</p> <p>Aspirational targets set for all EYFS children from baseline data to show accelerated progress in number and numerical patterns of the EYFSP.</p> <p>5.3 All children make sufficient progress to meet age related expectations in phonics and reading.</p> <p>Parents feel able to actively support their child's reading development.</p> <p>There will be a team of expert teachers who embed the quality first teaching of reading and phonics with EYFS and Year One children</p>
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<p>Children build upon prior knowledge and retain knowledge.</p> <p>1.2 Effective parental engagement is evident through regular opportunities both online and in-person for home/school communication and there is sustained parental participation in various aspects of school life</p> <p>Parents better understand the work of the school as evidenced in a reduction in parent concerns being raised</p> <p>High take-up / attendance at parental curriculum workshops leads to parents with greater skills to support their children's learning which subsequently leads to improvements in progress for their child.</p> <p>Parents feel well informed about their child's learning and also know what is happening in the wider school context.</p> <p>1.3</p>	<p>Parents feel involved in their child's education.</p> <p>Monitoring of books and teaching shows that the needs of all SEND pupils are met and there is clear differentiation within teaching and learning to ensure individual pupil progress.</p> <p>The percentage of pupils with SEND (without an EHCP) achieving the 'expected standard' in Reading, Writing and Maths at the end of KS2 to be at least in-line with national equivalent.</p> <p>School's own termly progress data shows that children with SEND (without an EHCP) in all year groups (Y1-6) are making at least expected progress in reading, writing and maths and where necessary are making accelerated progress in order to meet age related expectations.</p> <p>Pupil progress meeting minutes evidence that where any pupil's progress in writing falls below expected,</p>			
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<p>There is an agreed, robust system for school self-evaluation processes and monitoring procedures across the school/federation.</p> <p>Leaders at all levels make accurate judgements based on their monitoring and identify next steps to drive improvements.</p> <p>Leaders take effective action to secure and sustain improvements in teaching, learning & assessment and governors effectively hold them to account for this.</p>	<p>appropriate action has been taken.</p> <p>Evaluations of impact of any intervention show the intervention to have had a positive impact on pupil attainment and progress.</p> <p>2.3 A greater number of pupils with prior middle attainment at the end of KS1 achieve greater depth in maths by the end of KS2. A greater percentage of pupils within each year group will be working at greater depth in maths than in the previous year (school's own data). All pupils will have made at least the expected progress (.6 points) in maths from their respective starting points and those identified as falling behind previously will have made accelerated progress. Question level analysis of termly PUMA papers shows an overall increase in reasoning scores. Book scrutiny shows that pupils are taught reasoning using the bar model as the main mathematical strategy.</p>			
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	<p>Talking to pupils shows that they have developed strategies to solve problems and reason.</p> <p>2.4 At the end of KS1 a greater percentage of pupils are working at greater depth in writing when compared to the previous year (school's own data)</p> <p>Children will know the majority of their year group's spellings by the end of the year.</p> <p>The percentage of pupils achieving greater depth in writing and in EGPS at the end of KS2 remains above national outcomes.</p> <p>School level assessment data for each cohort EGPS shows pupils to have made at least expected progress during the academic year.</p>			
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ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2021-2022

KEY PRIORITY 1. The effectiveness of Leadership & Management

<p>KEY PRIORITY 1. <u>The effectiveness of Leadership & Management</u></p> <p>1.1 To further develop subject leadership and the effectiveness of subject leaders across the federation in improving outcomes for pupils. (see also KP2.1)</p> <p>Desired outcomes:</p> <p>1.1 Subject leaders ensure consistency of curriculum provision across their school/ federation and ensure that that curriculum expectations are appropriately matched to age related NC expectations and also ensure that critical gaps are taught alongside new learning. (See also Key Priority 2)</p> <p>Improved middle leadership effectiveness across the federation through the re-distribution of subject leader responsibilities.</p> <p>Clear lines of accountability exist with subject leaders to ensure that consistently high expectations of teaching and learning are maintained in their subject area(s) across each school and within the federation.</p> <p>Subject leaders understand the demands of a deep dive into their subject and are well prepared to articulate developments/strengths/next steps.</p> <p>Improved accountability systems at middle leadership level to take swift actions to ensure underperformance does not happen.</p> <p>Increased opportunities for staff to develop leadership skills through running key development plan/subject leader objectives</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>1.1 Good pupil progress in each subject, in each year group.</p> <p>Leaders and teachers design, structure and sequence a curriculum, which is then implemented through classroom teaching. As a result, pupils know more and are able to do more.</p> <p>Subject leads and teachers are aware of potential gaps in learning and through careful planning/monitoring of lessons, book looks, planning scrutiny and assessment data, gaps have closed.</p> <p>Improved middle leadership capacity through successful training and development of targeted staff. Subject leaders demonstrate confidence in their role.</p> <p>Each subject leader can discuss the implementation, intent and impact for their subject.</p> <p>Effective systems in place for the monitoring of every subject in every year group which have brought about improvements in provision and ultimately improved outcomes for children.</p>	<p>Persons responsible: 1.1: CG</p> <p>Staff team: 1.1: CA (Head of School) and all subject leaders</p> <p>Link Governors: 1.1: KB</p>
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	<p>Pupil voice demonstrates that children are inspired, have opportunities to build on prior knowledge and develop a broad set of skills.</p> <p>Children build upon prior knowledge and retain knowledge.</p>	
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Situation as of September 2021/Contextual information:

During 2018/19 and the beginning of the academic year 2019/20 middle leadership capacity began to improve with key subject leaders taking an increasingly lead role in developing their subject. Regrettably, the pandemic slowed our progress from March 2020 and in addition, during the pandemic a number of experienced subject leaders left the profession. As we begin to emerge from the height of the pandemic, we are auditing our subject leadership across the federation and where necessary, re-determining subject responsibilities in light of personnel changes. This will include RQTs taking on a subject responsibility for the first time in their career.

Most of the subject leaders who were in post prior to March 2021, have a clear understanding of their role and know the expectations of the executive leadership team but we now need to see them taking a greater lead in the planning of their subject's curriculum, monitoring of their subject's delivery, the holding of staff to account and ultimately having a significant impact on the standards in their subject(s) across the school by ensuring our pupils have consistently high quality teaching and learning opportunities which lead to all pupils making good progress. In addition, we recognise that we have a growing number of experienced staff who have the potential to be the senior leaders of the future. We wish to support their career development by ensuring they have opportunities to further develop their leadership skills wider than their own school, by working across the federation.

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom	Key milestones and date achieved.
Improved accountability and expectation leading to more efficient leadership.	Develop skill-set of subject leader role based on Teaching Standards/UPS expectations and Ofsted framework.	All teaching staff (with the exception of NQTs and ECTs leaders)	Performance Management (to develop effective support plan to build middle leadership capacity)	Subject leadership responsibilities to be re-determined by end of October 2021.
Each subject leader can discuss the implementation, intent	Develop subject leader role through targeted support and training including relevant targeted middle leadership training for identified			

<p>and impact for their subject.</p> <p>Improved school leadership capacity ensuring our schools have capacity to develop and succession planning is considered.</p> <p>Broader input into Executive Leadership team from all subject leaders, leading to improved decision making for actions and even better curriculum provision.</p> <p>Improved communication leading to greater consistency of approach.</p> <p>Improved accountability leading to swifter action on improving standards.</p>	<p>staff (as available) To include federation activities to further develop staff understanding of 'deep dives'.</p> <p>Subject leaders to ensure they have an overview of relevant pupil year group outcomes in their subject area(s): collation of data and analysis of outcomes</p> <p>All subjects leaders to have a subject action plan/Development plan Ensure school's website contains statutory or essential information about their subject area. Develop support for subject leaders through staff performance management systems.</p> <p>Develop federation networks of subject leaders – eg. Maths network with representation from all schools.</p> <p>Termly meetings of subject leaders with HoS and/or EHT. Consider replicating format of pupil progress meetings but with focus on foundation subject progress, attainment and curriculum offer in each year group in depth to include book scrutiny in teams. Devise new monitoring proformas (M doc) for subject leaders – link to KP 1.3</p> <p>Learning walks and lesson observations to involve subject leaders to develop skills and ensure sharing of good practice.</p> <p>Opportunities for deep dive conversations with external colleagues to support professional development.</p>	<p>New subject leader areas to be determined.</p> <p>½ day release per half term for foundation subject leaders in academic year 21/22 – this may be directed to joint working groups</p> <p>Release time – internal cover</p> <p>(Training budget to be agreed – April 2021)</p> <p>CG to provide core subject data for analysis – termly</p> <p>Subject leaders/EHT/SG CEO TrustEd Schs.</p>	<p>Monitoring of subject leader files</p> <p>Observations</p> <p>Learning walks</p> <p>Book Scrutiny</p> <p>Pupil interviews</p> <p>Staff interviews</p> <p>Subject leader skills audit – Term 1 and term 6</p>	<p>Performance management targets linked to role of new subject leaders and support plan agreed - Oct 2021</p> <p>By Dec 2021</p> <p>Termly pupil progress meetings for subject leaders – minuted</p> <p>Termly</p> <p>Jan 2022 onwards</p>
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ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2021-2022

KEY PRIORITY 1. The effectiveness of Leadership & Management

<p>KEY PRIORITY 1. <u>The effectiveness of Leadership & Management</u></p> <p>1.2 To foster excellent relationships with parents to secure their <u>sustained</u> positive engagement with the school and ultimately, sustained engagement with their child's learning following the extended periods of lockdown/remote working</p> <p>Desired outcomes:1.2</p> <p>A positive relationship between parents/carers and their child's school brings benefits all round.</p> <p><u>For children:</u> Encouragement at home makes it easier for children to learn and is a protective factor at transition points. Any pupil concerns can be sorted out more quickly because their families have a positive relationship with school staff. Pupils are happy when their parents/carers are enjoying events in the school.</p> <p><u>For families:</u> Parents have opportunities to attend the school in person following an extended period of Covid restrictions. Parents are better able to help and encourage their children, and their children do better at school.</p> <p>Parents build their own confidence and skills.</p> <p><u>For the school:</u> Effective engagement leads to improvements in learners' attainment and behaviour.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>1.2 Effective parental engagement is evident through regular opportunities both online and in-person for home/school communication and there is sustained parental participation in various aspects of school life</p> <p>Parents better understand the work of the school as evidenced in a reduction in parent concerns being raised</p> <p>High take-up / attendance at parental curriculum workshops leads to parents with greater skills to support their children's learning which subsequently leads to improvements in progress for their child.</p> <p>School events are well supported by parents</p> <p>Parents feel well informed about their child's learning and also know what is happening in the wider school context.</p>	<p>Persons responsible: 1.2: CA(HoS)</p> <p>Staff team: 1.2: All teaching and support staff</p> <p>Link Governors: 1.2: SC</p>
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<p>Families' skills and time complements teachers' skills and expertise, so together parents/carers and teachers are able to do more than teachers can do on their own. The school will continue to enjoy a positive reputation in the community.</p>		
<p>Situation as of September 2021/Contextual information: Families exert a powerful influence on how children get on at school. We enjoy good relationships with the vast majority of parents and involving parents in their child's learning is already embedded in our ethos. We have always offered numerous opportunities throughout a school year for parents to engage in their child's learning and the school; parent consultation meetings, stay and play sessions, SATs workshops, class open afternoons, productions to name but a few but this usual programme of events has been significantly disrupted by the Covid-19 pandemic.</p> <p>We recognise that there are some parents who will never have experienced our school in 'normal' times and who will be very keen to 'make up for lost time'. We also recognise that there will be many parents who will find it difficult to come into school. There can be a range of barriers to their engagement. Barriers to engagement are often family circumstances or time pressures on family life including work commitments but geographical and physical barriers, a lack of confidence or suspicion or mistrust in the school based on their own school experiences can also be evident. Across the federation we have been able to offer parents the support of our Early Intervention Practitioner to help address some of these barriers but with Covid restrictions now lifted, and face to face, onsite contact with parents once again allowed, we want to extend further the range of opportunities parents have to engage in their child's learning and develop further parental understanding of the work of the school.</p> <p>Covid-19, despite its overwhelmingly negative impact on our daily lives, was a driver for positive change in the school's use of digital communication and online learning platforms. We have strengthened our systems of communication so that all parents have access to timely, useful information regarding their child's school and specifically their child's learning regardless of whether the parent can physically attend school or not. To this end we plan to continue the use of Class Dojo for home/school communication between the class teacher/HoS and parents. We will continue to exploit the potential of this online platform to build on the successes of the past 18 months. We will also be auditing our school website and exploring ways to further improve the accessibility of information available to parents and prospective parents.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom	Key milestones and date achieved.
To revitalise the work of the PTFA so that a greater	Parental engagement with the school in general: Promote the work of the PTFA across the school community. Ensure there is a	HoS/MT/SK		Key events for the year planned and

<p>number of parents engage with its work and the school.</p> <p>To realise greater parental attendance at fundraising events.</p> <p>Fundraising increases which subsequently enables the PTFA to enhance the work of the school.</p> <p>There are regular, inclusive 'get to know' events, other social activity and opportunities for families to volunteer to contribute to the school. Parents/carers are encouraged to get other parents/carers involved.</p> <p>There are social events that make it easy for families to take part and develop positive relationships with each other and with school staff.</p>	<p>dedicated noticeboard for the promotion of the work of the PTFA/FWS/BSA. Promote events via Parent Mail/website</p> <p>Encourage new parents to attend meetings and get involved in the planning and organisation of events.</p> <p>With the PTFA determine calendar of events for the year and share with dates in advance with parents.</p> <p>Efforts are made to ensure that events and activities are inclusive, and that costs are not prohibitive. Involve the local community when appropriate.</p> <p>School staff support fundraising/social events through their attendance when possible and/or support in the planning/preparation of events.</p> <p>Engagement with their child's learning:</p> <p>Guides to the curriculum/knowledge organisers in each year group to be produced and shared with parents at the beginning of the academic year to ensure parents have an awareness of the themes/topics taught each term as well as National Curriculum age related expectations for their child's new year group (links to Key Priority 2)</p> <p>Guides to be published on school's website as point of reference for parents.</p> <p>Web pages/Class Dojo to be populated with curriculum maps and other useful information inc photographs, sharing of work, celebrations etc... Agree minimum expectations/best practice for</p>	<p>HoS/Chair of PTFA</p> <p>HOS/Admin</p> <p>Parents/school staff/community</p> <p>All staff supported by admin team and parents</p> <p>Subject leaders</p> <p>IT leader and admin staff.</p> <p>Class teachers</p>	<p>AGM – review of events and fundraising.</p> <p>Class teachers to monitor impact through parent consultations – are parents aware of ARE? Class teacher can discuss on 1:1</p>	<p>publicised (by end of October 21)</p>
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<p>Parents report that school communication provides accurate and timely information in an accessible way.</p> <p>The school tailors its communications and engagement activities to the needs of individual parents/carers based on an understanding of barriers to engagement.</p> <p>Families are involved as partners in children's learning and take part in a range of family learning activities that develop their skills.</p> <p>Engagement interventions are designed around an understanding of families' circumstances, wants and needs.</p> <p>Specific training opportunities are provided to support parents/carers of specific groups of learners e.g. those with SEND, those taking statutory tests.</p>	<p>Class Dojo content and provide IT based support to individual staff as required – revert to Remote learning Policy in event of PHE instructing closures.</p> <p>Staff to update learning registers to include any known barriers to engagement in order to identify and employ appropriate strategies by which to engage hard to reach parents. Involve TP where necessary.</p> <p>Parents to be asked what workshops they would find useful and want to attend. Teaching staff to identify opportunities for parent workshops during the year and generate a calendar of workshops to be published. Plan for year to be in place. Where possible, workshops should be repeated at different times of the day.</p> <p>Outside providers are used to run courses as required to support the needs of specific groups i.e. Autism Awareness training</p> <p>Parents skills are increasingly used to enhance work in the classroom (in line with visitors/volunteers in school policy and procedures)</p> <p>Class teachers determine focus for class open events, family learning and opportunities for parents/grandparents to enhance work in the school or classroom i.e. Year 5/6 careers event using parent volunteers to talk about the jobs they do and the route they took to get into their jobs, teaching of skills such as sewing, knitting, chess etc...</p>	<p>Class teachers</p> <p>Class teachers / subject leaders / ELT/ HOS as appropriate</p> <p>Parents as appropriate</p> <p>Class teachers</p>	<p>HoS to monitor content of Class Dojo to ensure coverage of info and consistency across the school</p> <p>Parental evaluations of workshops throughout year.</p> <p>DL – monitoring teaching and learning cycle.</p>	
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<p>The school provides a range of formal and informal opportunities for families to bring their skills and time to the school, in both regular (e.g. weekly) or one-off activities. Family members are asked directly and personally to participate, and the school matches their skills and enthusiasm to the needs of the school.</p>				
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ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2021-2022

KEY PRIORITY 1. The effectiveness of Leadership & Management

<p>KEY PRIORITY 1. <u>The effectiveness of Leadership & Management</u></p> <p>1.3 Consolidate our model for school self-evaluation processes and monitoring procedures within the role of the Director of Inclusion/SEND, Head of School and new subject leaders, working with link governors as appropriate.</p> <p>Desired outcomes:</p> <p>1.3 The school monitoring calendar is a working document for ELT, Heads of Schools and subject leaders, which supports effective time management when carrying out their leadership role. Monitoring proformas provide a structure for carrying out and reporting outcomes of monitoring activities to the EHT/Staff as appropriate. Leaders make effective use of the monitoring calendar/proformas and work within the set timeframes to gather evidence.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>1.3 There is an agreed, robust system for school self-evaluation processes and monitoring procedures across the school/federation.</p> <p>Leaders at all levels make accurate judgements based on their monitoring and identify next steps to drive improvements.</p> <p>Leaders take effective action to secure and sustain improvements in teaching, learning & assessment and governors effectively hold them to account for this.</p>	<p>Persons responsible: 1.3: CG</p> <p>Staff team: 1:3 CA and subject leaders</p> <p>Link Governors: 1.3: CS</p>
<p>Situation as of September 2021/Contextual information:</p> <p>The school has an established programme for monitoring and self-evaluation activities. Similarly we have an established Link Governor monitoring programme whereby link governors have historically worked alongside subject leaders. The pandemic has inevitably had an impact on these established processes. As outlined in 1.1, we are re-determining subject leader responsibilities alongside meeting the demands of the current Ofsted Framework. In addition, during the pandemic the leadership structure changed to incorporate the role of Head of School (previously Lead Teachers) and this affords us to review processes to ensure there is appropriate distribution of responsibilities and accountabilities. Heads of Schools and subject leaders are expected to work more independently in carrying out monitoring activities in-line with the agreed and established monitoring calendar so that school-based leaders at all levels are able to contribute more effectively to whole school and federation level self-evaluation.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom	Key milestones and date achieved.
<p>Ensure all monitoring proformas are appropriate and are collecting the information we need.</p> <p>Leaders at all levels understand the purpose of monitoring and their role within the processes and how it moves the school forward.</p> <p>Managing workload of staff through effective and streamlined system leadership.</p>	<p>Revise monitoring policy and process. Layered monitoring calendar created (EHT, ELT, Head of School (SLT), Subject leaders).</p> <p>Review Link Governor Monitoring Calendar – training for new link governors in carrying out their responsibilities (linked to 1.1)</p> <p>Professional Development Meeting to outline monitoring processes and calendar to Head(s) of School and subject leaders.</p> <p>Head of School and Subject Leaders carry out monitoring activities as per policy and within timescales set out in the monitoring calendar. Reports provided to DIS and EHT.</p> <p>New leaders receive coaching and CPD in monitoring activities to include; shadowing experienced leaders for learning walks/lesson observations, federation subject leader network meetings to discuss findings/agree next steps (team approach), sharing CPD opportunities federation wide.</p> <p>Subject leaders and HoS (as appropriate) meet at least termly with the appropriate link governor to report on progress against SDP Key Priorities.</p>	<p>CG, ED, DL</p>	<p>HoS/EHT receives appropriate monitoring reports within agreed timescale.</p>	<p>By end of Autumn term</p> <p>EHT report (termly) to include report from HoS on SDP progress.</p> <p>Link governor rolling record (termly)</p>

ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2021-2022

KEY PRIORITY 2. THE QUALITY OF EDUCATION

<p>KEY PRIORITY 2. <u>The Quality of Education</u></p> <p>2.1 To ensure all teaching is meeting the needs of all children through robust curriculum coverage which is meeting our curriculum intent, lessons which are knowledge-rich, both in substantive and disciplinary knowledge, and which realise high levels of pupil engagement (implementation) and where there are the same high expectations for pupil outcomes in non-core subjects as those which exist in core subjects (impact)</p> <p>Desired outcomes:</p> <p>2.1 (Intent) Leaders construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.</p> <p>(Implementation) The use of knowledge organisers help to ensure revision of previous learning and build upon the children's substantive knowledge and disciplinary knowledge.</p> <p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND: Teachers plan relevant, creative and engaging learning opportunities for children which draw upon and develop skills learnt across the curriculum.</p> <p>Monitoring evidence shows that teaching is matched to the appropriate year group expectations in the relevant aspects of the National Curriculum. All teachers have a strong knowledge of their year groups' National Curriculum expectations.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>2.1 Standards attained in non-core subjects are in-line with those attained in non-core subjects.</p> <p>The use of knowledge organisers is embedded in each year group from Y1-6</p> <p>Monitoring records show that standards of writing in topic work is of the same standard as that in English work with a high standard of handwriting/presentation.</p> <p>Correct spelling, grammar and punctuation is increasingly evident in pupil work as marking and feedback supports progress.</p> <p>There is evidence of the application of number in other subjects.</p> <p>Subject leaders know the strengths and areas for development within their subject area(s) and take appropriate steps to address as evidenced in subject action plans.</p>	<p>Persons responsible: 2.1: CG/CA (HoS)</p> <p>Staff team: 2.1: All subject leaders/class teachers</p> <p>Link Governors: 2.1: Maths link governor: KB English link governor: SB</p>
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<p>(Impact) Subject leader monitoring shows that all pupils receive their entitlement to high quality teaching and learning in non-core subjects as for core aspects of the curriculum.</p> <p>Subject leaders have evidence of standards attained in non-core subjects.</p> <p>Staff have the same high expectations of pupils in non-core subjects as in core subjects and this is reflected in the quality of pupil work and levels of engagement.</p> <p>Topic books for all classes are of a high standard and reflect children's learning in core subjects.</p> <p>Staff have a clear understanding of the difference between substantive knowledge and disciplinary knowledge required at each stage of delivery of each subject.</p>		
<p>Situation as of September 2021/Contextual information: Prior To the pandemic we reviewed our creative approach to the curriculum to ensure we created high quality opportunities to build pupils' substantive knowledge and develop further pupils' application of disciplinary knowledge (skills) learnt in core subjects into other aspects of learning. Established practice includes the use of a topic book for each child to collate their topic work from the range of NC primary subjects e.g.history, geography, art, design etc. This year we plan to extend further this practice as we recognise that we need to embed a culture of high expectations in pupils' to ensure that standards in English, specifically handwriting, spelling, grammar and punctuation, are consistently high in all topic work. Children should be expected to consistently apply learnt disciplinary knowledge in core subjects in all other curriculum areas.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom	Key milestones and date achieved.
<p>Staff have high expectations of pupils in all aspects of the curriculum.</p> <p>The needs of individual pupils are met.</p>	<p>English and Maths subject leaders to work with non-core subject leaders to plan opportunities for transference of key number skills and writing skills (disciplinary knowledge) across the curriculum. These to be shared through collaborative Medium Term Planning PDMs.</p> <p>Create knowledge organisers for each subject and within, have a link to application of disciplinary knowledge - Subject leaders</p>	<p>Subject leaders</p> <p>HoS/Subject leaders</p>	<p>ED</p>	<p>By end of Spring term 1 - 2021</p>

<p>There is equality of entitlement to the curriculum. Curriculum delivery shows that teachers are...</p> <ul style="list-style-type: none"> • Engaging the children • Linking subjects • Expecting high quality outcomes • Aware of the appropriate National Curriculum requirements • Building on prior learning • Delivering key disciplinary knowledge • Setting the context with practical and experiential activities. <p>Pupils have creative opportunities to apply maths in a topic context, science, writing in each termly topic theme.</p> <p>Consistent practice in termly topics books for</p>	<p>provide a progression ladder for each subject’s disciplinary knowledge to enable accurate planning for progression against each year group expectation, ensuring the able are challenged and teacher assessments are accurate.</p> <p>Provide practical examples of planning for a creative curriculum approach to support teachers who are new to the federation/this way of thinking about their curriculum planning e.g. topic webs.</p> <p>Outline planning- lessons to meet the year group expectations in all subjects. Staff work collaboratively as “critical friends” to have a professional dialogue referring to sample pupils’ books with exemplar books.</p> <p>Further monitoring and support by subject leaders will ensure practice is in line with federation standards.</p> <p>Teachers to revisit expectations for learning objectives and success criteria in non-core lessons. (PDM) to ensure objectives and success criteria are written and shared with pupils correctly.</p> <p>Topics develop further to include greater opportunities for themed maths problems e.g. WW2 ratio in recipes and topics include further opportunities for extended writing e.g. writing diary as a Greek soldier inside the Horse of Troy. Topic to include science disciplinary knowledge application e.g. measuring, recording and graphing plant growth, calculating the average from a pattern of results.</p> <p>Teachers to continue to develop a learning culture whereby high expectations exist with regards to the application of key disciplinary</p>	<p>CG/CA– all teaching staff</p> <p>All staff</p> <p>CG</p> <p>HoS & subject leaders to exemplify this way of working.</p>	<p>Subject leader and Maths/English leader joint monitoring – as per calendar.</p> <p>Link governor monitoring focus.</p> <p>Subject leaders to monitor their own subjects. See monitoring calendar. – feeds to HoS - EHT</p>	<p>Monitoring Calendar for each term and M10 report.</p>
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<p>every child. Topic books are high quality.</p>	<p>knowledge taught in writing and maths being evidenced across other subjects.</p> <p>Best practice is shared. Teachers meet with colleagues from the same year group to review books and planning. Subject leaders support individual teachers in planning.</p>		<p>Subject leaders.</p>	
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ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2021-2022

KEY PRIORITY 2. THE QUALITY OF EDUCATION

<p>KEY PRIORITY 2. <u>The Quality of Education</u></p> <p>2.2 To ensure our work is meeting the needs of those pupils who have SEN and/or disabilities so that they make consistently good progress.</p> <p>Desired outcomes:</p> <p>2.2 SENCOs work within the agreed vision for inclusion and practice is in-line with the SEND Code of Practice.</p> <p>Class teachers carefully track the attainment and progress of all pupils but specifically those pupils who have an additional special need/disability. Conversations with the SENCO in pupil progress meetings provide appropriate strategies to improve outcomes for pupils with SEND</p> <p>Class teachers plan effectively to meet the needs of their pupils with SEND ensuring children are being appropriately challenged, are accessing the age-appropriate National Curriculum objectives and making good progress. Interventions are well matched to a pupil's needs.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>2.2 Pupils with SEND make good progress from their starting points.</p> <p>Accurate assessment data against age related curriculum expectations and pupil's IEP targets informs teacher planning for next steps.</p> <p>There is evidence to show that intervention/support is appropriate to individual pupil needs because progress is being made.</p> <p>Parents feel involved in their child's education.</p> <p>Monitoring of books and teaching shows that the needs of all SEND pupils are met and there is clear differentiation within teaching and learning to ensure individual pupil progress.</p> <p>The percentage of pupils with SEND (without an EHCP) achieving the 'expected standard' in Reading, Writing and Maths at the end of KS2 to be at least in-line with national equivalent.</p> <p>School's own termly progress data shows that children with SEND (without an EHCP) in all</p>	<p>Persons responsible: 2.2: DL</p> <p>Staff team: 2.2: SENCO/All class teachers/support staff</p> <p>Link Governor(s): 2.2: LH</p>
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	<p>year groups (Y1-6) are making at least expected progress in reading, writing and maths and where necessary are making accelerated progress in order to meet age related expectations.</p> <p>Pupil progress meeting minutes evidence that where any pupil's progress in writing falls below expected, appropriate action has been taken.</p> <p>Evaluations of impact of any intervention show the intervention to have had a positive impact on pupil attainment and progress.</p> <p>Pupil progress meeting minutes evidence that where any pupil's progress in writing falls below expected, appropriate action has been taken.</p>	
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Situation as of September 2021/Contextual information:

St. Mary's Bluecoat CE Primary School is recognised in the community for its inclusive ethos and the leadership team have a positive working relationship with the LA's SEND Team. We have a successful SEND Hub (resourced provision) within our school. The long serving Federation SENCO retired at the end of the academic year 2020/21. This afforded the leadership team an opportunity to reflect on the changing needs of the schools within the federation and redesign the leadership structure in relation to Inclusion and SEND. From September 2021, the federation benefits from an executive leadership post of a Director of Inclusion and SEND *and* named SENCOs within each school. Formally the federation's directly employed Learning Support Advisory Teacher, Mr Lavell's executive leadership role allows him to develop the skills of the school-based SENCOs across the federation, whilst also ensuring practice upholds the federation's vision for inclusion. A key focus is the need to achieve consistency in the quality of individual education plans, ensuring class teachers fully understand any barriers to a child's learning and use different teaching strategies and styles to best meet the pupil's needs. We also wish to increase our focus on appropriate differentiation within class teaching to meet the needs of pupils with SEND as we believe this could reduce the time pupils spend in interventions and ensure that pupils do not miss any key teaching. Class teacher evaluations of the impact of their teaching on pupils with SEND and the next steps for these pupils will form an important part of our conversations at pupil progress meetings this year.

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom	Key milestones and date achieved.
<p>Individual working SEND folders for all pupils with tracking data sheet to include all data and intervention work and to include spelling and reading ages each term. (yellow)</p> <p>Individual folders set up for PP/LAC pupils with tracking data –(blue)</p> <p>Increased focus on progress and attainment of pupils with SEND at pupil progress meetings (held termly) using tracking data against ARE</p> <p>The needs of all pupils with SEND are met and pupils are making at least expected progress</p> <p>Quality first teaching for all pupils in class</p>	<p>At the end of each term teachers work in partnership with parents to review IEPs and set appropriate next steps for pupils based on their prior achievements.</p> <p>Provision maps ensure that impact of interventions is recorded and teacher ownership and accountability is key.</p> <p>PDM to discuss processes for pupils with SEND and training in the use of tracking progress for key groups. To include a focus on meeting the needs of all pupils and clear differentiation for pupils so they can access the curriculum at all times. Discussion re: strategies/learning resources to use.</p> <p>Teaching staff to have access to Information sheets in staff room as an initially exploratory dip into key themes</p>	<p>Class teacher/SENCO/ DL as appropriate /parent(s)</p> <p>Opportunities to be discussed through PPM's initially and 1:1 meeting's with class teachers thereafter.</p> <p>DL/CA and individual class teachers</p>	<p>DL to ensure rigorous systems in place to monitor SEND reading/spelling ages and 'all about me' sheet termly</p> <p>Monitoring of class provision maps and practice. All teachers.</p> <p>DL/CA Feedback from class observations / monitoring walks termly to inform how effective the access of pupils with SEND to their curriculum is appropriate</p>	<p>By Sept 2021</p> <p>Termly pupil progress meetings for subject leaders – minuted</p> <p>Half termly</p> <p>PDM Autumn term 2</p> <p>Termly</p>

<p>Focused interventions for pupils have a positive impact on pupil progress.</p> <p>ICT to be used to make curriculum accessible to pupils with SEND and to support their learning</p>	<p>SENCo to clarify expectations of HLTAs and TAs – re: recording and delivery of interventions and showing impact from baseline. Register of interventions maintained. Record keeping sheets to be used. All TAs to meet expectations as part of appraisal process.</p> <p>ICT leads to look at software to support learning in curriculum-writing/maths focus. Review of IDL Dyslexia software - trialled in Worfield Summer 2</p> <p>SENCo to carry out data analysis each term to ensure pupils on track/progress targets met and track number of pupils with SEND working within/above/below ARE for their year group. SENCO to follow up with class teacher through plan, do, review process (IEP's).</p> <p>Potential internal appointment of school-based SENCO to work under coaching and leadership of the Federation's Director of Inclusion and SEND – inc new SENCO participation in national SENDCO Award.</p>	<p>ED to meet with HLTA's to discuss impact of interventions and next steps</p> <p>SENCO/ Class teachers/Teaching assistants</p> <p>£500 approx</p> <p>DL/ED</p> <p>DL plus successful internal candidate</p>	<p>Monitoring of interventions half termly and discussion with TAs/class teachers to ensure class teachers are fully informed and aware of pupils' next steps and ongoing needs</p> <p>Monitoring/scrutiny of IEP's by ED/DL half-termly in addition to termly book monitoring in PDMs. Feedback to staff to ensure effective provision for all pupils.</p> <p>Pupil progress meetings.</p>	<p>By Spring 1</p> <p>Spring 1</p> <p>Each half term</p> <p>Termly</p> <p>Training starts Feb 2022</p>
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ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2021-2022

KEY PRIORITY 2. THE QUALITY OF EDUCATION

<p>KEY PRIORITY 2. <u>The Quality of Education</u> 2.3 To raise standards in mathematics by ensuring that teaching further develops pupils' reasoning skills.</p> <p>Desired outcomes:</p> <p>2.3 Pupils develop strategies to solve problems and reason.</p> <p>Teachers use the NCETM Reasoning long term plan and White Rose reasoning medium term planning to teach reasoning in mathematics lessons for all children. Teachers understand and effectively teach reasoning skills resulting in high quality teaching and learning. Pupils are taught reasoning using the bar model as the main mathematical strategy. Teacher's analysis of answers in PUMA tests (termly) informs planning. Classroom environments promote reasoning with displays of key prompts. Standards and outcomes in maths improve.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>2.3 All pupils will have made at least the expected progress in maths from respective starting points. Those identified as falling behind will have made accelerated progress as a result of a carefully selected curriculum. Analysis of PUMA assessments show an increase in reasoning and problem solving scores. Book monitoring shows children are having the opportunities for reasoning across the curriculum. Book monitoring shows children have a pathway to problem solving and reasoning when solving a problem.</p>	<p>Persons responsible: 2.3: LD/JB/MT/ED (Maths Mastery Lead Teachers)</p> <p>Staff team: 2.3: All class teachers/support staff</p> <p>Link Governor(s): 2.3: KB</p>
<p>Situation as of September 2021/Contextual information:</p> <p>The focus on the development of reasoning in mathematics continues this year and follows on from previous school improvement work which was impacted upon by the pandemic. We plan on re-establishing and refreshing the good practice taking place prior to the pandemic.</p> <p>Due to some experienced subject leaders leaving the role, we start by auditing Mastery CPD of new staff with the view to enrol them onto the Mastery journey for continuation across our schools. We also focus particularly on a recovery curriculum ensuring intelligent planning that follows the needs of the children plugging gaps to ensure a depth of learning and understanding. By following the NCETM and White Rose curriculum documents, we can ensure a curriculum that includes missed</p>		

content, but also allows for consolidation and rehearsal of key facts, procedures and reasoning. Children will have the tools to problem solve and reason as a result of embedded subject knowledge and a planned pathway during lessons.

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom	Key milestones and date achieved.
<p>All teaching staff to carefully track attainment and progress of children specifically to identify gaps in learning journey</p>	<p>Accurate assessment data against age related curriculum expectations to inform planning for next steps</p> <p>Pupil progress meetings to evidence where pupil's progress has fallen below expected and strategies for appropriate action. Identify SEND children to implement next steps</p> <p>Use of formative assessment in the classroom</p> <ul style="list-style-type: none"> ○ Clear assessment of learning objectives and success criteria through effective marking and feedback ○ AfL techniques (peer to peer, teacher questioning) ○ Provision maps/learning plans <p>Mastery network Lead to evaluate use of diagnostic classroom resource (NCETM) due for release Spring 2022</p> <p>Mastery Leads to meet termly to discuss regional/national updates within maths as well as content within their own setting.</p>	<p>HoS, Mastery Leads, LA</p> <p>Class Teachers</p> <p>TA involved in interventions</p>	<p>HoS</p> <p>LA</p> <p>LA</p>	<p>From September 2021 through autumn term</p> <p>Spring 2022</p>

<p>Mathematics curriculum is intelligently designed to show careful selection, sequencing and linking of declarative, procedural and conditional knowledge</p>	<p>Mastery Leads to deliver staff meeting to develop teachers understanding of declarative, procedural and conditional knowledge as well as how these can interact within the curriculum</p> <ul style="list-style-type: none"> • Focus on conditional knowledge – fluency, methods and procedure are well connected in order to problem solve and reason <ul style="list-style-type: none"> ○ Pupils have a pathway on which to solve problems based on exposure to similar deep structures <p>Mastery Leads to initiate use of NCETM recovery curriculum documents for each year group to ensure gaps in learning are being met</p> <p>Classroom environment promote reasoning and problem solving using key prompts and teaching sequence</p> <p>Mastery Leads to encourage collaborate planning across year groups that focuses on the sequence of learning</p> <p>Teaching staff use online platform ClassDojo to ensure opportunity for practice of key skills and consolidation of knowledge at home</p> <p>Continuing development for TAs on mastery for maths</p> <p>TAs working in the classroom deployed effectively to maximise progress within a maths lesson</p> <p>Mathematics to continue to feature across the curriculum especially within STEM subjects to provide a context for reasoning and problem solving</p> <p>Mastery network Lead to share subject specific deep dive for maths – what does a deep dive look like in maths?</p>	<p>Class Teachers</p> <p>Mastery Leads</p> <p>LA</p> <p>HoS</p>	<p>Mastery Leads to monitoring planning</p> <p>Mastery Leads recommended to HoS for further CPD for all staff inc. TAs</p> <p>HoS classroom environment walks</p> <p>CPD feedback sheets</p>	<p>Spring term 2022</p> <p>Spring term 2022</p> <p>Summer term 2022</p> <p>Summer term 2022</p>
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<p>Mathematics curriculum is supported through the use of mastery for maths materials</p>	<p>Mastery Leads to create register of staff within their schools to show stage of mastery CPD</p> <p>Staff to reflect and have ownership of mastery teaching</p> <p>Planning shows reference to and reflection of the NCETM curriculum recovery document, interweaving missed objectives from previous terms as well as opportunities for rehearsal of previously taught skills</p> <p>Mastery Leads revisit: progression documents for reasoning, Oxford Owl, Nrich, reasoning strategies, TimesTables Rockstars, MyMaths, Calculation policy, number of the day, Bar Modelling as a resource for teaching</p>	<p>Mastery Leads/LA/admin staff</p>	<p>LA/Mastery leads monitor planning during network meetings</p> <p>Staff audit of knowledge and understanding of Mastery evaluated</p>	<p>Spring term 2022</p> <p>Spring term 2022</p> <p>Summer term 2022</p>
<p>There is a systematic instructional approach to teaching Novice learners</p>	<p>EYFS PD Mastery leads to embed Maths Mastery planning for Reception</p> <p>EYFS PD Mastery leads to develop a comprehensive planning for Nursery</p> <p>EYFS PD Mastery leads to provide quality CPD for staff new to the EYFS</p> <p>Classroom environments and continuous provision maximises opportunities to develop maths mastery approaches.</p>	<p>Mastery Leads / ED/ LD</p> <p>ED / LD / LA</p> <p>Release time costs LD</p> <p>ED / LD / LA</p>	<p>ED / LD to monitor planning</p> <p>Staff audit of knowledge collated</p> <p>Staff feedback forms</p> <p>Learning walk / Drop in</p>	<p>Spring term 2022</p> <p>Autumn term 2021</p> <p>Spring term 2022</p>

ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2021-2022

KEY PRIORITY 2. THE QUALITY OF EDUCATION

<p>KEY PRIORITY 2. <u>The Quality of Education</u> 2.4 To raise standards in writing through improving the teaching of grammar, spelling and punctuation.</p> <p>Desired outcomes:</p> <p>2.4 Pupils are taught the relevant age related EGPS curriculum. Pupils' writing in foundation subjects reflects standards and expectations of EGPS year group requirements. Pupils recognise the importance of correct grammar, punctuation and spelling in their writing and there is a culture of high expectations from all. Standards in writing across the school improve.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>2.4 Pupils are taught the relevant age related EGPS curriculum. Pupils' writing in foundation subjects reflects standards and expectations of EGPS year group requirements. Pupils recognise the importance of correct grammar, punctuation and spelling in their writing and there is a culture of high expectations from all. Standards in writing across the school improve.</p>	<p>Persons responsible: 2.4: CA</p> <p>Staff team: 2.4: HoS/All class teachers/support staff</p> <p>Link Governors): 2.4: SB</p>
<p>Situation as of September 2021/Contextual information:</p> <p>The focus on raising standards in writing, by improving the teaching of grammar, spelling and punctuation, continues this year and follows on from previous work already undertaken. Sequential teaching of EGPS was interrupted by school closures due to Covid 19 and therefore the aim is to address gaps in pupil knowledge and to increase opportunities to apply GPS knowledge in writing. Improving teacher and support staff subject knowledge, particularly new staff, is a priority to maximise pupils' understanding. Termly assessment of EGPS will inform teacher planning to address gaps in pupils' learning.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom	Key milestones and date achieved.
All pupils are read aloud to every day.	Ensure all teachers understand the importance of reading aloud to children daily.	CA	CA, HoS through timetable check and learning walks.	21 st October 2021

	Reading aloud to children is on each teachers' daily timetable.			
All teachers have secure understanding of EGPS expectations up to and including the year above their current year group.	<p>Ensure all teachers have copies of progression for grammar terminology and copies of English NC expectations booklet for their year group to use when planning.</p> <p>Copies of all year group booklets kept in central resource area.</p> <p>Investigate commercial EGPS programmes available to support teaching of GPS.</p> <p>PDM to inform staff of expectations.</p>	CA £500	CA	17 th December 2021
All staff have secure grammar subject knowledge inc, HLTAs and TAs	Provide grammar subject knowledge training for new and existing members of staff.	CA Through Federation (no costs)	ELT	Easter 2022
All staff, inc KS2 staff, have secure phonic subject knowledge inc. HLTAs and TAs	Provide phonic subject knowledge training for all new and existing members of staff.	CA £600 approx	ELT	Easter 2022
Teaching of reading and writing links to EGPS year group requirements.	<p>Teachers provide opportunities for children to apply new grammar and spelling knowledge in writing tasks taught in grammar and spelling lessons.</p> <p>Teachers to identify grammar exemplars during guided reading.</p>	CA HoS	CA HoS through book scrutiny and planning. Pupil interviews.	On-going
Reading and writing in Foundation subjects reflects GPS expectations	Teachers to identify and plan for opportunities to teach GPS in foundation subjects.	CA Foundation subject leads.	CA Foundation subject leads.	On-going – at least half-termly by SLT/ELT plus subject leader monitoring

up to and including current NC year.	Regular book scrutinies to take place in individual school staff meetings.	All teachers.		
All staff model high quality GPS in writing through shared and guided writing.	Teachers regularly and frequently plan and use shared and guided writing teaching strategies to model high quality GPS in English and Foundation subject lessons.	All teachers	CA, HoS through learning walks, book scrutiny and pupil interviews.	On-going
Pupils have secure understanding of correct spellings and spelling rules appropriate to their NC year group. Pupils are confident to attempt 'invented spelling' when using and applying spelling rules.	All teachers to use non- statutory NC word bank for KS1 pupils and the statutory word lists for years 3&4 and years 5&6. Words should be displayed in context (sentences) in classrooms for pupils and staff to refer to. Words shared with parents via ClassDojo regularly. Spelling rules taught in line with year group expectations. Regular spelling tests in KS2 through sentence dictation (context) to include punctuation. Teachers assess spellings positively by highlighting what words or parts of words are spelt correctly.	All staff CA HoS	CA	On-going
Staff understand relevance of emergent writing. Frequent emergent writing opportunities in EYFS and KS1.	Provide training so staff understand principles of emergent writing strategy. Pupils apply phonic knowledge in writing, Teachers model writing in written responses.	CA	CA ELT	December 2021
Termly analysis of Pearson GAPS assessment.	Analysis of GAPS assessment papers to ascertain gaps in pupil knowledge. Findings used to inform GPS planning,	CA / HoS Class teachers.	ELT	Each term.

ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2021-2022

KEY PRIORITY 3. BEHAVIOUR AND ATTITUDES

<p>KEY PRIORITY 3. <u>Behaviour and Attitudes</u> 3.1 To embed The Trinity Federation's Attachment Aware Behaviour Regulation Policy across the school</p> <p>Desired outcomes:</p> <p>3.1 All staff recognise that behaviour is communication.</p> <p>Through emotion coaching and being attachment aware, both children and adults are able to manage their behaviour and to create an environment that is conducive to learning.</p> <p>Individual pupils who need support to manage their emotional regulation, receive this through appropriate and consistent use of strategies.</p> <p>All staff explicitly promote good manners, conduct and respect amongst our pupils.</p> <p>School community understand our expectations of children and staff (as defined in Behaviour Regulation Policy) This is clearly displayed across the school.</p> <p>Re-established clear rules and routines to ensure a return to the high levels of excellent behaviour and attitudes displayed prior to lockdown</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>3.1 We provide a caring environment in which everyone in our school community can feel safe, respected, valued and happy as confirmed through gathering the views of others.</p> <p>Monitoring of behaviours both in class and less structured periods shows that positive relationships underpin learning and incidents of any low-level disruption (or crisis) are reducing for individual pupils. There is consistency of the application of the agreed approach across the school.</p> <p>Children with complex needs are increasingly able to self-regulate as evidenced in their IBP/IEP reviews and as a result they are able to access learning and a full curriculum entitlement (anon case studies)</p> <p>Pupils are helped to understand their actions, their impact on others and to take ownership of their behaviour as evidenced in restorative practice records.</p>	<p>Person responsible: 3.1: DL</p> <p>Staff team: 3.1: HoS, TP, teachers and all support staff</p> <p>Link Governors: 3.1: JS</p>
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<p>Re-established celebration of school Christian values demonstrated throughout school life and acknowledged through a regular contribution to Celebration Worship</p> <p>Pupils show respectful behaviour towards all adults and pupils consistently throughout school both in class and during less structured times of the day i.e. lunchtime.</p> <p>Children live out our core Christian values in their daily lives, consistently showing respect to others.</p> <p>Learning is not disrupted by negative pupil behaviours</p>	<p>Visitors to the school and members of the school's wider community comment positively on pupils' conduct.</p>	
<p>Situation as of September 2021/Contextual information:</p> <p>We value good behaviour in order to create a positive, purposeful atmosphere to enable all individuals to achieve their potential. We firmly believe that all behaviours are a means of communication so our approach to behaviour management has evolved over time, increasingly moving away from a traditional behaviourist approach to a more humanist, relational and universal approach which is inclusive for all, and can benefit the whole school community. In March 2020 our previous Behaviour Policy was replaced with a Behaviour Regulation Policy. Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.</p> <p>The schools in The Trinity Federation have participated in the Alex Timpson Attachment and Trauma Aware Programme (Rees Centre Research Project) which has actively supported the development of the revised policy.</p> <p>This research programme raised school staff awareness and increased understanding of the role of attachment and trauma in children's education. You can read more about this programme by following this link: http://www.education.ox.ac.uk/research/the-alex-timpson-attachment-and-trauma-programme-in-schools/</p> <p>We want ALL staff to feel confident in addressing trauma and attachment needs. Emotion Coaching is increasingly becoming a central feature of our approach. Many staff received formal training in this aspect during the academic year 2019/20. The pandemic has inevitably impacted on our progress to embed our new policy in the practice of all staff and so this year we will focus specifically on supporting staff develop confidence in holding restorative conversations.</p> <p>We plan to offer parent workshops in attachment theory and the value of emotion coaching so that parents have every opportunity to fully understand the principles that underpin our behaviour policy.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom	Key milestones and date achieved.
<p>Individual IEP's for children identified as struggling to regulate their emotional output (through termly monitoring of BRH folders and PPM with C/T's) with targets explicitly linked to SEMH Framework</p> <p>Increased focus on pupil engagement in class and time 'in class'.</p> <p>Pupils are more aware of their 'behaviour' as communication changing the focus to one of understanding over chastisement and, working with SENDco and class teacher, begin to unpick strategies which they can use to effectively regulate their emotional output</p> <p>Sensory diets and snacks planned and used throughout the day to</p>	<p>IEP's for children identified as having SEMH need to be reviewed half termly in partnership with parents, SENDco and class teacher.</p> <p>Class teacher explicitly refers to/employs strategies outlined on children's IEP's. Class teachers may need to pre-empt trigger points and implement any strategies prior to these triggers to avoid emotional dysregulation having a negative impact on theirs and others learning. Explicit teaching/use of the strategy as a way to regulate output, is to be employed with the long-term goal of the individual requesting/employing the strategy without prompt.</p> <p>SEMH intervention groups to be set up to support triggers, notably transition points, transition points in the day for children with identified SEMH.</p> <p>Parent group set up to support/encourage parental engagement and better facilitate understanding of the school's behaviour regulation policy.</p> <p>Sensory diets to be written for children identified as sensory sensitive (fidgety, noise sensitive, danger seeking etc...) in partnership with SENDco, support staff, class teacher.</p> <p>PDM for support staff on the use and implementation of sensory diets/snacks to support children with sensory dysregulation.</p> <p>Behaviour logs to record behaviour deemed to be undesirable as outlined in the BRH with the restorative conversation sheets to be</p>	<p>Class teachers/CA</p> <p>Class teachers</p> <p>TP/DL</p> <p>CA/TP/DL and HLTAS plus class teachers</p> <p>DL lead</p>	<p>Half termly reviews with DL/ED SENCO</p> <p>Learning walks, pupil talk, gathering the views of parents.</p>	<p>Half termly</p> <p>By Autumn 2</p> <p>Spring term informal drop-in and/ or workshop(s)</p>

<p>regulate sensory output to increase engagement.</p>	<p>completed after every incident to give greater clarity to children the impact of the behaviours on those around them.</p> <p>Positive behaviour around school is to be explicitly taught and caught to encourage intrinsic motivation, (this may not always be entirely desired behaviour but can show progress and be in the form of reparation of relationships after an event).</p>	<p>All staff</p> <p>All staff</p>		<p>Ongoing – half termly monitoring by ED</p>
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ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2021-2022

KEY PRIORITY 4. PERSONAL DEVELOPMENT

<p>KEY PRIORITY 4.1 Personal Development</p> <p>4.1 To prepare children for life in modern Britain through a celebration and appreciation of diversity in modern Britain.</p> <p>Desired outcomes:</p> <p>4.1 Equality & diversity will be effectively taught. Staff plan lessons which reflect the diversity of the UK Staff use resources which reflect the diversity of the UK Staff create curriculum opportunities to expose pupils to diversity in the UK - we provide opportunities to explore a variety of art, music, sport, science and festivals central to a range of cultures. Pupils experience visitors/speakers into school from a range of cultures, backgrounds and religions who share their knowledge and experience with the children.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>4.1 Children are able to articulate an understanding of diversity in modern Britain Children are able to accept and celebrate differences between themselves and others. Children are well prepared for life in a diverse modern Britain. Children are confident, well informed, respectful and caring citizens.</p>	<p>Persons responsible: 4.1: CA (HoS)</p> <p>Staff team: 4.1: Subject leaders/class teachers</p> <p>Link Governors: 4.1: TBC</p>
<p>Situation as of September 2021/Contextual information: As educators we have a duty to prepare our children for life in the Britain of today and to keep them safe. We value the importance of and support the current Ofsted guidance. At all schools working within The Trinity Federation, we value each other and every member of our school community as individuals and respect their rights and freedom. We aim to ensure our curriculum is designed to maximise the opportunities our children have to learn and reflect and celebrate the diversity of life in modern Britain. Through the COVID 19 pandemic the school's priority has been to keep the children safe in school and part of this has included forming bubbles and maintaining social distance, this has had a significant impact on the socialisation and opportunities and experiences we have been able to offer the children in regard to the wider life of modern Britain.</p>		

Focus: Impact on pupils.	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom	Key milestones and date achieved.
<p>Staff plan quality opportunities and experiences to celebrate and appreciate the diversity of modern Britain.</p> <p>Pupils have a clear understanding of diversity and difference and are able to articulate this through their everyday actions.</p> <p>Pupils demonstrate respect for the diversity in modern Britain.</p> <p>Pupils understand that life for individuals and communities beyond The Trinity Federation may be different to their own life. Pupils are able to articulate these differences with sensitivity and thoughtfulness.</p>	<ol style="list-style-type: none"> 1. To audit current resources/planned opportunities for visits/visitors available in school reflecting life in modern Britain. 2. To audit staff confidence and knowledge in teaching children about life in modern Britain. 3. To reflect and adapt current curriculum plans to ensure opportunities for celebration and exposure to diversity. Resource curriculum plans as required following audit findings (1) to include trips/visitors/resources. 4. To contact and forge links with relevant associations for support on accessing high quality services and resources. 5. To capitalise on establish links with senior schools through TrustEd to support exposure to wider diversity in the community. 6. To access quality CPD to support all staff with ensuring the quality first teaching of understanding and celebration of diversity in modern Britain. 7. To develop the use of Picture News to explore current issues in modern Britain in whole school practice. 	<p>All staffing teams</p> <p>HoS / Staff teams</p> <p>Teachers / HoS</p> <p>£2000 approx.</p> <p>CA</p> <p>CG / CA</p> <p>CA, CG action -</p> <p>£1K approx</p> <p>RD £127 subscription fee annually</p>	<p>HOS to analyse audits and provide feedback to CG</p> <p>HoS to analyse audits and provide feedback to CG</p> <p>HOS / SLT to compile and share</p> <p>CG</p> <p>CPD monitoring and feedback</p> <p>HoS / ED</p>	<p>Spring term</p> <p>Spring term</p> <p>Ongoing</p> <p>Summer term</p> <p>Autumn term</p>

ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2021-2022

KEY PRIORITY 4: PERSONAL DEVELOPMENT

<p>KEY PRIORITY 4.2 Personal Development</p> <p>4.2 Review school Christian vision and values to ensure a shared understanding across the wider school community.</p> <p>Desired outcomes: 4.2 To have a unique Christian vision for our school which is founded on a core set of previously agreed Christian values and which is understood by the whole school community.</p> <p>The school community is reunited by re-establishing a wealth of opportunities for Collective Worship following the extended period of lockdown, isolation of year groups and remote contact with the wider school community. (<i>SIAMS Strand 4: Community & Living Well Together SIAMS Strand 6: The Impact of Collective Worship</i>)</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>4.2: The school community is united by a set of shared Christian values that underpin the life and work of the school and are lived out in all that we do.</p> <p>Collective worship is an expression of the school's vision and is it inclusive, invitational, and inspiring</p>	<p>Persons responsible: 4.2: CA (HoS)</p> <p>Staff team: 4.2: All staff team</p> <p>Link Governors: 4.2: SC</p>
<p>Situation as of September 2021/Contextual information:</p> <p>The Trinity Federation has a commitment to promoting inclusivity, affirming diversity, embracing community, and inspiring creativity and this is rooted in our core Christian values. These core values are fostered in the pupils and staff, building an ethos where all can flourish. The restrictions of the COVID 19 pandemic had an impact on the way we could come together as a school to live out our Christian vision. We are now striving to regain physical connections within our school and the church community.</p> <p>Through revisiting our Christian vision at St. Mary's Bluecoat we want to ensure that the school strongly demonstrates its Christian distinctiveness, and enables all children to flourish in order to live a life in all its fullness (see Church of England's Vision for Education). We plan to involve the whole school</p>		

community in evaluating the vibrancy of the ethos and lived-out-vision within our school so that we may further develop as an effective Church of England Primary School.

Focus: Impact on pupils.	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom	Key milestones and date achieved.
<p>The Trinity Federation continues to engage across schools, churches, and communicates as a distinctly Christian organisation.</p> <p>Increase partnership and engagement with parents, the church, and the wider community.</p> <p>Children enjoy and value their daily class Collective Worship experiences. They are keen to participate, e.g., through readings, discussions or answering questions.</p> <p>Pupils benefit from our R.E education, developing spiritual awareness and reflection as well as a</p>	<ol style="list-style-type: none"> To re-establish school values curriculum to further develop attitudes and understanding of diversity. Inc: value certificates, points, focus weeks. To evaluate current vision statement and lived-out vision and establish updated written statement (as necessary) which is reflective of our school's context, experiences and needs post pandemic. Invite Mark Harrington, Hereford Diocese to be involved. To ensure all stakeholders have an understanding of the shared Christian vision and core Christian values. To finalise self-evaluation documentation in preparation for SIAMS inspection and to ensure a strong evidence base. Develop existing and form new partnerships with the church and seek to engage creatively where there are restrictions, e.g., through technology 	<p>CA/ KK/MH/SLT</p> <p>CA/MH</p> <p>All staff and school community</p> <p>CA to draft</p> <p>CA, SC, KK,</p>	<p>Christian vision statements CA /ED, JM</p> <p>HoS / SLT notes/minutes</p> <p>Staff Meeting minutes</p> <p>Governor Meeting minutes (CG)</p> <p>Vision statements and SIAMs SEF</p> <p>Minutes</p> <p>Learning walk of Worship with Reverends on FGB / CA</p>	<p>Spring term</p> <p>Spring term</p> <p>Spring term</p> <p>Spring term</p> <p>Spring term</p>



knowledge and understanding of our core Christian values.	6. Ensure that Collective Worship engages creatively with the school's vision and values, celebrates difference, and encourages respect and dignity	CA		
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ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2021-2022

KEY PRIORITY 4: PERSONAL DEVELOPMENT

<p>KEY PRIORITY 4.3</p> <p>4.3 Fully implement, embed and monitor the Relationships & Sex Education framework (following disruption of pandemic)</p> <p>Desired outcomes:</p> <p>4.3 The previously approved RSE curriculum is fully taught in all year groups from Autumn term 2020 (following disruption of the pandemic)</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>4.3 The school meets its legal duties in teaching all aspects of The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 guidance updated 2020</p>	<p>Persons responsible: 4.3: CG/ED (PSHE Lead)</p> <p>Staff team: 4.3: CA (HoS) & all teachers</p> <p>Link Governor(s): 4.3: FGB</p>
<p>Situation as of September 2021/Contextual information: The DfE confirmed that relationships and health education in primary schools would be compulsory from September 2020. However due to the impact of the coronavirus (COVID 19), schools were offered the flexibility on when to begin delivering this work within the 2020-2021 academic year. The school, prior to the pandemic, reviewed, adapted and consulted upon their RSE curriculum using the Respect Yourself programme as the basis to ensure key year groups were taught all the statutory aspects of RSE. We began teaching some of this content in the summer term 2021 to prepare Year 6 for secondary transition and to prepare other year groups for the academic year 2021/ 2022. High quality, age appropriate teaching of RSE can help prepare our pupils and we now need to ensure our staff are fully prepared and have a secure knowledge of the expectations and content, identify gaps in children's learning created by the pandemic, and lead the developed RSHE programme successfully.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom	Key milestones and date achieved.
Develop the teaching of Relationship, Health and Sex Education appropriate to the developmental level of each pupil in line with statutory guidance	1. To review staff confidence in delivering this subject across School – to identify any strengths / weaknesses	All staff ED / CA	ED review of RSHE staff audits and develop action plan for training.	Spring term 2021

<p>All staff offer high quality RSE lessons, enabling pupils to have more awareness and empowerment over the understanding they have regarding relationships, health and sex.</p> <p>Staff and pupil knowledge of RHSE will be increased, ensuring pupils are safeguarded to the best of our ability.</p> <p>Staff are confident to complete assessments following the successful delivery of the RSHE curriculum.</p>	<ol style="list-style-type: none"> 2. To produce a questionnaire for all staff to complete to analyse what we currently offer and individual strengths in this subject area. Develop CPD offer to individual staff as required using external partners. 3. Assessment materials are produced and shared with all staff. 4. Staff complete summative assessments in RSHE and provide feedback to upcoming teachers. 	<p>ED</p> <p>ED</p> <p>All staff</p> <p>ED</p> <p>All staff</p>	<p>ED/CA observations of sessions - pupil talk</p> <p>ED to evaluate all assessments to develop action plans on strengths and areas of development.</p>	<p>Spring term</p> <p>Summer term</p> <p>Autumn term 2022</p>
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ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2021-2022

KEY PRIORITY 5. EARLY YEARS FOUNDATION STAGE

<p>KEY PRIORITY 5. <u>Early Years Foundation Stage – Effectiveness of the Early Years Provision: Quality and Standards.</u></p> <p>5.1 To embed the new EYFS Curriculum (inc new NFER baseline assessment)</p> <p>Desired outcomes:</p> <p>5.1 EYFS continuous provision delivers the opportunity to promote whole school values, growth mindset, self-regulation and characteristics of effective learning.</p> <p>All areas of the curriculum are language and vocabulary driven.</p> <p>Quality interactions and questioning by staff to provide accurate ongoing assessment and challenge.</p> <p>Children new to the setting, adapt quickly to their new environment and the demands of the EYFS curriculum.</p> <p>Open-ended resources, adaptive planning and opportunities for child-led learning promotes the inclusive nature of EYFS allowing all children to reach their potential.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>5.1 New EYFS curriculum embedded.</p>	<p>Persons responsible: 5.1: ED/LDo</p> <p>Staff team: 5.1: All EYFS staff</p> <p>Link Governor(s): 5.1: TBC</p>
<p>Situation as of September 2021/Contextual information: St Mary's Bluecoat School has the benefits of an EYFS leader with EYFS experience and specialism. The EYFS team have a developing awareness of the new EYFS curriculum after closely following the pilot year of 2020 / 2021. The EYFS leadership have utilised the Non-Statutory Development Matters Guidance to form part of their guidance in developing the curriculum in practice. The EYFS leadership work closely together across The Trinity Federation to develop and enhance the EYFS programme and support materials for all staff.</p> <p>A close focus was given to transition in the Summer term 2020/2021 to ensure our policy was as closely met as possible despite the COVID 19 restrictions in place. Staff ensured that children were as prepared for Year One as possible and children new to the EYFS units in each school were given a comprehensive transition package. Online platforms were used successfully to engage new starters and share a wide range of supportive materials.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom	Key milestones and date achieved.
<p>Leaders for the EYFS to develop and share transition documents in preparation for the new EYFS expectations.</p> <p>Leaders to ensure that all EYFS teacher carry out the statutory Reception Baseline Assessments.</p> <p>Leaders for the EYFS to ensure the new EYFS curriculum is language and vocabulary driven.</p> <p>EYFS team to be highly skilled practitioners at providing high level questioning whilst providing quality interactions.</p>	<ol style="list-style-type: none"> 1. EYFS leadership to meet with ELT (CG) to discuss the expectations and necessary adaptations in preparation for the new EYFS curriculum. 2. EYFS leadership to meet and develop key documents to be shared with EYFS teams. 3. EYFS teams to ensure all transition and key documents are shared with parents via online platforms. 4. EYFS leadership to hold EYFS meeting to discuss documents and expectations following the launch of the new EYFS curriculum. 5. EYFS leadership to ensure all teacher receive log ins for RBA materials and carry out assessments within a six week period. 6. EYFS leaders to ensure all staff administering the RBA have watched or taken part in the online video training. 7. EYFS leaders to carry out checks on the administration of the RBA to ensure requirements are followed. 8. EYFS leaders to carry out an audit on current opportunities for language and vocabulary development. 9. Leaders to put clear actions into place to ensure all opportunities for a language and vocabulary rich environment are enhanced. 10. EYFS leaders to develop training and support materials to ensure all staff working within the EYFS are highly skilled at questioning and providing quality interactions. 	<p>CG , LD and ED</p> <p>Release time for staff to meet including TA's where applicable.</p> <p>All EYFS staff</p>	<p>EYFS leaders to share document with CG</p> <p>ED / LD to carry out observation checks on EYFS staff carrying out RBA.</p> <p>LD & ED to carry out learning walk and book scrutiny.</p>	<p>Documents shared by September 2021</p> <p>Checks carried out by Week 6 of September term.</p> <p>Meeting to be held in October (1st half term)</p> <p>Learning walk and book trawl in Spring term 2022</p>

<p>All EYFS environments to promote independence in an inclusive environment that offers children opportunities to reach their full potential.</p>				
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ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2021-2022

KEY PRIORITY 5. EARLY YEARS FOUNDATION STAGE

<p>KEY PRIORITY 5. <u>Early Years Foundation Stage – Effectiveness of the Early Years Provision: Quality and Standards.</u></p> <p>5.2 To embed a mastery approach to the teaching of mathematics in EYFS</p> <p>Desired outcomes:</p> <p>5.2 Mastery approaches to maths in EYFS improve outcomes for pupils in the specific area of Mathematics.</p> <p>Staff develop their subject knowledge of the main principles of mastery and apply these to Early Years teaching.</p> <p>The EYFS mathematics curriculum and provision is revised to include the principles of mastery outlined by NCETM</p> <p>Aspirational targets set for all EYFS children from baseline data to show accelerated progress in number and numerical patterns of the EYFSP.</p> <p>Pupils make good progress in the strands of Number and Numerical Patterns in EYFS years.</p> <p>Children develop a deeper conceptual understanding of numbers. Adult intervention supports this development.</p> <p>Children receive daily rich and varied mathematical opportunities to build, apply and secure their understanding of number and numerical pattern in both inside and outside environments</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>5.2 A high number of pupils are working above the expected standards in the Number <i>and</i> Numerical patterns mathematical strands of the EYFSP at the end of their Reception year</p> <p>A high number of pupils achieve the expected standard in the EYFSP maths strands of number and numerical patterns.</p> <p>Aspirational targets set for all EYFS children from baseline data to show accelerated progress in number and numerical patterns of the EYFSP.</p>	<p>Persons responsible: 5.2: ED/LD</p> <p>Staff team: 5.2: All EYFS staff</p> <p>Link Governor(s): 5.2: TBC</p>
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Situation as of September 2021/Contextual information:

The EYFS leader is a trained NCETM Maths Mastery lead who works in conjunction with The Trinity Federation Maths Mastery subject leaders network to ensure there is a rigorous maths mastery based curriculum in all our Reception classes, to ensure we provide children with the greatest start on their mathematical learning journey. We want all our children to be successful and assured mathematicians and mastery enables this to happen. Teaching for mastery is the term used to describe children having deep and secured understanding of maths.

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom	Key milestones and date achieved.
<p>Leaders of EYFS embed an understanding of teaching for mastery and apply principles to EYFS maths curriculum.</p> <p>EYFS environment includes mathematical rich problem solving and reasoning experiences.</p> <p>Children are able to apply their knowledge into a variety of contexts and play situations to make connections.</p> <p>Quality adult intervention promotes mathematical language and communication.</p>	<ol style="list-style-type: none"> 1. Disseminate subject knowledge with EYFS colleagues to influence and guide mastery pedagogy and practice. 2. Classroom and outdoor areas to have a range of stimulating mathematical rich problems set up each day. Problems are based on real life experiences to challenge children’s mathematical thinking and language. 3. Adults encourage mathematical thinking and reasoning with timely skilled intervention and questioning. Teacher / pupil interaction explores in detail how answers were obtained, what methods the children used. 4. Mathematical mark making and jottings to be used to record their emergent mathematical thinking and recording. EYFS teachers to read Curruthers and Worthington “Mathematical Mark Making” to inform practice. 	<p>LD, ED and LA</p> <p>(possible release time)</p> <p>ED/LD</p> <p>EYFS team</p> <p>EYFS team</p> <p>EYFS team</p>	<p>ED/LD Classroom Environment checklist</p> <p>PDM Early Years meetings focus on embedding mastery principles.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Spring Term 2022</p>

<p>Number is taught using clear and consistent representations and manipulatives.</p> <p>Parents attend workshops on supporting EYFS maths learning at home.</p>	<p>5. Subitising is taught. EYFS team to embed use of manipulatives, representations and symbolic use in Nursery and Reception.</p> <p>6. Engage parents in supporting the development of Mathematics in their children through practical workshops – “Coffee Mornings” and Stay and Play sessions.</p>	<p>EYFS teachers</p>	<p>LA/ED/LD</p> <p>LA/ Maths leads in each school</p>	<p>Autumn Term dates at each school</p>
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ACTION PLAN DETAIL FOR KEY PRIORITIES (SDP) 2021-2022

KEY PRIORITY 5. EARLY YEARS FOUNDATION STAGE

<p>KEY PRIORITY 5. <u>Early Years Foundation Stage – Effectiveness of the Early Years Provision: Quality and Standards.</u></p> <p>5.3 To review the teaching of phonics in EYFS to ensure consistency of approach in line with new DfE guidance</p> <p>Desired outcomes:</p> <p>5.3 Scheme books are fully phonetically decodable</p> <p>There are well conceived and structured resources for teaching phonics available to complement the phonics scheme.</p> <p>Parental workshops provide opportunities for upskilling parents in how we teach phonics/reading.</p> <p>There is a strong reading culture in the school with a rigorous systematic programme for the teaching of synthetic phonics.</p> <p>All children make sufficient progress to meet age related expectations.</p> <p>To build a team of expert teachers who know and understand the processes that underpin learning to read.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>All children make sufficient progress to meet age related expectations in phonics and reading.</p> <p>Parents feel able to actively support their child’s reading development.</p> <p>There will be a team of expert teachers who embed the quality first teaching of reading and phonics with EYFS and Year One children.</p>	<p>Persons responsible: 5.3: LD/ED/CA</p> <p>Staff team: 5.3: All EYFS staff</p> <p>Link governor(s): 5.3: SB</p>
<p>Situation as of September 2021/Contextual information: In April 2021, the DfE published the revised core criteria for effective systematic synthetic phonics teaching programmes and launched a new process to validate complete systematic synthetic phonics teaching programmes. Advice from training providers has shown that all schools will need a synthetic scheme used with fidelity and therefore, audits and evaluations of current provision need to be carried out to ensure we offer our children the most effective teaching programme.</p>		

Focus:	Priority action tasks	Personnel Involved and costs	Monitoring By whom, to whom	Key milestones and date achieved.
<p>A greater number of pupils have a deeper understanding of the relationship between written symbols and sounds.</p> <p>Teaching of synthetic phonics sounds be explicit and systematic to support children making connections between the sound patterns they hear in words and the way in which these words are written.</p> <p>All resources and equipment used in teaching will follow the synthetic phonics programme.</p> <p>Parental workshops provide opportunities for upskilling parents in how we teach phonics/reading.</p>	<ol style="list-style-type: none"> 1. A full synthetic programme of teaching for phonics will be put in place consistently across our schools. 2. Audit of current phonics resources and reading materials to be carried out 3. Ensure all books are fully decodable used across the school. 4. EYFS and ELT to meet to evaluate the current resources against appropriate validated programme offers. 5. Quality CPD training for all EYFS leaders 6. Staff skills level audit to be taken by all EYFS and Year One staff 7. EYFS leaders and phonics specialists to provide training for all EYFS staff 8. Engage parents in supporting the development of Phonics in their children through practical workshops – “Coffee Mornings” and Stay and Play sessions. 	<p>CG, LD, CA and ED to attend Education Show/ Early Year show to sample and evaluate phonics programmes.</p> <p>Release time</p> <p>CPD training for ED, LD and CA from SSP provider</p> <p>EYFS staff</p> <p>EYFS staff</p> <p>EYFS staff, ED, LD, CA</p>	<p>Audit CA, JM, ED, LD –</p> <p>Audit CA, JM, ED, LD –</p> <p>CG, LD, ED and CA</p> <p>Subject leader records – LD and ED / CA</p> <p>EYFS staff</p>	<p>Autumn term 1</p> <p>Autumn term 1</p> <p>Spring term 1</p> <p>Autumn 2</p> <p>Autumn 2</p>