A close up of a sign

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**South Kirkby Academy**

**STRATEGIC PLANNING FILE**

South Kirkby, Pontefract

<Tel:01977> 643187

HEAD TEACHER: Miss S Travis

CHAIR OF GOVERNORS: Mrs S Nunns

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# PREAMBLE

## School Aims, Vision, Mission Statement.

**Our Vision is *SUCCESS FOR ALL CHILDREN***

**Our 4 Key Values which Underpin our Vision**

**DEDICATION - We strive to do our best!**

Everyone has high expectations of themselves and others and their learning is active to grasp every opportunity possible. Daily reflection allows pupils and teachers to plan and strive for improvement. Pupils’ individual skills are developed giving them the confidence to aim high.

**ASPIRATION - We achieve success!**

Achievement is constantly recognised and celebrated. Everyone is clear about their next steps to success. Key skills within the curriculum allow pupils to prepare for their future. We aim for consistently high standards of teaching and learning for excellent progress.

**CO-OPERATION - We work together as a team!**

Parents and carers are involved in the life of the school and community. Our surrounding community offers us a variety of learning opportunities across the curriculum and we are committed to helping and supporting one another. Throughout the school community, everyone communicates clearly and calmly, and behaviour is consistently good and better.

**INSPIRATION - We are excited about our learning!**

Everyone has equal access to rich learning opportunities. High level of challenges motivates and develop thinking skills. The school environment gives learning real context and develops imagination. Learning is enjoyable and children want to attend school.

## 

**Our Ethos**

South Kirkby Academy’s curriculum is rooted in the lives of our pupils and their community, in order to promote learning through personality, talent, mental and physical development. Our curriculum includes not only the formal requirements of the National Curriculum, but also exciting and stimulating extra-curricular activities to ensure creativity, breadth, challenge and balance.

South Kirkby is an ex coal mining village, located in the South East corner of Wakefield and central to both rural and urban land use. The wider school curriculum takes place both in and beyond this community to make learning relevant and meet the needs and interests of our pupils and their families within South Kirkby.

Our curriculum prepares pupils for life in modern Britain through building the characteristics of resilience and self-regulation, key competencies needed to boldly face the challenges within an ever changing and ever complex society.

Learning through a local, national and international lens, ensures our pupils curiosity is ignited, minds are broadened, and their lives are enriched. Core knowledge is the driver from which our teachers design inspirational learning sequences to develop pupil’s knowledge, understanding and skills to navigate their world critically and with increasing confidence.

Our school vision and values are at the core of everything we do. Our teachers are caring, holistic and dedicated in promoting human values through weaving social and emotional learning into our core and wider curriculum. Learning is carefully designed to foster well-being and support every child to reach their full potential and ensure they are prepared for the next stage in their school journey.

Communication and co-operation are also essential aspects of learning. Working with others in a variety of roles and contexts ensures our pupils build self-awareness and empathy for others within and beyond the school community. Effective communication is at the heart of our curriculum. Reading, Writing, Speaking and Listening are core competencies needed to prepare our pupils as lifelong learners and leaders of the future. These competencies not only enable our pupils to learn with more confidence and agility, but also enable them to learn from and alongside others within a socially complex society.

## Staffing Structure

**Our Curriculum Intent**

At South Kirkby Academy our curriculum is designed through sequences of learning which start in the planning stage with a desired outcome. For children to reach the desired outcome successfully, our teachers plan in small steps of progression taking into consideration the children’s prior learning and building the knowledge and skills needed as life-long learners. Our learning is also designed to help our children retain core knowledge and skills, through making connections across the curriculum and through the world they live in. Applying learning through a variety of contexts enables our children to retain knowledge and develop skills independently, and with real purpose for their lives as global citizens of the future. Our schemes of learning are not only underpinned by the teaching of basic skills, but also include key enquiry questions to engage learning, promote critical thinking and deepen learning.

* Headteacher
* Teaching Interim Deputy Headteacher (Writing, ITT & Year 3)
* Non-Teaching SENCO (PSHE & DSL)
* Senior Leader (Reading, PE & currently on Maternity Leave)
* Senior Leader (Maths & Year 6)
* Acting Senior Leader (IT & Year 6)
* Middle Leader (SMSC & Year 6)
* NQT (DT & Year 5)
* Middle Leader (Humanities & Year 5)
* NQT (French & Year 4)
* NQT (ART & Maternity Cover Year 4)
* NQT (RE & Maternity Cover Year 3)
* 4 X HLTA’s (Subject responsibilities for Science, Early Maths & Phonics, Music and PE)
* 3 X Full Time Teaching Assistants (2x TA Specialists)
* 3 X Part Time Teaching Assistants
* Learning Mentor
* Attendance Officer
* 2 X Full time Office Staff

## Governing Body and Committees

Federated Governing Body with Mill Dam Academy to cease during 2021

Current Chair (may be subject to change in 2021): Mrs Sue Nunns

## School Organisation – Make up of Classes as of January 2021

|  |  |  |
| --- | --- | --- |
| Mrs Walsh | Year 3 | Lyon Class |
| Miss Proctor (NQT & MAT Cover)  *Newly appointed Jan 21* | Year 3 | Milan Class |
| Mrs Thompson (NQT) | Year 4 | Dublin Class |
| Mrs Pilkington (NQT & MAT Cover)  *Appointed November 20* | Year 4 | Vienna Class |
| Mrs Thomas (NQT) | Year 5 | Zurich Class |
| Mr Hopper | Year 5 | Berlin Class |
| Mr Reynolds | Year 6 | Perth Class |
| Miss Lodge | Year 6 | Imperial Class |
| Mr Kehoe  *Newly appointed Jan 21* | Year 6 | Princeton Class |

# SEF SUMMARY: OVERVIEW OF SEF JUDGEMENTS

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| --- | --- |
| AREA | JUDGEMENT |
| Overall effectiveness | **GOOD** |
| Comments:  The Ofsted Inspection of June 2019 evaluated the overall effectiveness of the school as ‘Requiring Improvement’.  Leadership evaluates the *current impact* of the school as being ‘Good’, as areas requiring improvement are largely based on historical issues. This has been confirmed by external evaluations and robust in house monitoring systems. | |
| Quality of Education | **GOOD** |
| Comments:  The school’s curriculum intent is effective because it supports sequential learning in the classroom.  Teachers implement the curriculum effectively, follow sequential learning plans, and have a clear understanding of assessment.  Although some areas within the quality of education still require improvement, the impact of the school’s intent and implementation is good, and there are no lingering inadequacies. | |
| Behaviour and Attitudes | **GOOD** |
| Comments:  Attendance is improving and systems for tracking pupils not attending or attending late are robust. | |
|  | |
| Personal development, behaviour and welfare | **GOOD** |
| Comments:  The school’s caring ethos, aspirational vision for all and high expectations effectively and consistently support the development of children’s personal and social education. | |
| Leadership and Management | **GOOD** |

**Comments:**

The leadership team has a positive impact – individually and collectively – on the continuing improvement and development of provision.

The Governing Body and the Academy Trust offer a **good** level of support and challenge.

Provision for safeguarding is effective

# MOST RECENT OFSTED INSPECTION

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| South Kirkby MOST RECENT OFSTED: | |
| June 2019 OUTCOME: |  |
| ISSUES: | |
| There is variability in the quality of teaching, learning and assessment. Work is not consistently pitched at the right level for pupils’ abilities and teachers’ explanations of learning points are not always clear. | |
|  | |
| Pupils’ knowledge, skills and understanding in the wider curriculum, especially science, are often superficial. | |
|  | |
| Pupils with special educational needs and/or disabilities (SEND) do not make consistently good progress because teachers’ planning and teaching assistants’ use of resources are variable in effectiveness | |
|  | |
| Pupils’ absence and persistent absence rates are worse than the national averages for similar schools and have been so for some years. | |
|  | |
| Pupils do not make consistently good progress over time. This is especially the case in writing, mathematics and science. | |

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| The teaching of the necessary skills to help pupils research and understand new knowledge is not well established. |

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| Teachers and teaching assistants do not consistently model accurate written English. |

# PRIORITIES FOR IMPROVEMENT AND DEVELOPMENT

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| South Kirkby Academy SCHOOL PRIORITY GOALS: | |
| **IMPROVEMENT GOALS**  *The principal and essential goals.* | * To ensure the of quality of teaching is consistently good or better so that all pupils make the progress of which they are capable. * To further develop leadership and management in SEND, Reading, Writing and Maths so that it is effective in having direct impact on pupil achievement. * Improve Pupils’ attendance so that absence and persistent absence rates are close to the national averages for similar schools. |
| **DEVELOPMENT GOALS**  *Goals that will further develop aspects of the school.* | * To ensure there is good progress across the wider curriculum with some strong evidence that subjects are building progressively. * To develop and embed a secure PSHE Framework which effectively supports children in gaining the knowledge, understanding and skills they need to manage their lives, now and in the future. |
| **OTHER GOALS**  *Must be done but are unlikely to fully impact on improvement or development goals.* | * To schedule a rolling programme of improving the school environment * To ensure a rolling programme of safeguarding training for all staff with additions as per change in guidelines |

# IMPROVEMENT AND DEVELOPMENT PLANS



**TEACHING**

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| **GOAL:** | **To ensure the of quality of teaching is consistently good or better so that all pupils make the progress of which they are capable** | |
| **RATIONALE:** | * There is variability in the quality of teaching, learning and assessment. * Work is not consistently pitched at the right level for pupils’ abilities and teachers’ explanations of learning points are not always clear. * Teachers and teaching assistants do not consistently model accurate written English. * Teachers’ planning and teaching assistants’ use of resources are variable in effectiveness. | |
| **SUCCESS CRITERIA:** | * All teaching is effective and challenges all pupils at the right level. * Teachers subject knowledge is secure and enables all pupils to be engaged in their learning. * Teachers are effective in setting tasks which present an appropriate level of challenge for all pupils. * All teachers make effective use of questions to check on all pupils’ understanding. | |
| **STRATEGIES FOR IMPROVEMENT** | **Strategy One**: Teachers develop deep and fluent knowledge and flexible understanding of the content they are teaching | **Leader:**  Headteacher  SLT |
| **Strategy Two:** Teachers develop the capability to maximise opportunities to learn | **Leader:**  Headteacher  SLT |
| **Strategy Three:** Teachers develop the capability to activate pupils hard thinking and learning | **Leader:**  Headteacher  SLT |
| **MONITORING ARRANGEMENTS** | * Teachers will have a Performance Management Goal linked to one of the qualities of teaching strategies as above * Weekly monitoring by SLT * Daily informal monitoring by HT * CPD Gap tasks * Academy’s annual review early Spring 2021 * Pupil Progress meetings | |
| **End of Year EVALUATION AND REVIEW** |  | |

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| **STRATEGY 1:** | * Teachers develop deep and fluent knowledge and flexible understanding of the content they are teaching | **LEADER:** | **SCOPE:** Headteacher & Senior Leaders |
| **TIMELINE** | * Sept 2020 to July 2021 | **RESOURCES and CPD** | * WAT Centre of Excellence * Great Teaching Toolkit – Evidence Based Education * Key Performance Indicators |
| **PLANNED MER:** | * Informal daily monitoring of teaching and progress in classrooms by HT * Weekly monitoring by SLT of progress in books followed by formative and actionable feedback to teachers allowing teachers to evaluate their impact and track their professional growth. * Half termly pupil progress meetings to evaluate outcomes and identify next steps in learning. * Flexible use of weekly staff CPD to reflect changing priorities led by progress and outcomes. * Coaching gap tasks and evaluation against progress | | |
| **TASKS** | * Use of teacher **knowledge organisers** and **progression maps** to develop deep and fluent knowledge and flexible understanding of the content they are teaching. * Use of **teacher modelling** to expand knowledge of student strategies, misconceptions, and sticking points in relation to teaching content. * Use of **diagnostic testing** to gain knowledge of gaps in learning and didactic potential and to generate varied explanations, multiple representations, analogies, and examples for ideas being taught | | |
| **RAG** | **Autumn**  INSET Day on Sept focused on Dimension 4.2 of The Great Teaching Toolkit (Modelling).  Teacher’s and HLTA’s completed post INSET Self Reviews to evaluate own learning and formulate personal actions which were fed into Performance Management Targets.  Dimension 4.2 has been a focus of internal classroom and book monitoring by Senior Leaders with personalised feedback given for developmental actions.  Subject Leaders have also taken aspects of Dimension 4.2 as a focus of weekly monitoring with outcomes communicated and priority actions identified.  With a change in staffing, Dimension 4.2 will continue to be a focus for developing good quality teaching throughout the next. While some teachers will be mastering 4.2, other teachers will be at the knowledge gaining, trialling, and embedding stage. | | |
| **Spring** | | |
| **Summer** | | |
| **STRATEGY 2:** | * Teachers develop the capability to maximise opportunities to learn | **LEADER:** | **SCOPE:** Headteacher and Senior Leaders including SENDCO |
| **TIMELINE** | * Autumn 2020 Embed rules consistently and encourage mechanisms of support. * Jan to July 2021 Ensure consistency in all classes | **RESOURCES and CPD** | * What? Why? How? Questions to launch every lesson. * Subject Knowledge Organisers (KO’s) * Use of ‘Star Positions’ and Track Me |
| **PLANNED MER:** | * Weekly monitoring of progress in books * Daily remote assemblies evidence consistency * Daily monitoring in classrooms by HT * Cpoms Behaviour reporting and evaluation charts analysed by HT and SENDCO | | |
| **TASKS** | * **Manage time and resources efficiently** in the classroom to maximise productivity and minimise time wasted. * **Give clear instructions** so pupils understand what they should be doing using routines to make things smooth and a **variety of AFL** to keep to a good pace of teaching and learning. * **Ensure that rules for behaviour** and consequences are explicit, clear and consistently applied. | | |
| **RAG** | **Autumn**  Daily school walks and classroom visits by Senior Leaders have ensured that the behaviour language and routines are consistent and used effectively by all staff working with children. NQT’s have been given opportunities to observe within classrooms where behavioural expectations are firmly established, and routines are clearly evidenced.  The children have revised the child friendly version of the reward and sanctions policy, so it is line with the limitations/changes due to Covid 19 as in the main school behaviour policy. These posters are now displayed in each classroom near to the Reward Shelf.  What? Why? How? Questions are beginning to form part of every lesson journey and are an important part of the short-term planning by every teacher. Posters are clearly displayed in each classroom to prompt the use of What? Why? How?  The use of Knowledge Organisers has been part of the focus on Dimension 4.2. Teacher and Subject Leader monitoring has noted the efficiency of KO’s in activating prior learning and strengthening links between learning points within the subject and across the curriculum. | | |
| **Spring** | | |
| **Summer** | | |

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| **STRATEGY 3:** | * Teachers develop the capability to activate pupils hard thinking and learning | **LEADER:** | **SCOPE:** HT and Senior Leaders including SENDCO |
| **TIMELINE** | * Sept 2020 – July 2021 | **RESOURCES and CPD** | * New Feedback Policy written by SLT and shared through whole staff CPD session. * WAT Centre of Excellence * Great Teaching Toolkit – Evidence Based Education * Key Performance Indicators |
| **PLANNED MER:** | * Weekly monitoring against feedback policy by SLT of progress in books followed by formative and actionable feedback to teacher | | |
| **TASKS** | * **Scaffolding and supporting tasks** so that all pupils can access learning and succeed. * **Structure a sequence of learning tasks** signalling the objective, rationale, overview, and stages of progress. * **Connect learning to what has already been taught –** reactivate prior knowledge through checking, modelling, and challenging. * **Questioning and dialogue to** seek responses from all pupils through a variety of ways. * **Reviewing and re-visiting learning** to ensure semantic memory is developed. * **Giving all pupils actionable feedback** to guide their learning. * **Supporting pupils to peer assess** and monitor their own progress to deepen knowledge and expertise. | | |
| **RAG** | **Autumn**  New resources have been purchased to aid scaffolding for writing and maths.  In collaboration with all teachers and HLTA’s and from research read and reflected upon by all teachers and HLTA’s in the Spring Term of 2020, the feedback policy has been adapted and expectations embedded within the classrooms of established staff. Training on the feedback policy has been given to NQTs by Senior Leaders and it is hoped that the embedding process will be evidenced during Spring Term 2021. Slight amendments to the feedback policy will be actioned as an outcome of monitoring the effectiveness of feedback during the Autumn term.  Monitoring of established teachers evidences children’s growth in confidence and curriculum knowledge through teachers planned questions and expectations and support in expanded answers, use of standard English and subject specific vocabulary from the children. | | |
| **Spring** | | |
| **Summer** | | |

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**ATTENDANCE**

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| **GOAL:** | **Improve Pupils’ attendance so that absence and persistent absence rates are close to the national averages for similar schools** | |
| **RATIONALE:** | Pupils’ absence and persistent absence rates are worse than the national averages for similar schools | |
| **SUCCESS CRITERIA:** | Monitoring of teaching and learning evidence progress  Outcomes improve especially for vulnerable attendees.  Absence rates decrease.  Persistent absence decreases.  Punctuality rates improve. | |
| **STRATEGIES FOR IMPROVEMENT** | **Strategy One:**  Good / outstanding teaching and learning through an enriching curriculum that makes pupils want to come to school | **Strategy 2**:  Develop effective relationships with support agencies:  Trust EWO, Safer Schools Officer, Admissions, School Exclusion Team, Local Hub Team, Pyramid Schools, Social Workers and others within the Care System, NHS etc |
| **Strategy 3**  Very high expectations! Encourage all to aim for a perfect 100% attendance rate every week. Early intervention when attendance drops. I | **Strategy 4**  Attendance review conversations and/or support meetings for PA pupils and those at risk of becoming PA |
| **Strategy 5**  Use motivational attendance awards and aim to develop and refresh rewards to maintain the children’s motivation | **Strategy 6**  Introduces Early Bird provision to encourage better punctuality and a more purposeful start to the school day |
| **MONITORING ARRANGEMENTS** | * Twice weekly meetings with HT, Attendance Officer, Safer Schools Officer, and schools Attendance Officer * Daily attendance and punctuality % reported to the HT by the Attendance Officer * Daily, weekly and half termly tracking of vulnerable groups incl PA children and those close to PA * Attendance part of the Pupil Premium/Disadvantaged Improvement plan * Half termly reporting of Absence Rates and analysis of groups by HT to the Trust CEO * Attendance reported on each classroom door daily by the children | |
| **EVALUATION AND REVIEW** | **2020/2021**   * **Attendance averages remained roughly static between the first two half terms.** * **Boys, Girls and Advantaged Attendance decreased during the second half term.** * **Disadvantaged and SEND Attendance also decreased during the second half term.** * **Rates of Persistent Absence and Pupil Premium Persistent Absence dropped during the Autumn Term.** * **The Attendance of Children with English as a Second Language increased during the Autumn Term.**   The EWO has increased support to the school over 2 set mornings per week but works in addition with the school when priority cases come to light.  Weekly PA meetings have taken place with the EWO, HT, Attendance Officer and Safer Schools Police Officer to identify priority cases and action needed.  The HT has been in regular phone contact with vulnerable families where cases are sensitive and/or linked to Covid 19.  The attendance officer communicates daily absences HT each morning before 10.00am. Urgent cases linked to PA or vulnerable families are communicated immediately each morning so collective actions can be formulated.  The Safer Schools Officer has been effective in supporting emotionally vulnerable children on a morning when leaving parents/carers to enter school safely and happily.  The school has implemented the 'No Contact Letter' that is sent if parents have not contacted school with a reason for absence and no contact has been made by school or EWO.  An Attendance Data Log is sent to the EWO each week including whole school attendance, PP, PA absences, and Covid related absences. | |

# 2. SUBJECT OR ASPECT PLANS



**READING**

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| **GOAL:** | **To ensure a consistent approach to Reading across school.** | |
| **RATIONALE:** | * Inconsistencies noted through-out school during book looks, moderation and work with Trust Literacy lead. SLT to address this through continued monitoring and individual targets for all staff. | |
| **SUCCESS CRITERIA:** | * Review assessment in reading to ensure that all teachers understand how sequential skills can be taught to secure progress. * Build subject knowledge in teaching phonology, fluency and comprehension skills. * Consider using key text to link the individual skills within lessons so that reading fluency, stamina and understanding is continually being developed over time in order to secure longer term retention. * Consider linking the reading analysis prior to the writing teaching sequence to allow pupils to analyse more vocabulary, sentence structures and authorial intent prior to writing. *(NLE 20)* | |
| **STRATEGIES FOR IMPROVEMENT** | **Strategy One:**  KPIs are the main driver within lessons and are used to plan and review learning and to provide feedback to the pupils. | **Leader:**  Mrs S Robert/Mrs Walsh |
| **Strategy Two:**  Build subject knowledge in teaching phonology, fluency and comprehension skills so staff understand how sequential skills can be taught to secure progress. | **Leader support/shadowing:**  Headteacher and Writing Lead |
| **Strategy Three:**  Use key texts to link the individual skills within lessons so that reading fluency, stamina and understanding is continually being developed over time in order to secure longer term retention. | |
| **MONITORING ARRANGEMENTS** | * *Please refer to the below for each specific monitoring arrangements for each strategy.* | |
| **EVALUATION AND REVIEW so far** | All staff continuously plan using the book-based curriculum. A range of writing skills are being taught within Literacy lessons and through a range of categories.  Staff becoming more creative with their teaching of the book-based lessons.  Through the very recent subscription to The Centre for Literacy in Primary Education – (the UK based children's literacy charity working with primary schools) It is beginning to aid reading by helping teachers to select and to teach Reading creatively and effectively, putting quality children’s books at the heart of the learning.  The Trust Writing and Reading Leads have both supported staff in school with their whole class book selections, further promoting quality and age group appropriateness. | |

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| **STRATEGY 1:** | * **KPIs are the main driver within lessons and are used to plan and review learning and to provide feedback to the pupils.** | **LEADER:** | **SCOPE:**   * SLT * Trust Reading Lead * Trust AEO * Governing Body |
| **TIMELINE** | * Teachers can articulate pupils’ progress towards a KPI statement and can provide evidence which supports this. *Spring Term to be secure and ongoing.* * Teachers understanding of the assessment in Reading is secure. *End of Autumn Term and ongoing.* * Reading surgeries and pupil progress meetings evidence teacher analysis of the gaps in KPI knowledge for pupils and next steps outlined to address these areas. *Ongoing throughout 1xper half-term.* * Pupil books evidence feedback given by teacher and responded to by pupil linked to a KPI. *End of Autumn term and ongoing.* | **RESOURCES and CPD** | * Release cover for observational purposes. * Reading Leader release to work with Trust Reading Lead * Staff CPD around the use of KPIs. |
| **PLANNED MER:**  (monitoring, evaluation and review) | * KPI Assessment in Reading document formulated. * Guidance for staff on devising lesson objectives from KPIs. * CPD for staff on how to assess against the KPIs in Reading. Ensure all teachers understand how sequential skills can be taught to secure progress. | | |
| **ONGOING EVALUATION:** | Clearer understanding and knowledge of KPI’s and data now using teachers Pupil Progress Meetings to  scrutinize this and ensure pupils are supported in their learning. KPI Assessment in Reading document formulated.  Guidance provided for staff on devising lesson objectives from KPIs. CPD for staff on how to assess against the KPIs in  Reading, ensuring all teachers understand how sequential skills can be taught to secure progress. Training from Trust Leads to English Leaders and SLT cascaded down to all teachers, including NQT’s. | | |
| **TASKS** | * KPI Assessment in Reading document formulated. * Guidance for staff on devising lesson objectives from KPIs. * CPD for staff on how to assess against the KPIs in Reading. Ensure all teachers understand how sequential skills can be taught to secure progress. * Teachers will use KPIs as both a method / tool for planning and assessing their pupils. * KPIs will be the key driver in lessons and used to plan and review learning and to provide feedback to the pupils. | | |

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| **STRATEGY 2:** | * Build subject knowledge in teaching phonology, fluency and comprehension skills so staff understand how sequential skills can be taught to secure progress. | **LEADER:** | **SCOPE:**   * SLT * Trust Reading Lead |
| **TIMELINE** | * Staff CPD for the teaching of phonology, fluency and comprehension skills (through the NLE and Trust support). *End of Autumn Term.* * Support from the Reading Lead, NLE Lead and Trust Lead to deliver the relevant training sessions for staff to build their subject knowledge in Reading. *Ongoing throughout the year.* * Development of Reading Lead to understand fully the reading process to be able to support staff where necessary throughout the year. *Ongoing throughout the year.* * Reading surgeries and pupil progress meetings evidence teacher progression of reading skills and knowledge for pupils. *Ongoing throughout 1xper half-term.* * Pupil books evidence the reading skills and reading journey, with a clear progression of skills across year groups. *End of Autumn Term and ongoing.* | **RESOURCES and CPD** | * Reading Leader release to work with Trust Reading Lead * Staff CPD around the teaching of Reading * Cost of External Trainers |
| **PLANNED MER:**  (monitoring, evaluation and review) | * Develop the new Reading Journey, with an emphasis on the progression of skills across year groups. * CPD for staff on how to teach Reading accurately. Ensure all teachers understand how sequential skills can be taught to secure progress. * Continuous support from SLT, NLE and the trust to develop staff CPD throughout the year within the teaching of reading. | | |
| **ONGOING EVALUATION:** | Ongoing monitoring of reading journals – including during in-house moderation.  Reading journals monitored by our school SLT show progress and learning journey.  O. Track and NFER test results shows an improvement in the progress of reading in school.  Monitoring of Reading Journals by Headteacher and Reading Lead show an ongoing improvement in children’s comprehension skills. | | |
| **TASKS** | * Develop the new Reading Journey, with an emphasis on the progression of skills across year groups. * CPD for staff on how to teach Reading accurately. Ensure all teachers understand how sequential skills can be taught to secure progress. * Continuous support from SLT, NLE and the trust to develop staff CPD throughout the year within the teaching of reading. * The Reading Structure is taught effectively and consistently throughout school, evidenced within the Reading books and planning. * Teachers will be observed explaining learning points with clarity and checking pupils’ understanding before moving on to the next stage of the lesson, so that any misconceptions are addressed. | | |

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| **STRATEGY 3:** | * Use key texts to link the individual skills within lessons so that reading fluency, stamina and understanding is continually being developed over time in order to secure longer term retention**.** | **LEADER:** | **SCOPE:**   * SLT * Trust Reading Lead |
| **TIMELINE** | * Staff CPD for the teaching of fluency and the stamina and understanding is clear and developing over time. *Autumn Term and Ongoing.* * Support from the Reading Lead, NLE Lead and Trust Lead to deliver the relevant training sessions for staff to build their subject knowledge in Reading. *Autumn Term and ongoing.* * Development of Reading Lead to understand fully how key texts can link with the curriculum to develop longer term retention. *Autumn Term and ongoing.* * Reading surgeries and pupil progress meetings evidence teacher progression of reading skills and knowledge for pupils. *Ongoing throughout 1xper half-term.* * Pupil books evidence the reading skills and reading journey, with a clear progression of skills across year groups linking with other curriculum subjects. *Secure by end of Autumn Term and ongoing.* | **RESOURCES and CPD** | * Approx. £1500 (please see reading audit of texts) |
| **PLANNED MER:**  (monitoring, evaluation and review) | * Creation of the Reading Overview across all year groups, to ensure that Key Texts link with the overall theme of learning and weave into other curriculum subjects. * Monitor Reading lessons and ensure that the texts are weaved through other curriculum subjects and links are made in learning. * Observe lessons to monitor the range of activities being taught to develop the children’s skills and understanding of the purpose of the texts used. * Continuously monitor (using the KPIs) the children’s Reading progress and outcomes to ensure Reading is being taught effectively throughout school. * Reading Surgeries and Pupil Progress Meetings will evidence teacher analysis and KPI knowledge. With a focus on children’s retention. | | |
| **ONGOING EVALUATION:** | All staff are now planning using the book-based curriculum. A range of Reading skills are now being taught within the Reading lessons and through a range of categories.  Staff becoming more creative with their teaching of the book-based lessons.  Ongoing daily reading lessons in each class, enable children to apply their knowledge to their reading.  Three NQT’s along with the English Leader have attended remote training with the Trust Reading Lead, this has likewise filtered down to other teaching staff in school and HLTA’s, via staff meetings and surgery style discussions.  In-house English Moderations examine the separate Reading Journals and Wiring books to ensure there is a clear journey in both the Reading session each day leading seamlessly into the Writing and promoting and developing core skills and learning. Weekly monitoring demonstrates a clearly understanding by staff, surgeries provided for staff CPD following drop-ins and book looks. | | |
| **TASKS** | * Creation of the Reading Overview across all year groups, to ensure that Key Texts link with the overall theme of learning and weave into other curriculum subjects. * Monitor Reading lessons and ensure that the texts are weaved through other curriculum subjects and links are made in learning. * Observe lessons to monitor the range of activities being taught to develop the children’s skills and understanding of the purpose of the texts used. * Continuously monitor (using the KPIs) the children’s Reading progress and outcomes to ensure Reading is being taught effectively throughout school. * Reading Surgeries and Pupil Progress Meetings will evidence teacher analysis and KPI knowledge. With a focus on children’s retention. * The Reading Structure is taught effectively and consistently throughout school, evidenced within the Reading books and planning. * Texts are weaved into other areas of the curriculum, with pupils making a clear link between them. * Reading of texts develops the children’s fluency and stamina – shown in observations and through AFL. | | |

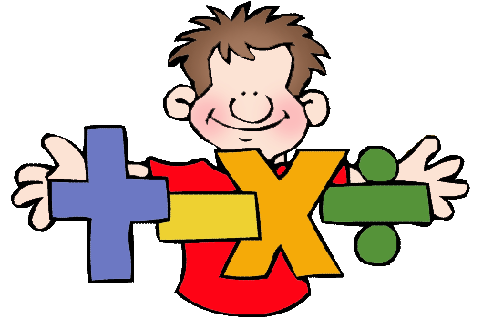
**WRITING**

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| **GOAL:** | **To ensure a consistent approach to Writing across school** | |
| **RATIONALE:** | * Inconsistencies noted through-out school during book looks, moderation and work with Trust Literacy lead. SLT to address this through continued monitoring and individual targets for all staff. *(NLE 2020*) * Ofsted likewise observed:   At times, teachers’ subject knowledge is less secure and new knowledge or skills are taught incorrectly. As a result, pupils’ understanding is sometimes limited and uncertain. | |
| **SUCCESS CRITERIA:** | * The new Writing Structure.   to strengthen the quality of teaching in Writing including the elimination of inconsistencies from lesson to lesson, class to class.  Develop a formal approach to strategic improvement and a structured and documented approach to monitoring. To ensure greater consistency, precision, and clarity. Introduce the use of KPIs to support this through-out school. (*NLE 2020)* | |
| **STRATEGIES FOR IMPROVEMENT** | **Strategy One:**  Ensure that the new Writing Structure (including the use of KPIs) is being taught effectively and consistently throughout school within the Writing books and likewise continues to be evidenced throughout Curriculum and Science books too. | **Leader:**  English Lead |
| **Strategy Two:**  Staff to have high expectations of pupil’s in all lessons where writing may occur and to model. | Leader support/shadowing:  Headteacher / Reading Lead |
| **Strategy Three:**  Pupils to widen their vocabulary through the development of questioning in both Writing lessons*.* Likewise, continue to develop further high-quality modelling by ALL staff, including language use and expectation. | |
| **MONITORING ARRANGEMENTS** | Please refer to specific monitoring arrangements for each strategy below. | |
| **EVALUATION AND REVIEW so far** | All classes follow the Trust directive with Book Based teaching for Literacy. All NQT’s have been regularly supported by Head-teacher, Writing Lead, and the Trust Writing Lead Jane Simpkins  Continuing support from Jane Simpkins with support for identified staff, working alongside the NQT’s. Team teaching and planning with the school SLT.  Use of Teacher Toolkit Dimension 4 to continue developed modelling by the teacher and use of questioning to develop learning. | |

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| **STRATEGY 1:** | * Ensure that the new Writing Structure (including the use of KPIs) is being taught effectively and consistently throughout school within the Writing books and likewise continues to be evidenced throughout Curriculum and Science books too. | **LEADER:** | * SLT * Trust Writing Lead * Trust AEO * Governing Body |
| **TIMELINE** | **Milestone 1(Dec20)**   * Monitor Writing lessons and ensure that the structure is being taught effectively across school within lessons. * Observe lessons to monitor the range of activities being taught to develop the children’s skills and understanding of the Writing curriculum. * Continuously monitor the children’s Writing progress and outcomes to ensure Writing is being taught effectively throughout school. The key priority is the use of KPIs across the Year Groups. * Writing Surgeries and Pupil Progress Meetings will evidence teacher analysis and KPI knowledge. Informing them on next steps for pupils. | **RESOURCES and CPD** | * Release cover for observational purposes. * Staff CPD around Writing Structure and the use of KPIs. * **\***Refer to Writing Audit for specific costings |
| **PLANNED MER:** | * Observations. * Book scrutiny. * Data analysis. * Pupil chats * Pupil Progress Meetings – evidence of progress through the effective use of KPIs. | | |
| **ONGOING EVALUATION:** | Inconsistencies noted through-out school during book looks, moderation and work in school moderation. SLT to address this through continued monitoring and individual targets for all staff. Staff Meetings also planned in to further address these inconsistencies and develop standards across school.  Team teaching, lesson drop-ins and feedback surgeries carried out this term to promote the basics and standards across school to develop a consistent, uniform approach in all year groups and all class settings. | | |
| **TASKS** | * The Writing Structure is taught effectively and consistently throughout school, evidenced within the Writing, Science and Curriculum books. * Teachers will be observed explaining learning points with clarity and checking pupils’ understanding before moving on to the next stage of the lesson, so that any misconceptions are cleared up. * Teachers will use KPIs as both a method / tool for planning and assessing their pupils. KPIs will be the key driver in lessons and used to plan and review learning and to provide feedback to the pupils. | | |

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| **STRATEGY 2:** | Staff to have high expectations of pupil’s in all lessons where writing may occur and to model | **LEADER:** | * SCOPE: SLT * Trust Writing Lead * Trust AEO * Governing Body |
| **TIMELINE** | **Milestone 2(Mar20)**   * Book looks will consistently show high standards in presentation is evident in all year groups. * Children encouraged when given their pen license. * Ensure that presentation continues throughout the year and high expectations are embedded in the school ethos. * Termly handwriting competitions to promote presentation. | **RESOURCES and CPD** | * Staff training / CPD use of language and effective modelling. * Pen Competition prizes. * Badges / trophies / certificates for handwriting competitions. * Letter-join interactive whole school handwriting resource. |
| **PLANNED MER:**  **Monitoring**  **Evaluation**  **Review** | * Book scrutiny. * Learning walks. * Presentation assemblies. | | |
| **ONGOING EVALUATION:** | Non-negotiables –presentation and handwriting scrutinised regularly during book looks, developing but work continues in this area to develop high standards, especially amongst the NQT members of staff.  Inconsistencies noted through-out school during book looks, moderation and work with, in house moderation. SLT to address this through continued monitoring and individual targets for all staff. Staff Meetings also planned in to further address these inconsistencies and develop standards across school.  Expectations – non-negotiables, more consistency now required in all year groups, regular monitoring continues to push this forward and develop high expectations from staff and pupils alike. | | |

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| **STRATEGY 3:** | * **Pupils to widen their vocabulary through the development of questioning in both Writing lessons*.* Likewise, continue to develop further high-quality modelling by ALL staff, including language use and expectation.** | **LEADER:** | **SCOPE:**   * SLT * Trust Writing Lead * Trust AEO * Governing Body |
| **TIMELINE** | **Milestone 4 (Jun 20)**   * Teachers to promote language and vocabulary in all Literacy Lessons and this is evident in classrooms. * Use of drama and discussions in lessons begins to increase to enhance the children’s vocabulary and language. * Children to use peer assessment to develop their language skills in lessons – evidenced in both reading and writing books. | **RESOURCES and CPD** | * Spelling Bee Competition prizes. * Badges / trophies / certificates for handwriting competitions. * Ruth Miskin resource materials for the whole school – Read, Write, Inc Pupil books. * Site licence from Ruth Miskin for the whole school**.** * Scholastic Grammar and Punctuation books for the whole school |
| **PLANNED MER:** | * Book scrutiny. * Learning walks. * Observations. * Spelling Tests. * Q.L.A Ruth Miskin / NFER * Staff will plan and teach spellings daily to ensure progression in children’s spelling and grammar. * They will continuously monitor the children’s spelling through weekly spelling tests and AfL techniques within the Read, Write Inc programme. * Staff will plan and teach spellings following the Ruth Miskin Programme. * There will be clear evidence of the National Curriculum Key Year Group Spellings being taught and evidenced in Writing. | | |
| **ONGOING EVALUATION:** | Spelling Bees have improved the profile of spelling across school in all year groups. Use of daily Ruth Miskin teaching.  Use of Teacher Toolkit Dimension 4 to continue developed modelling by the teacher and use of questioning to develop learning.  The Trust Leader for Writing has supported teachers, particularly NQT’s and Year 6 staff with remote training focusing on the teaching of core Reading skills and phonetical understanding and knowledge.  Staff training and CPD by English Leaders and SLT identified the need for a clear planning structure linking the daily teaching of the Writing Curriculum to promote the learning of key skills and ensure progression. | | |

**MATHS**

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| **GOAL:** | **Enhance staff subject pedagogical knowledge in mathematics to improve the quality of teaching and improve pupil progress.**  ***Please note – Maths leader left the school October ½ term. New maths leader appointed for January 2021.*** | | | |
| **RATIONALE:** | * Maths progress has been on a 3-year downward trend from 2017 to 2019 (2017 -1.7, 2018 -3.1, 2019 -4.1), Low, middle and high band pupils have shown negative progress in mathematics. * There have been inconsistencies in the way maths was taught, planned, and assessed across the academy. * Teaching can lack clarity when giving explanations, and teachers do not always take up opportunities to model strategies for learning or reasoning. * Teacher modelling of strategies to allow pupils to apply independently ensuring that they demonstrate understanding has not been consistent across the academy. | | | |
| **SUCCESS CRITERIA:** | * 2021 maths attainment and progress data is inline or better with academy and DFE targets. Pupils in all bands make expected or better progress. * There is a consistent approach across the academy in the way maths is taught, planned, and assessed. Teachers can articulate these processes clearly. * Across the academy, teachers model strategies effectively so that pupils understand and can apply to independent work accurately. * Children are engaged in their mathematics learning; they can articulate their progress within the subject. | | | |
| **STRATEGIES FOR IMPROVEMENT** | **Strategy One:**   * Use KPIs to plan, review and assess learning in maths. | | **Leader:** Math’s Lead | |
| **Strategy Two:**   * Improve teacher modelling of strategies so that it has a positive impact on pupil progress and promote systematic working in books. | | **Leader support/shadowing:** Headteacher  Senior Leadership Team**.** | |
| **Strategy Three:**   * Develop teachers’ knowledge of maths and ensure pupils receive effective marking and feedback that evaluates progress and provides challenge. Ensure that the delivery of the journey promotes fun, excitement and engagement for all. | | | |
| **MONITORING ARRANGEMENTS** | * MAT SIO to monitor key lines of enquiry on a fortnightly basis. * Subject leader to monitor a key line of enquiry weekly. * SLT Maths learning walks and lesson drop-ins planned throughout academic year. * MAT Yearly Peer Review * Whole school maths moderation conducted on a termly basis to ensure that assessments are secure. * Ofsted reinspection. | | | |
| **EVALUATION AND REVIEW so far** | 2 x NQT’s part of the Maths Teaching for Mastery Development. The Headteacher has attended the training alongside both NQT’s. Remote training attended so far has been cascaded down to teachers and HLTA’s via staff meetings led partly by the NQT’s and partly by the Headteacher.  An in-house maths moderation identified the need for separate arithmetic books to ensure there was a clear journey in both the arithmetic session and main lesson and to allow the children to start to explore, trial methods and explain and deepen their thinking without constraints. | | | |
| **STRATEGY 1:** | * Use KPIs to plan, review and assess learning in maths. | **LEADER:** | | **SCOPE:**  Math’s Lead  Headteacher  MAT SIO  Governing Body |
| **TIMELINE** | September 2020   * Mathematics KPIs launched and guidance given on how effectively use to support planning, delivery and assessment in mathematics.   October 2020   * Teachers can articulate pupils’ progress towards achieving a KPI statement and can provide evidence, which supports this in pupil progress meetings.   December/April 2020   * Teachers’ understanding of assessment against year group KPIs in maths is secure; this is evidenced through book scrutiny and planning. * Whole school maths moderation confirm attainment judgements. These are triangulated with end of unit/term test outcomes.   July 2021   * Internal moderation attainment judgements are consistent, accurate and secure throughout school. * Teachers can articulate the progress of pupils with confidence. * Attainment outcomes in maths, in all year groups, improve and hit or exceed targets throughout the academic year. Progress in year 6 is deemed good/better in July. | **RESOURCES and CPD** | | * KPI Assessment in Maths document * Guidance document for staff on devising lesson objectives from KPI * Age-related guide for assessing against a KPI in mathematics. * Maths calculation policy * Maths weekly journey sequence plan * Maths Teacher Knowledge Organisers |
| **PLANNED MER:**  (monitoring, evaluation and review) | * Key lines of enquiry in mathematics to be monitored weekly by subject leader; with specific reference to the use of KPIs when planning. * Half-termly teacher mathematics surgeries identify areas for further improvement whole school and for individual staff members. Outcomes of these surgeries to feed into key line of enquiry to be monitored. * Half-termly pupil progress meetings planned throughout academic year. * Fortnightly whole school monitoring by MAT SIO for mathematics – support given for specific teachers where identified. * Termly maths moderation to ensure teacher assessments are secure across school for all pupils. | | | |
| **ONGOING EVALUATION:** | 4 x NQT’s have embarked on supplementary maths training through the YH Maths Hub: Specialist Knowledge for Teaching mathematics for NQT’s/RQT’s/New to mastery’.  New Maths Leader (Senior Leader with TLR) recruited 08/12/2020 for a January 2021 start.  The Headteacher and Maths Leader has embarked on supplementary maths training through the YH Maths Hub: ‘Knowledge for Teaching Mathematics for Primary Leads’. Training will be cascaded to staff at all levels by the Maths Leader in the coming maths in line with the SDP and any changing priorities.  The Trust Maths Leader has supported teachers and HLTA’s with remote training focusing on the teaching of multiplication. | | | |
| **TASKS** | * KPI document for maths formulated. * Maths INSET session delivered to staff in September and then followed up throughout the year. * Calculation policy evaluated and edited in line with KPI document and maths overview. * Maths weekly planning format formulated. * - Teacher knowledge organisers for maths formulated. | | | |
| **STRATEGY 2:** | * Improve teacher modelling of strategies so that it has a positive impact on pupil progress and systematic working in books. | **LEADER:** | | **SCOPE:**  Math’s Leader  Headteacher  MAT SIO  Governing Body |
| **TIMELINE** | September 2020   * Calculation policy reviewed in line with the training provided by outside and internal maths consultants so that it is consistent with the SKA teaching approach. Shared with staff and misconceptions addressed whole school and with individual teachers. * MAT SIO and independent consultant provide CPD for all staff on how to model strategies in maths and the effective teaching approaches to use to do this.   Weekly   * SLT Maths drop-ins’ evidence that teachers are confidently modelling correct strategies to pupils. Teachers apply modelling strategies implemented by outside and MAT SIO.   October 2020   * Monitoring by MAT SIO and SLT evidence that teacher modelling throughout the learning sequence is effective and continuing to improve.   December 2020   * Maths working walls evidence the key vocabulary used within the maths journey and the current learning sequence. Pupil and teacher continually refer to this to aid. * Pupil books show impact of teacher modelling as pupils replicate and apply systematic teaching approaches independently.   February 2021   * Mathematical vocabulary is prominent in every maths lesson. Vocabulary used accurately by teachers when modelling and used accurately by pupils during the learning sequence. Where inconsistencies lie, these are addressed with individual teachers. * Pupils can confidently articulate mathematical strategies using age-related vocabulary. This is prominent in class and around school, such as subject leader assemblies and Headteacher assemblies.   July 2021   * Attainment outcomes in maths, in all year groups, improve and hit or exceed targets throughout the academic year. Progress in year 6 is deemed good/better in July. | **RESOURCES and CPD** | | * Calculation Policy * MAT SIO * Independent Consultant |
| **PLANNED MER:**  (monitoring, evaluation and review) | * SLT and MAT SIO to monitor the effectiveness of teacher modelling to pupils on a weekly and fortnightly basis. * Maths environment monitored in line with school environment policy on a half-termly basis. * Half-termly maths surgeries to support and monitor teacher practice. * Triangulation of strategies used by teachers to model strategies to pupils shared on a half-termly basis – staff meetings to share good practice. | | | |
| **ONGOING EVALUATION:** | Support from the Trust’s Maths SIO and training from the Mastery Development course has also led to a new maths planning format which promotes the use of:  White Rose  DfE Guidance documents  NCETM  N Rich  Planning from these documents aids the identification of gaps due to barriers such as Covid lockdown and small steps in progression have been developed through Blended Learning for remote access. All teachers have recorded maths lessons for support at home and in lessons. | | | |
| **TASKS** | * Calculation policy evaluated and edited in line with KPI document and maths overview. * Maths weekly planning format formulated. * Teacher knowledge organisers for maths formulated. * Maths drop in focus timetable formulated. | | | |
| **STRATEGY 3:** | * Develop teachers’ knowledge of maths and ensure pupils receive effective marking and feedback that evaluates progress and provides challenge. Ensure that the delivery of the journey promotes fun, excitement, and engagement for all. | **LEADER:** | | **SCOPE:**  Math’s Leader  Headteacher  MAT SIO  NLE  Governing Body |
| **TIMELINE** | September 2020   * Subject leader to reaffirm expectations for marking and feedback in line with current research.   October 2020   * Learning sequences planned show a diet of fluency, reasoning and breadth of an objective. All learners are challenged and work/outcomes evidence this. * All pupils celebrate World Maths Day (15/10/20) through completing a range of reasoning and problem-solving challenges.   Half termly   * Pupil progress meetings demonstrate that pupils’ response to teacher feedback clearly improves progress towards achieving the learning objective and achieving the KPI. * Maths surgeries conducted, impact individual teacher’s quality of marking and feedback. * SLT Maths lesson drop-ins evidence a love for maths with all learners developing culture of eagerness to achieve and make progress. * Pupil voice and curriculum surveys (survey monkey) reflect pupils’ enjoyment and engagement in mathematics.   February 2021   * Children complete in Worldwide Times Table challenge with partner school Thomas Coulter Primary, Hwange, Zimbabwe.   July 2021   * Attainment outcomes in maths, in all year groups, improve and hit or exceed targets throughout the academic year. Progress in year 6 is deemed good/better in July. | **RESOURCES and CPD** | | * MAT SIO * SKA Guide to Mathematics * Dylan William – Effective Feedback in classrooms * Subject Enhancement Days Overview |
| **PLANNED MER:**  (monitoring, evaluation and review) | * Half-termly pupil progress meetings to monitor the attainment of cohorts and monitor the progress of pupils in all attainment bands. * Half-termly maths surgeries with SLT. * Performance management observations focusing on a key line of enquiry for maths. * Weekly monitoring of learning and progress in books | | | |
| **ONGOING EVALUATION:** | |  |  | | --- | --- | | **Year Group** | **Autumn End 2020**  **MATHS** | | **Year 6** | **18%** | | **Year 5** | **52%** | | **Year 4** | **57%** | | **Year 3** | **34%** |   Newly appointed maths Leader will teach Year 6 to Princeton group to continue with 3 class strategy for more intensive teaching.  Autumn End Pupil Progress Meetings focused on maths progress in arithmetic as a key line of enquiry. Year 6 identified that basic arithmetic strategies including knowledge of tables are creating barriers to fluency.  Individual teacher monitoring has focused on the teaching of arithmetic during Autumn 2 and identified the need to model small steps and ensure scaffolding is planned for and readily available to children when needed. | | | |
| **TASKS** | * Marking and feedback in maths guide formulated * Revisit and evaluate pupil progress format for half termly meetings. * Contact partner school to ensure world times table month is organised. | | | |

**SEND**

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| **GOAL:** | **To ensure that pupils with SEND make consistent progress across school** | |
| **RATIONALE:** | * Ofsted observed: ‘pupils with SEND do not make consistently good progress because teacher’s planning and teaching assistants’ use of resources are variable in effectiveness’ * Observations and book look with SLT show that there is inconsistencies in teachers use of feedback and support for children with SEND * Not all children are making good and consistent progress. * The 2010 The special educational needs and disability review states that:   ‘inspectors found that this additional provision was often not of good quality and did not lead to significantly better outcomes for the child or young person. For pupils identified for support at School Action level, the additional provision was often making up for poor whole-class teaching or pastoral support. Even for pupils at School Action Plus level and with statements, the provision was often not meeting their needs effectively, either because it was not appropriate or not of good quality or both.’   * The draft copy of January 2019 Education inspection framework 2019: equality, diversity and inclusion statement January 2019, No. 180047 4 states that   *‘…too many learners, too often the disadvantaged and those with special educational needs and/or disabilities (SEND), are not given access to a broad, rich and deep curriculum. This can result in unlawful discrimination, contrary to the Equality Act 2010. These issues relating to the narrowing of the curriculum are affecting learners across the spectrum.’* | |
| **SUCCESS CRITERIA:** | * All children with SEND to make good progress. * Progress to be shown in the books of SEND pupils. * Teachers to plan and deliver valuable and correctly pitched learning for children with SEND. * Teaching Assistant to be given correct guidance in supporting children with SEND. * CPD opportunities for both Teachers and Teaching Assistants around SEND. * Resources to be available and used correctly to support children with SEND in their learning. * Staff to respond to feedback and targets given during leader monitoring and this to be evidenced in the next observation. | |
| **STRATEGIES FOR IMPROVEMENT** | **Strategy One:**  All staff to use the Wakefield Progression steps to track children working Below ARE to accurately assess children with SEND | **Leader: SENDCO** |
| **Strategy Two:**  Teachers to ensure pupils with SEND are fully involved in a broad, balanced, and rich curriculum which not only meets their personal needs but ensures essential knowledge and cultural capital gain for all. | **Leader support/shadowing:**  Headteacher  Senior Leadership Team. |
| **Strategy Three:**  Rigorous monitoring of the progress of individual children with evaluation of the impact of current intervention. | |
| **MONITORING ARRANGEMENTS** | * Biweekly meetings between the SENDCO and Head Teacher to monitor children on the SEND register. * SENDCO to monitor a key line of enquiry on a weekly basis. * Leaning walks and lesson observations planned in throughout the year. * MAT yearly Peer Review * NLE Termly reviews * Ofsted reinspection | |
| **EVALUATION AND REVIEW so far** | Weekly monitoring has supported the SENDCO is seeing gaps and areas to work on for staff alongside feedback when needed. This has seen to be effective and when monitored again changes have been made.  School leaders are aware of the difficulties showing in school and have asked from support from the Trust in the form of an SEND review to highlight these areas and also offer support on how to remedy these. | |

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| **STRATEGY 1:** | All staff to use the Wakefield Progression steps to track children working Below ARE in order to accurately assess children with SEND | **LEADER:** | **SENDCO**  **Headteacher**  **NLE**  **Governing Body** |
| **TIMELINE** | October 2020  Drop-in sessions with staff during PPA to evaluate pupils progression steps and to formulate accurate targets for their Supporting to Learn Plans  Planning meeting with LSS/SEMH/CIAT/EP service  Half Termly  Review of the Wakefield progression steps and updated excel document for each child.  SENDCO to analyse data sent to ensure that all pupils are making progress and to speak with staff and give support where progress has not been made,  July 2021  All children to be assessed by current teacher on Progression steps and this information to be passed onto new class teacher for the upcoming year | **RESOURCES and CPD** | Drop-in Sessions with staff on how to use the Wakefield Progression Steps and how to use this to formulate targets for their Supporting me to learn Plans. |
| **PLANNED MER (monitoring, evaluation & review):** | * Book looks. * Learning walks * Lesson Observations * Pupil Chats * Monitoring of Wakefield Progression Steps * Excell documents for each child’s Wakefield Progression Steps data | | |
| **ONGOING EVALUATION:** | All children who are below have been assessed on Wakefield Progression Steps.  All staff have had time with the SENDO to look at how to complete the Wakefield Progression steps and how to use these to determine next steps.  All staff have baselined their pupils and have assessed them against this to see if progress has been made. Many children have made progress but there are children who have made minimal or no progress in some areas.  Moving formward staff will need support in how to use the Progression steps to help inform planning | | |
| **TASKS** | * Surgeries with Staff on how to use Wakefield Progression Steps to assess accurately. * Analysis of the data gained from the Progression Steps. * Book looks to ensure that the Assessment is accurate for children with SEND. | | |

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| **STRATEGY 2:** | Teachers to ensure pupils with SEND are fully involved in a broad, balanced and rich curriculum which not only meets their personal needs but ensures essential knowledge and cultural capital gain for all. | **LEADER:** | **SENDCO**  **Headteacher**  **NLE**  **Governing Body** |
| **TIMELINE** | September 2020  INSET day and session on all areas of the curriculum with ideas on content to support staff.  October 2020  Planning meeting with LSS, EPS SEMH and CIAT.  Baselining of children on Wakefield Progression steps.  Weekly  Monitoring of books of pupils with SEND- feedback to be given where needed either whole school or individual.  Biweekly  Meeting with the Head Teacher to discuss SEND children.  Half Termly  Book looks to take place within all core curriculum books at least once.  All children’s targets who are on Progression Steps to be updated on their Supporting me to learn plans to ensure that personal needs are met.  Evaluation of the progress pupils with SEND are making on the Wakefield Progression steps and analysis done to ensure that this is good progress.  Evaluation of all SEND pupils data using OTrack  Termly  Book looks to take place in all curriculum areas at least once | **RESOURCES and CPD** | INSET on all areas of the curriculum to ensure broad coverage.  Support from LSS to adapt lessons for pupils with SEND.  Feedback for staff identified through monitoring.  Support from SIO in all core curriculum areas  Moderation both in school and Trust wide in core subjects  SEND meetings with Trust.  SEND forum from Inclusive North- £TBC.  Trust subject leader meetings  Support from LSS for work to go alongside the Progression Steps.  Support to staff on how to create appropriate targets and link this into the classroom |
| **PLANNED MER (monitoring, evaluation & review):** | * Weekly monitoring of pupils with SEND including book looks and pupil chats. * Half termly pupil progress meetings. * SEND focus learning observations. * Ensure Progression steps are being used to provide appropriate content for children with SEND. | | |
| **ONGOING EVALUATION:** | Monitoring of all curriculum books show that children are accessing all areas of the curriculum but that at times the work is not always easily accessible to the children.  Work needs to be done with staff to pull across the work seen in core subjects and the scaffolding and differentiation seen there into the non core subjects. Scaffolding and modelling have been a key area of focus through school and will support this. | | |
| **TASKS** | Knowledge organisers produced to support staff with how to help children from the 4 key strands of SEND.  All subject leaders to be able to support teachers with ways in which to adapt planning for children with SEND. | | |

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| **STRATEGY 3:** | Rigorous monitoring of the progress of individual children with evaluation of the impact of current intervention. | **LEADER:** | **SENDCO**  **Headteacher**  **NLE**  **Governing Body** |
| **TIMELINE** | September 2020  Formulate a plan to support TAs in promoting progress for all pupils with elements of supporting pupils with SEND.  October 2020  Drop-in sessions with Teachers during PPA to ensure that they have appropriate targets for pupils with SEND and know how they will implement support towards these targets  Provision Map created for each class and monitored.  Planning meeting with LSS, EPS SEMH and CIAT  Baseline of children needing Wakefield Progression steps and targets produced from this.  Weekly  Monitoring of pupils with SEND books to look at impact of feedback given to support them- is this making an impact. Quality of work given. Evidence of resources/scaffolding.  Feedback to individual teachers where appropriate  Biweekly  Meeting with Head Teacher to discuss pupils with SEND.  Half Termly  Monitoring of Provision Map  Review of Supporting Me to Learn Plans  Review of Wakefield Progression Steps to show progress made.  Tracking system to show progress for each child | **RESOURCES and CPD** | Drop-in Sessions with all Teachers- extra support given to NQTs and those new to school  Feedback given to staff after weekly monitoring where appropriate.  Support gained from external services such as LSS, SEMH, CIAT and EP for children with SEND.  Drop-in Sessions with staff on how to use the Wakefield Progression Steps and how to use this to formulate targets for their Supporting me to learn Plans. |
| **PLANNED MER (monitoring, evaluation & review):** | * Evaluate the impact of class-based interventions. * Monitor targets being met on pupil’s Supporting me to learn Plans. * Learning walks to ensure that provision is in place correctly for children with SEND. * Evaluation of the Learner Profiles of all children with SEND and the Supporting Me To learn Plans for those who need them. * Ensure that the Wakefield Progression steps are being used to support Teacher planning for the pupil. | | |
| **ONGOING EVALUATION:** | Interventions are up and running and all children have been baselined to be able to look for progress. The next assessment point will show the progress for this although initial data from Lexia has shown that:  Reading gains have been made in some classes and 12 certificates have been achieved since September 2020. Reports data evidence progress with some groups, and typically the most consistent users are making greatest progress. Some relevant staff are regularly logging in to some of these groups to use the data which assists in planning and informing instruction.  Children have all had their SMTLP evaluated and new targets have been made or adapted to meet the needs of the children. | | |
| **TASKS** | Reintroduce to staff the Provision mapping.  Develop Intervention tracking so user friendly and easy to use. | | |

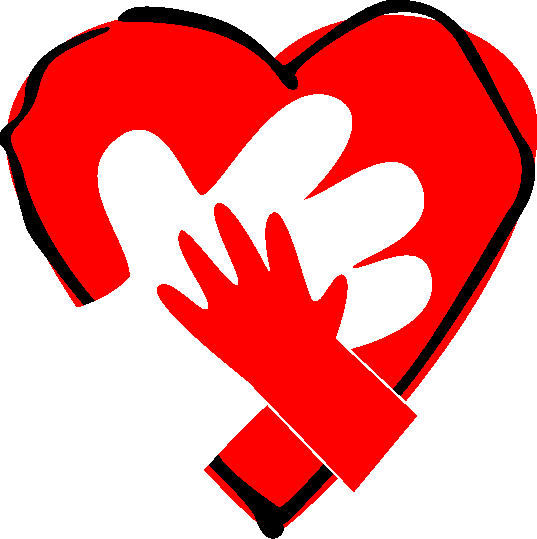
1. **DEVELOPMENT PLANS**



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**CURRICULUM**

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| --- | --- | --- |
| **GOAL:** | **To ensure there is good progress across the wider curriculum with some strong evidence that subjects are building progressively** | |
| **RATIONALE:** | * The wider curriculum is not ambitious enough and is not designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge they need to succeed in life. * The teaching of the necessary skills to help pupils research and understand new knowledge is not well established. * Pupils’ knowledge, skills and understanding in the wider curriculum, especially science, are often superficial. | |
| **SUCCESS CRITERIA:** | * In all subjects, the depth of pupils’ subject knowledge is deep. * The curriculum challenges pupils and opens-up their horizons beyond their immediate vicinity and aids cultural capital gain * Pupils are taught the skills required to make research an effective means of learning. * Learning is sequential and aids semantic memory | |
| **STRATEGIES FOR IMPROVEMENT** | **Strategy One:** Design and embed a curriculum that is coherently sequenced. | **Leader:**  Headteacher  Core Subject Leaders  Foundation Subject Leaders |
| **Strategy Two:** Ensure curriculum planning provides the same academic, technical, or vocational ambitions for almost all learners. | **Leader:**  Headteacher  Core Subject Leaders  Foundation Subject Leaders |
| **Strategy Three:** Design and embed a curriculum that promotes sufficient knowledge and skills for future learning | **Leader:**  Headteacher  Core Subject Leaders  Foundation Subject Leaders |
| **MONITORING ARRANGEMENTS** | * Academy to conduct an annual review in early Spring 2021. * Weekly monitoring, reporting and feedback by Senior and Subject Leaders * Curriculum linked Performance Management goal for all teachers | |
| **EVALUATION**  **AND REVIEW so far** | |  |  | | --- | --- | | **Year Group** | **Autumn End 2020**  **SCIENCE** | | **Year 6** | **57%** | | **Year 5** | **39%** | | **Year 4** | **45%** | | **Year 3** | **43%** |   All foundation subjects have been assessed for Autumn End in line with the schools Key Performance Indicators. Subject leaders have used data to evaluate their Subject Leader Plans and formulate/change actions as needed.  Subject Leaders have delivered subject specific assemblies to deepen children’s knowledge and understanding of individual subjects. This will continue throughout the year in termly cycles.  Subject Leaders including HLTA’s have undertaken weekly monitoring wherever possible linked to Dimension 4 of The Great Teaching Toolkit. Monitoring reports have been built upon and key outcomes cascaded to all teachers and HLTA’s weekly.  Teachers are now relying less on the use of subject schemes such as ‘Rising Star’s and instead using planning from different sources to personalise their teaching and learning dependent on the children’s needs and gaps in their knowledge and skillset.  Subject Leaders have showcased progression in their subject through external displays ensuring that the work on display matches their vision as linked to the Curriculum Intent.  Knowledge Organisers are becoming a non-negotiable for every individual learning journey throughout school. The effect has been noted in individual Autumn teacher monitoring reports. | |



**PSHE**

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| **GOAL:** | **To develop and embed a secure PSHE Framework which effectively supports children in gaining the knowledge, understanding and skills they need to manage their lives, now and in the future** | |
| **RATIONALE:** | * Returning to school after Covid 19 lockdown may be difficult for some children in respect of trauma and handling emotions * South Kirkby children need support to achieve their potential because their wellbeing and other personal barriers such as anxiety and unhealthy relationships can affect their attendance and ability to learn. | |
| **SUCCESS CRITERIA:** | Pupils demonstrate excellent personal and social skills.  * Pupils share a sense of pride in the contribution they make in school.  Pupils can describe what they have learnt in PSHE with maturity and enthusiasm.Pupils are independent learners and take responsibility.  * There is a direct positive impact on attendance and punctuality. * Outcomes rise across the curriculum. * There is a positive climate of student-student, student to teacher and teacher to carer relationship. | |
| **STRATEGIES FOR IMPROVEMENT** | **Strategy One:** Ensure there is a whole school framework to the assessment of PSHE which is evaluated termly. | **Leader:** Subject Leader |
| **Strategy Two:** To improve the quality and  effectiveness of PSHE across the school | **Leader:** Subject Leader and Shadow Leader with support from HT and Well Being Team |
| **MONITORING ARRANGEMENTS** | * Weekly Subject Leader monitoring of books and pupil chats * Subject Leader PSHE display evidencing PSHE through school * Cpoms reporting | |
| **EVALUATION AND REVIEW** | The Staff INSET in September was used to speak to staff about a recovery curriculum and to embed the PSHE framework. Weekly monitoring and advice have been given from this to improve the teaching of PSHE.  The results of a children’s survey show that most pupils enjoy PSHE and feel they learn a lot from it. The children also stated they learn through a lot of different activities.  Following the subject monitoring dated 6.10.20 a variety of coverage is being upheld across school and from more recent monitoring lessons are being taught almost weekly.  Teachers are beginning to baseline from support emailed and monitoring from 25.9.20 this is being evidenced in most books to support known and unknown knowledge.  Assemblies are being delivered weekly by the wellbeing team and outside agencies such as CAMHS to support with the issues that wellbeing team has been documenting on CPOMS.  Subscriptions to PSHE association and 1decision have been purchased and can be used to support planning where possible. | |

# PROFESSIONAL DEVELOPMENT MAP

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| --- | --- | --- | --- | --- | --- | --- | --- |
| GOAL | STRATEGY | WHOLE SCHOOL | PHASE | NQT | INDIVIDUAL NEED | SUBJECT | BEST PRACTICE? |
| Increase teacher subject knowledge to ensure learning is progressive and deep in **Science, Art and Design** **Technology** | Half termly consistent approach to Training, Delivery, Monitoring and Evaluation (TDME) in all 3 foundation subjects | Weekly staff CPD focusing on either TDME.  Gap tasks/Next steps to be applied each week for a measured journey to improvement | Joint PPA to promote supportive and professional working relationships | NQT’s as shadow leaders of subjects supported by Senior Leaders | Science identified as a goal in all teachers Performance Management for 20/21 cycle | Science, Art and DT as intense CPD focuses throughout the year and in half termly blocks | Strong practice identified during monitoring and CPD sessions and used as a model of expectations |
| To **grow leaders of the future** and ensure leadership is consistent, sustainable and effective at all levels | Specific staff enrolled on accredited leadership training | All accredited training will involve gap tasks undertaken in school and involving all staff | Leadership training taking place in Years 3, 5 and 6 | Wakefield NQT Programme | Individual Accreditation includes:  NPQH  NPQSL  NPQML | All accredited training includes aspects which focus on the staff members allocated subject of expertise | The Trust will facilitate leadership training through its new centre of excellence |
| TA’s & HLTA’s | Support staff to gain quality CPD and accreditation |  | Upper and Lower school support staff |  | 2 Unqualified HLTA’s to gain accreditation for HLTA Spring 2021 | Individual network programmes for Science, Reading, Music and PE |  |
| CSO | To ensure the School is inspection ready and can secure a ‘good’ judgement | INSET support to plan and monitor progressive journey of improvement! | All Teachers and HLTA’s |  | HT Leadership Support  Senior Leadership support |  |  |
| Subject Leaders | Subject Leaders have deep and fluent knowledge of their subject and can support others in understanding the content and progression of their subject teaching | Weekly monitoring and evaluation of each subject through school using a variety of evidence | Feedback from monitoring may be given to the year groups where patterns are identified across both year group classes | NQT’s as shadow leaders of subjects supported by Senior Leaders | Science identified as a goal in all teachers Performance Management for 20/21 cycle | Individual subject training identified for subject leaders  Enhancement days promote the subject throughout school | Through monitoring best practice is shared and celebrated as a staff |

# WAITING IN THE WINGS

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| GOAL | RATIONALE |
| To enhance the external school environment | * Outdoor play allows; physical, social, emotional, imaginative and cognitive development * Exercise improves health and well-being while the safe environment encourages independence. * The school has been successful in applying for a £10,000 playground re-development grant |
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# ROLLING PROGRAMMES

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| AREA | SCHEDULE | | |
| School Environment | Classroom Environment Monitoring weekly by individual Subject Leaders and Senior Leaders | Termly Subject Leader Displays reflect progress in subject through school | Wider school information is updated and changed as appropriate – HT to monitor and mange this area |
|  |  |  |  |
| Safeguarding Training | DSL Refresher – Autumn 2020 =  3 Deputy DSL’s  SCR checked half termly by HT and SAO | DSL & DLMH – Autumn 2020 =  New Senior Leader  TA with specialist MH Lead  Mental Health First Aid – Autumn 2020 = Teaching Assistant | Face to Face Spring 2021  Remote Safeguarding Autumn 2020  Prevent Spring 2021  = All Staff |
|  |  |  |  |
| Health & Safety Training | Fire Marshall Training – All Staff | First Aid Training – All Staff | Evac and Invac Termly Practices = Whole School |

