

1. To have a whole school focus on gap filling due to coronavirus (children have not covered the age-related curriculum and will therefore have gaps in their learning as the pupils move on to the next academic year)
Post Covid-Curriculum eg. Planning for September, mixed models of learning that address our shared problems while accommodating the utterly disparate learning experiences of each individual.

Expected Outcome:

Further develop teaching and leadership of curriculum areas to bridge the gap due to Covid 19:

- Teachers to continue to deliver basic skills for the first three weeks of the academic year
- Refine the maths teaching model for Autumn 1 to focus on 'practise and apply'
- Using AFL and assessment data plan for basic skills to bridge gaps in maths and for the lead up to the writing assessment
- Set up intervention groups for key children in order to bridge the gap-review during Pupil Progress Meetings

2. To develop a focus on mastery teaching with a clearer focus on catching up and deepening understanding of concepts and ideas - school action research through phase, including moderation.

Expected Outcome:

Increase the understanding of mastery teaching:

- Explicit modelling of cohesive writing focusing on sentence structures, punctuation and the effect on the reader
- Big write to be planned for a purpose and include editing and uplevelling focusing on the effect and reasons for change
- Explicit teaching of unfamiliar language and the effect this has on the reader. (Monday session and the whole school focus in Spring)
- In Autumn 2 focus on the whole maths model including reason
- Bar modelling to be incorporated into every possible lesson as well as after every assessment point manipulatives to be used to ensure mastery

3. Continue to develop the foundation subjects through lead practitioner's accountability, focusing on subject content, curriculum organisation and linking previous learnt pupil knowledge and skill to next steps in their learning (Ofsted target)

Expected Outcome:

- Review vertical plans and the curriculum to ensure deep coverage and links to previous knowledge
- Develop and embed the role of the Curriculum Development Leads in mentoring and coaching Lead Practitioners to ensure the curriculum is well organized, links pupil knowledge and moves learning on

4. Improve outcomes for all groups of SEND pupils further, given the range of additional and specialist needs in our school, so pupils are catching up and an increasing percentage reaching the expected standard by the end of the academic year - targeted interventions with a focus on addressing specific gaps in their learning, and/or they are able to have their needs met

Expected Outcome:

- To accurately identify and support pupils with SEND needs, ensure the plans and provision in place meets the needs of pupils
- Monitor plans and targets so pupils are making progress against these and wherever possible are working within their age related curriculum
- SEND interventions to be set to meet specific needs and enable ch to make accelerated progress, fill gaps and catch up (where possible)
- All pupils who are SEND are receiving a broad and balanced curriculum in line with the school's intent, implementation and impact
- Pupils develop confidence to thrive as learners and develop perseverance and resilience so they are able use their knowledge to extend their learning (deepening knowledge against plans)

5. Improve standards further for pupil premium and more-able pupil premium, increasing the percentages that are working securely in the year group curriculum and above the year group expectations.

Expected outcomes

- Focus on Pupil Premium children in core subjects and interventions to ensure they make accelerated focus
- An increased number of children to achieve Age Related Expectations and beyond if they are more able Pupil Premium

6. To improve presentation and handwriting across school in all subjects-OFSTED target

Expected Outcome:

- Presentation policy to be reviewed with all staff to ensure this is applied by the children
- Ensure staff are modelling correct handwriting and neat presentation at all times
- Teachers to actively review misconceptions in handwriting

7. Pupils mental health - develop further of the role of the Well-being Co-ordinator and support programmes for pupils following the extended closure of the school due to coronavirus, ie. Given the realities of where we are today, what can we do for every child to support good mental health now? What has worked well in the past, what additional things do we need to do to get effective targeted and specialist services to those who need it most?

Expected Outcome:

- Develop the role and meet the training needs of the pupil well-being coordinator
- Ensure school develops pupil resilience and well-being, addressing mental health needs, through the school SMSC, Unicef Rights and Respect and school values of SHARE and CRISP initiatives
- Develop pupil roles as councilors and pupils as well-being warriors to support peers
- Audit mental health needs at the beginning of the academic year as a priority, and then ensure that staff continue to refer throughout the year
- Develop pupil well-being programmes for mental health in partnership with the DHT and external agencies and monitor impact

8. Identify key priorities and risk assessments for all year groups in relation to teaching and expertise and address through year group plans to ensure that all children are able to make progress and fill their gaps in learning

Expected Outcome:

- SLT to assess each year group based on pupil need and experience of teaching staff (their experience in the year group or actual teaching experience)
- Produce plans to ensure that all needs are met and review plans at least on a block basis to identify any further actions

9. Physical Health & Fitness ie. What are the key threats to children's physical health (lock-down related obesity, where pupils have not undertaken physical activity) and what are some remedies that are working to address these?

Expected Outcome:

- Children to have opportunities to go out at key times e.g. break time and lunch time- following covid-19 guidance
- Children to understand the importance of physical health and fitness through designated wellbeing afternoons and assemblies
- Children to engage in active P.E units of work, following covid-19 guidance
- Coaches to be used to develop teacher CPD to ensure lessons are active and engaging to reduce risks of obesity

10. To implement the new EYFS curriculum ensuring the new Development Matters is embedded and ensures good progress for all children in the Foundation Stage

Expected Outcome:

Ensure a good foundation to a child's learning journey throughout school:

- Systematic training of all EYFS staff to ensure the curriculum is developed and implemented appropriately
- Ensure the curriculum is ambitious, rigorous and uses children's interests, as well as play to ensure good outcomes for children in EYFS
- Ensure there are a variety of opportunities for children to problem solve, develop resilience and their vocabulary, as well as their communication skills
- Develop and embed Wellcomm as a communication and language programme to ensure good outcomes for children in CL
- Ensure comprehension skills are embedded as Guided Understanding in Nursery and introduced into Reception to ensure good outcomes as well as preparing children for their learning journey throughout the rest of the school
- Ensure mastery of maths is embedded in Reception, and becomes a focus in Nursery to ensure good outcomes as well as preparing children for their learning journey throughout the rest of the school

11. To have a whole school focus on online safety, paying particular attention to ensuring that children have the knowledge and skills to navigate the world, safely and confidently regardless of the platform, device or app. With deepening understanding of how to balance the benefits offered by technology with a critical awareness of their own and other's online behaviour

Expected outcome:

- Underpinning knowledge and behaviour when evaluating the quality of the information being presented
- Self-image and online identity, beginning with self-awareness shaping online identities and media influence in propagating stereotypes
- Online activity to be evaluated for instances that could adversely affect pupil's personal safety or the personal safety of others.

12.To have a whole school focus on developing routines and ensuring children develop self-regulated behaviour strategies

Expected Outcome:

- Ensure the school SHARE/CRISP values are embedded across the whole school
- Ensure there is a systematic approach to behaviour throughout the whole school at all times, which is followed by all staff and children
- Develop the role of the wellbeing co-ordinator to support children to develop behaviour strategies
- External support used to target specific children based on their needs

13.To develop an effective interactive remote learning the school curriculum which is delivered by teachers, which provides feedback and tracks progress

Expected Outcome:

- To review against the current DfE guidance on remote learning and ensure an age appropriate remote learning curriculum is in place by November 2020
- To ensure the curriculum is in line with national expectations which uses subject content to deliver effective lessons for pupils in year groups (if local lockdowns in place)
- To plan and provide on-line and off-line work for individual pupils who are self-isolating or shielding
- Support for most vulnerable including pupil engagement and digital poverty