

## Long Sutton C of E Primary School School Development Plan 2017/18

Objectives for 2017/18	
<b>Achievement gap issues</b>	Pupil Premium and SEN children below National Expectations Maths progress lower than other subjects, in-line but lower than expected. Weak GPS/Spelling, especially for PP children. Y2 cohort phonics is weak.
<b>Objective 1</b>	To develop mastery maths teaching across the school to improve reasoning, problem solving and the application of skills to meet the needs of all children and enable good progress
<b>Objective 2</b>	For all children to make good progress, with disadvantaged and SEND children making improved progress and narrowing the gap between them and non-disadvantaged children/non-SEND children.
<b>Objective 3</b>	To develop dyslexia friendly teaching strategies to enable all children to access the curriculum and make good progress from their starting points.
<b>Objective 4</b>	To develop the use of the 'Understanding Christianity' resource alongside our current good practice

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<b>Objective 1</b>	To develop mastery maths teaching across the school to improve reasoning, problem solving and the application of skills to meet the needs of all children and enable good progress					
<b>Rationale</b>	After analysis of the children's maths assessments last year and also observing the Y3, 4, 5 children doing NFER tests, we felt that the children had not mastered key areas and could not then use this learning at a later time or in a different context. Children were too reliant on formal written methods and were not thinking about manipulating the numbers. This was also backed up by the data, with children's progress in Y6 not being as good as expected. We need accelerated progress for our children.					
<b>Links to the school vision</b>	<ul style="list-style-type: none"> <li>• Independent learners who are proud of their achievements and themselves</li> <li>• Life-long learners ready to try new things and reach their <i>full potential</i></li> </ul>					
<b>Learning muscle focus</b>	<ul style="list-style-type: none"> <li>• Resilience</li> </ul>			Governors: Aaron Coleman & Claire Sargent		
<b>Action</b>	<b>Timescale</b>	<b>Person responsible</b>	<b>Budget/resource implications</b>	<b>Monitoring (Who by and how often)</b>	<b>Success criteria</b>	<b>Impact/Review To included pdf evidence documents</b>
<b>Maths leader to work with the Year 1 teacher to embed Mastery maths for these children. This will include observing expert teachers together.</b>	Throughout 2017 -18  Review: Feb 28 FGB  June FGB	SJ	3 days supply from Mastery Hub money including day observing Shanghai teachers.	Termly observations - ER. Observations of children to how they apply learning in different contexts - ER/GM updates from SJ, Y1 maths progress in books Whiterose assessments and analysis of these PPM Governors through:	Year 1 children making good progress with 12 out of 13 achieving ARS. Children understand the key concepts in a variety of contexts seen through use of Whiterose assessments and Summer NFER tests	Y1 teacher feeling more confident and assessing the children to be making good progress. She feels that the children have a greater understanding of the concepts covered and can use the numbers better. Lessons are slower in pace and to an outsider this may look like children are not being stretched, this is not the case, they are developing depth of understanding. See note of visit from Ruth Trundley for Maths Mastery Lead. December data did not show all children to be ARS (5 not ARS) but did show good progress from 11/13

				Termly governors meetings Core group SIP visit Spring 18		and accelerated progress from some.  Next Steps: <ul style="list-style-type: none"> <li>• Continue for SJ to work with GM</li> <li>• Write a school overview to explain to visitors our maths teaching, focus and changes</li> </ul>
<b>Teaching in Y2 and 3 to focus on mental strategies for fluency. Maths leader to work with teachers to support them with strategies for this.</b>	Throughout 2017 -18	SJ and EB/MP	$\frac{1}{2}$ day supply from Maths Hub	Analysis of NFER (Y3) & Whiterose/SATs (Y2) assessments. Observations of maths lessons - ER/SJ Spring/Summer Children interviews including asking them how to tackle questions - ER/SJ Spr/Sum SIP visit Spring 17 PPM	Y2/3 children can manipulate numbers mentally and have a range of strategies for this. Children being at ARS (Y3 9 out of 11, Y2 6 out of 8).	This is an area we still have concerns around.  Next Steps: SJ will be working with Kite class teachers to work on the best way forward to develop the children's mental maths.
<b>Teachers plan and teach the key strategies needed to enable children to solve problems and explain reasoning independently.</b>	Throughout 2017-18	SJ	No cost Incorporate this into planning.	Planning Book scrutiny Observations - ER Spr/Sum SIP visit Spring 17 PPM	Children seen to be able to break down problems and show their steps to working them out. Children to be able to explain their ideas and thinking. Children	Children are showing working in their maths books better and are able to explain some of their thinking. They can show how they have approach many problems but still find it hard to show why.  Next steps: <ul style="list-style-type: none"> <li>• Expecting children to write own</li> </ul>

					able to write own problems.	<p>problems</p> <ul style="list-style-type: none"> <li>• Making sure they really understand a concept - draw, explain, show to an unknown adult</li> <li>• Staff training on how to teach problem solving.</li> </ul>
<b>Learning Muscles to be an integral part of Maths lessons and taught alongside maths content.</b>	Throughout 2017/18	All staff	No cost Incorporate this into planning.	Planning Observations and walkabouts show this in evidence	Children using their learning muscles to improve their learning. Children collaborating to solve problems and reflecting on their learning e.g. explaining, making links, adapting strategies etc.	<p>Teachers referring to these in lessons, children able to talk more about what Learning Muscles they are using. Children able to reflect on their Maths and making more links.</p> <p>Next Steps:</p> <p>Continue to focus on this area and keep it in the children's minds.</p>
<b>To trial pre-teaching in Y5/6 and analyse the impact of this.</b>	Start Dec 2017  Review April 2018	SJ	Organise mornings so time is made available for this. Set up plans for TA to cover class.	Observations - ER Spring NFER data Children's books PPM	Targeted children to make more rapid progress in areas taught with the gap narrowing.	<p>This has begun in Y5 and 6, generally twice a week, for 4 weeks. There has been a good impact for 1 child in each group both of whom are much more confident and accessing the lessons. This will continue for the Spring term and the full impact can be analysed through data at the end of the term. Mind set is a key area for these children.</p>
<b>Teachers to be given time to observe their</b>	Jan, March	Teachers	1 ½ days supply (£300) - ER/KM	Feedback sheets from observations and follow	Teachers know strategies	Due to time constraints, staffing and a short term this has not occurred

<p><b>class learning maths and working independently particularly focusing on those below ARE and PP and reflect on this.</b></p>	<p>&amp; April</p>		<p>to cover teaching</p>	<p>up evidence - ER Adapted planning - ER Termly monitoring of PP children. PPM -termly</p>	<p>children are missing. Teachers adapting planning to target these children Children shown to be making improved progress in areas targeted.</p>	<p>yet. We will focus on putting this in during March.</p>
<p><b>Maths lead to share research and learning through staff meetings enabling all teachers to adapt their teaching.</b></p>	<p>6.12.17 SM Research feedback SM 20.12.17 Spring SM</p>	<p>SJ Teachers</p>	<p>Staff meeting time (3/4 in the year). Research time (2/3 each term) Maths Mastery training &amp; 1 day to observe teachers from Shanghai. (5 days supply Maths Hub)</p>	<p>Staff meeting minutes Observations and walkabouts - ER/SJ/Governors SIP visit Spring 17</p>	<p>Teachers understand the concepts behind Mastery Maths. Teaching focuses on mastery of key concepts for all children and enabling some to work at greater depth.</p>	<p>Both SJ and GM have focused on Maths research and have fed some of their finding back to staff. Maths talk being one of the key areas of development. All staff have had research time in the Autumn and Spring terms. Teachers have a greater understanding of mastery. More staff meetings planned for Spring 2.</p>
<p><b>Teacher's assess children's learning at the end of each key area of learning, record which children are above or below ARS and use this for further intervention and teaching. Using</b></p>	<p>At the end of each key area.</p>	<p>Teachers</p>	<p>Kanagroo Maths hot and cold tasks.  Assessment sheets for the end of units adapted from JC's sheets.</p>	<p>Comparing hot and cold tasks at the end of units - ER/SJ  Book scrutiny - ER/SJ PPM - ER + Governor</p>	<p>Teachers able to clearly show who has achieved ARE in each topic. Progress clearly shown for all children.</p>	<p>Teachers using cold tasks at the start of the Spring term. Once units complete they will use the hot tasks.</p>

<p><b>cold task and hot tasks to help show progress.</b></p>						
<p><b>To run workshops for parents to show them the strategies used to teach maths. Tips for maths to help them develop maths at home. Possible help sheets for parents on the website.</b></p>	<p>Spring term by end of Feb 18  Summer term 18</p>	<p>Teachers</p>	<p>Teacher time</p>	<p>Governors to attend sessions and talk to parents.  Governors to follow up with some parents in April.</p>	<p>Parents having a greater understanding of how maths is taught in school.  Parents being able to help their children develop their maths in practical ways.</p>	<p>This is planned for Spring 2 and Summer.</p>

**Key Monitoring and reviewing:**

- Governors meetings February and June
- End of year Data
- NFER data
- SIP visits
- PPM termly

**Key Success Criteria**

- Y6 data shows child making good progress from Y2 (scatter graphs)
- NFER data for Y3, 4, 5 shows children making good progress (scatter graphs)
- Observations show that most/all children have the strategies to tackle problems
- Children able to write own effective maths problems on an area taught showing their understanding and learning.

**Overall Impact analysis and next steps:**

- Attainment is in line with National with 75% being ARE or above and 25% reaching the higher standard
- Progress -1.7, this improves to -0.6 when 2 PP/SEN children removed. Over half the children showing below expected progress on scattergram
- Prior higher attainers made the best progress (0.6), Prior lower attainers/SEN the least progress (both children had had very difficult times at home over the past year, impacting hugely on their learning).
- Y3 data can only show progress term to term as no Y2 NFER but the grade distribution moved from 55% to 64% with 2

children moving band and no-one going down.

- Progress for Y4 from Y3 - 53% showing good progress (NFER scattergram)
- Progress for Y5 from Y4 - 84% showing progress.
- Although the data is not showing the progress we would like, observations show that the children do have more strategies to tackle reasoning and problem solving maths. They are improving in their explanations and talk about Maths.
- The Y1s made good progress and were taught as a whole group, 75% are ARE (4 children not, one has high needs, the other 3 were close to ARE). These children have a good understanding of the concepts of number and are able to talk very effectively about their mathematical learning.
- The main impact of the work on maths has been on the teacher confidence and improved subject knowledge and it is hope that this will then show improved impact on progress and learning in 2018/19.
- This will continue to be a focus for 2018/19.

<b>Objective 2</b>	For all children to make good progress, with disadvantaged and SEND children making improved progress and narrowing the gap between them and non-disadvantaged children/non-SEND children.					
<b>Rationale</b>	The data shows that our disadvantaged children have made less good progress than non-disadvantaged children over the past 3 years, whilst the groups are small and the data must be looked at with caution, this must be an area of focus. This is similar for the children with SEND. The data shows that the children who have less learning support at home, in particularly with reading make slower progress than those who have regular input from home. The key focus being on developing even better 'Quality first teaching' for all children within the schools new structure and embedding mastery for all as identified in SIP report Autumn 17					
<b>Links to the school vision</b>	<ul style="list-style-type: none"> <li>• Resilient learners who can make good choices about their learning</li> <li>• Young people with dreams and goals they strive to achieve</li> </ul>					
<b>Learning muscle focus</b>	<ul style="list-style-type: none"> <li>• Resilience and reflection</li> </ul>			Governors: Jane Bruce & Tim Creegan		
<b>Action</b>	<b>Timescale</b>	<b>Person responsible</b>	<b>Budget/resource implications</b>	<b>Monitoring (Who by and how often)</b>	<b>Success criteria</b>	<b>Impact/Review</b>
<p>Work scrutiny to identify the key issue for each child who is below ARS, PP or SEN and using this to plan extra support. Teachers to observe children when working independently to identify areas of weakness.</p>	<p>January 2018</p> <p>Reviewed May 2018</p>	<p>All teachers</p>	<p>Staff Meeting time.</p>	<p>ER through: proforma completion                      NFER data termly                      Learning journal half termly                      Governors through Heads Report                      PP termly report to governors.</p>	<p>Impact seen in class learning from extra support given on target area. Children making improved progress.</p>	<p>Observations, scrutiny of assessments, including SATs and NFER papers and individual children have identifies that the children are focused on the answer not the process, that children don't have/use mental strategies but fall back on formal methods for all calculation rather than looking at the most efficient strategy. Child also find it had to explain, especially in writing/pictorially why something is true. Teachers are focusing on asking</p>

						<p>- What do you notice..What other ways could you do that...? These strategies are helping the children progress, but more work is needed so this come automatically. PPMs found issues with Y5/6 lower achievers and decide different ideas needed to be tried. Staff Meeting Dec 17 focused to sharing ways to support this with the children. Reading identified 3 key comprehension areas that need focus, these have been shared with staff as an area for GR. Guided Reading training attended and shared. Good progress seen for some PP children this term. Writing - Greater use of IT for children who find writing/spelling hard, this has had a huge impact on them being able to write at ARS/show what they are able to do. Scrutiny showed hot tasks showing good progress from cold task with targets being used effectively. INSET Jan 18 focused on developing consistency in our TFW and the marking to focus on children. See individual PP impact/progress data.</p> <p>Next Steps:</p> <ol style="list-style-type: none"> <li>1. Teachers attending Mastery Maths conference 13.1.18. SM to follow up from this and on mental</li> </ol>
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						<p>strategies</p> <ol style="list-style-type: none"> <li>2. Time in January to observe child working to see strategies used.</li> <li>3. Splitting Y5/6 for Maths and adding extra teacher to give improved input and focus on PP/SEN children in this year group.</li> <li>4. Individual Reading input being extended.</li> </ol>
<p><b>Research in to what is shown to have an impact enabling children to make improved progress</b></p>	<p>Throughout 2017/18</p>	<p>ER</p>	<p>Research staff meetings (2/3 per term)</p>	<p>Staff meeting minutes End of year summary</p>	<p>New ideas to support PP children being trialed and the impact monitored.</p>	<p>All teachers have shared their finding so far (see staff meeting minutes attached). Impact:</p> <ul style="list-style-type: none"> <li>• Greater variety of reading material being available to the children and taught + them e.g. newspapers, poetry</li> <li>• Children sharing books they enjoy to encourage others to read</li> <li>• Greater focus and value given to reading to the children, this is helping them enjoy books, hear quality language and use this in writing</li> <li>• Mindset/learning muscle focus groups - improved resilience in writing observed, progress seen in hots tasks</li> </ul>

						<ul style="list-style-type: none"> <li>• EY children talking in sentences in maths and extending this to all learning</li> <li>• Improved use of peer talk and the importance of this extending learning</li> <li>• More focused Maths play for EY improving maths language</li> <li>• More focused use of PP money and more focused strategies e.g. parents, reading input</li> </ul>
<p><b>Teachers to engage with the CLP 'Empowering our teachers' project, involving working with teachers from other schools, observing and a sharing good practice to improving teaching.</b></p>	<p>Oct visit to CM School</p> <p>Spring, Summer and Autumn 2018.</p>	<p>ER Teachers</p>	<p>£200 supply</p> <p>£1000 from CIB bid through CLP</p>	<p>Feedback form staff - Oct 17</p> <p>Termly observation by ER.</p> <p>Reports/reviews from shared work and the impact of this for individuals.</p> <p>Staff Meeting minutes (summer and autumn term 18)</p> <p>CLP Governors meeting</p> <p>SIP Report</p>	<p>Improved quality of teaching.</p> <p>Improved progress and learning.</p>	<p>This project has not begun yet but the funding has been awarded.</p> <p>Y2, 3, 4 Teachers visited CM School to observe teaching and talk to the teacher. They returned more confident seeing that how they approached teaching three year groups was similar and effective. Since then the teaching in this class has improved and is confident and good or better. Progress in was shown to be good for many of the children.</p>
<p><b>Targeted questioning and feedback for key children.</b></p>	<p>Throughout 2017/18</p>	<p>Teachers</p>	<p>Marking time</p>	<p>Lesson observations and walkabouts</p>	<p>The children seen to be fully engage with learning and rise to the higher expectations of</p>	<p>Observations have shown questioning to be targeted and effective in drawing out the strategies the children have used and making them think. Lessons with</p>

					them.	<p>more oral work and more verbal feedback mean children get instant feedback and can adapt learning immediately. Marking was reviewed in TfW and on the INSET a consistent policy set up to make sure all staff are using written feedback effectively.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>• Interview children about effective feedback.</li> <li>• Work Scrutiny Feb 18</li> </ul>
<p><b>Set up a learning journal for each of the pupil premium/vulnerable children to track input, impact and progress. These to follow the children through school. Also children entering the school mid-year/after Reception.</b></p>	Start Dec 2017	Teachers	<p>Staff meeting time 2 hours supply cover to begin this. (£200) Folders for these (£50)</p>	Half termly discussion on pupils/looking at the files.	<p>Impact of interventions clearly monitored and progress shown. Quicker adaptation and change of strategies if slow progress. Able to show progress made clearly to all as evidence in one place.</p>	<p>This has been started for the most vulnerable, these making least progress but it is early days. No scrutiny has been carried out yet.</p> <p>Next Step:</p> <p>Jan time to add to journals and bring to Spring PPM.</p>
<p><b>Targeted reading input for key children</b></p>	Start Dec 2017	Volunteers TA	<p>Possible 30 mins a day TA time. £1200</p>	<p>NFER data AR data Star reader data</p>	<p>Reading progress is accelerated for targeted children.</p>	<p>Early days for this, 6 weeks for 3 in Kites and 3 weeks for 1 in Harriers. Children very positive. Greatest impact so far on writing and</p>

						<p>confidence.</p> <p>Next Step:</p> <p>Extended, 2 TAs will do 30 minutes 3 days a week from Jan.</p>
<p><b>Parents invited to half termly mentoring session with the class teacher to focus on supporting them in supporting their child.</b></p>	<p>Start Dec 2017, then each half term</p>	<p>Teachers and parents</p>	<p>£1000 for 5 days supply cover</p>	<p>Minutes from the meeting on the proforma. Target up dates Learning journal half termly. Child's planner. Discussions with parents about impact on them.</p>	<p>Children's targets set in the meetings being achieved. Greater parental support for learning.</p>	<p>Passports set up at Parents Evening and Parents invited for Dec meeting. Positive feedback form parents, understanding where their children's weaknesses are and how they can support them. Parents more involved in learning e.g. Reading with them at home. Some targets met and more re-set but time scale was short this time.</p> <p>Next steps: Continue to meet half termly.</p>
<p><b>Focused mindset group for Y5/6 - research and looking at the impact with the aim of using this across the school in the future.</b></p>	<p>Autumn term 17</p>	<p>KM</p>	<p>30 mins from SEN time per week.</p>	<p>Feedback for sessions from KM and children. Observing children's learning in class Learning journal half termly</p>	<p>Children able to talk more positively about their learning. Children using strategies taught. Children making improved progress in learning.</p>	<p>These children are beginning to talk and understand that they need to approach things in a different way. They persevere more and are making progress. Display created for all children.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>• Programme being developed for all and especially targeting EY.</li> <li>• Assembly to share their</li> </ul>

						learning with the rest of the school
<b>Targeted ELSA support for identified children</b>	Throughout 2017/18	SE	4 afternoons per week.	Learning journal half termly. ELSA monitoring sheets. Observations of the children in class or at play	Children having strategies to deal with situations they previously found hard. Children with more confidence. Children have improved self esteem	Children seen using strategies taught e.g. breathing technique when stressed or angry.  1 Y6 child showing huge change in behavior, more responsibly, very caring of others, confident to approach things, some learning progress in reading and dealing better with difficult situations.
<p><b><u>Key Monitoring and reviewing:</u></b></p> <ul style="list-style-type: none"> <li>• Observations of teaching and learning</li> <li>• Children's Learning Journal</li> <li>• End of year data for all PP children</li> <li>• End of year data for all children</li> <li>• NFER progress data</li> <li>• Governors meeting reviews January, May and July</li> <li>• Book scrutinies</li> <li>• Mindset questionnaires Autumn, Spring and summer</li> </ul>				<p><b><u>Key Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>• All observations to show good quality first teaching for all children</li> <li>• Pupil Premium and other disadvantage/vulnerable children making more rapid progress from their starting points</li> <li>• The gap between Pupil premium children and non pupil premium children is narrowed.</li> <li>• SEND children make improved progress from their starting points and this is in-line with national data.</li> <li>• Parents engage with staff and support their children's in achieving their target.</li> <li>• Mind set questionnaires show improvements over the year.</li> </ul>		
<p><b><u>Overall Impact analysis and next steps:</u></b></p> <ul style="list-style-type: none"> <li>• Observations showed good quality teaching for all children</li> <li>• Some Pupil premium have made improved progress and narrowed the gap, others have not, some of this is dependent on SEN as well. These children have made small steps progress shown in different and specific ways for each of them e.g. WPS, EYDJ, ILPs. See individual PP review document.</li> <li>• There was some good engagement from some parents who attended the meetings and supported their children more</li> </ul>						

effectively after this. There were some parents where this did not impact and we will need to find different strategies to support them.

- Mindset has improved but again not for all, where this has improved, the progress has been greater.
- This is still an area for focus, research and support for 2018/19

<b>Objective 3</b>	To develop dyslexia friendly teaching strategies to enable all children to access the curriculum and make good progress from their starting points.					
<b>Rationale</b>	The school have a number of children with dyslexic tendencies. From the analysis of the data for 2016/17, this showed that the school's spelling was quite weak and so was the GPS and this was particularly so for our disadvantaged children which this was lower than other areas. It was felt that focusing on dyslexia friendly strategies would support these children and was good practice for all, so enabling all children to make improved progress.					
<b>Links to the school vision</b>	<ul style="list-style-type: none"> <li>• Resilient learners who can make good choice about their learning</li> <li>• Young people with dreams and goals they strive to achieve</li> <li>• Confident, happy people who believe they can and will succeed in all they do</li> <li>• Life-long learners ready to try new things and be able to reach their full potential</li> </ul>					
<b>Learning muscle focus</b>	<ul style="list-style-type: none"> <li>• Reflection and Resilience</li> </ul>			Jane Bruce & Jane Twitty		
<b>Action</b>	<b>Timescale</b>	<b>Person responsible</b>	<b>Budget/resource implications</b>	<b>Monitoring (Who by and how often)</b>	<b>Success criteria</b>	<b>Impact/Review</b>
<b>KM to attend all training for this.</b>	During 2017/18	KM	£600 for course plus supply costs	JB (Gov) and ER with termly updates	Staff Meetings give the staff the important information needed to make a DF classroom	KM attended and had used this when training the rest of the staff. She has a good knowledge of the criteria and what the school must do to support the children most effectively. Staff meetings have been informative and well resourced, giving the staff the information they need.
<b>KM to run a number of staff meetings sharing the information staff need to know about being a DFS.</b>	Autumn (13.9.17 & 11.10.17) and Spring	KM/ER	Staff Meeting time	JB (Gov) and ER with termly updates Staff meeting minutes SEND Annual Report to governors.	Teachers have a clear knowledge of what make a DF classroom. Teachers	The impact of these meetings is that the teachers are far more aware of the signs and the strategies. They are using Early Identification documents and think about the best way to support

	term			Observations show strategies being used DF questionnaires	incorporating the use of DF strategies. Questionnaire in July show increased knowledge.	learning. The resources to use are more accessible and the children are beginning to be more independent e.g. laptops, ipads, clicker 6, talking tins so not needing an adult to scribe. The children are becoming more resilient and having a go themselves.
<b>DFS schools action plan to be up to date and used as a working document</b>	Autumn 2017	KM	Time to complete and share with ER	JB (Gov) and ER with termly updates. Review of this termly.	Each term progress seen in this action plan, show the school to be more DF.	KM has been working on this and is charting the schools progress through walkabouts, interviews and observations of both staff and children.
<b>Staff to complete pre and post questionnaires</b>	Autumn and Summer	KM Staff	Staff Meeting time	Questionnaires completed and results analysed and share with Governors in July.	Questionnaire in July show increased knowledge.	Start questionnaires completed showing staff had some knowledge, especially those that have been on the school for a number of years but also areas of weakness which have then been the focus for the training.
<b>Purchase any key DF resources needed e.g. non-white paper, coloured reading overlays.</b>	By January 2018	KM/HW	Increased costs as yet unknown	Resource in class and being used. Book scrutiny showing progress and resources used. NFER results	Children with dyslexic tendencies making improved progress in reading and writing	Clicker 6 put back onto laptops for the use by children, new apps being purchased - claro scan and read, cream paper being used.
<b>Teachers to be shown strategies to use with children and these to be seen in use.</b>	Aut and Spring	KM Teachers	Staff meeting time. Planning	Observations - KM/ER Book Scrutiny	Children with dyslexic tendencies making improved progress.	Teachers using a variety of strategies and these have been seen in walkabout and observations e.g. chunking information, thinking carefully about the font and background to their work

						on the board, support reinforcing but expecting the children to be independent, use of IT, touch typing training for some, help folders in classes for use by all children, visual maps and resources, TfW pictures and maps.
<b>Staff to have resource packs to support identification.</b>	Autumn 17	KM	Photocopying	Staff to be able to show Gov the pack and explain about it. Pack being used Data	Children identified earlier. Children making improved progress.	Much improved use of early identification materials and tracking these, especially for Y1 children. This has enabled a number of children to make improved progress.
<b>Staff to be tracking children they have concerns about using early identification pack.</b>	Throughout 2017/18	Teachers	PPA time	Early identification documents completed.	Children tracked earlier to support possible identification. Children making improved progress.	
<b>Lessons planned with DF strategies in mind daily e.g. chunking, backgrounds, resources, visual, practical, technology</b>	Throughout 2017/18	Teachers	PPA time	Observations	Children identified earlier. Children making improved progress. Children able to recognize how to support themselves independently	Children being identified with areas of weakness earlier and these are then targeted or supported, enabling improved progress and helping to develop independent strategies form Y1 e.g. talking tins, use of word houses etc

<p><b>Parent awareness meeting</b></p>	<p>Spring 2018</p>	<p>KM/ER</p>	<p>Time</p>	<p>Speaking to key/selected parents</p>	<p>Parents have greater awareness of dyslexia, what they can do to support their child and who to get support from.</p>	<p>Learning Support ran a meeting at High Ham which we encouraged our parents to attend, Mrs McKenzie attended and took one parents. Those that attended said they found this very helpful. 7 families attended.</p>
<p><b>Children to have more independence with their learning and be able to use toolkits to support them</b></p>	<p>Throughout 2017/18</p>	<p>Teachers TA KM</p>	<p>Resources kits</p>	<p>Observations and work scrutiny</p>	<p>Children working more independently Children aware of how to support themselves</p>	<p>Children not waiting for TA support but starting themselves or finding own resources. Seen to be more on task and starting tasks quicker. Able to use IT independently (Y4 -6). Children seen to accessing help sheets and folders and using these to help them write independently. Children working on learning and knowing what to do.</p>

**Key Monitoring and reviewing:**

- Classroom observations
- Termly meetings with Governors to update on progress
- Book scrutiny
- Questionnaires

**Key Success Criteria**

- School becoming a Dyslexia Friendly School
- Children with dyslexic tendencies identified early
- Children with dyslexic tendencies making improved progress
- Lessons show DF strategies being used at all times for all children

**Overall Impact analysis and next steps:**

- Dyslexia Friendly Status achieved and the report was very positive about the changes the school had made and the impact these were having on the learning.
- Parents also commented on the improved support for their children, especially with giving them strategies to help them be independent.
- All staff much more confident in identifying dyslexic tendencies and using suitable strategies from early on.
- Children tracked through the use of Early Identification documents, enabling better identification, improved tracking and support to make progress.

- Children with dyslexia or dyslexic tendencies are far more independent and are making improved progress.
- Lessons observed show dyslexic friendly strategies being used in all lessons, available to all children and becoming embedded in the schools teaching.

<b>Objective 4</b>	To develop the use of the 'Understanding Christianity' resource alongside our current good practice					
<b>Rationale</b>	Having been judge to be an 'outstanding' church school in our SIAMs inspection Dec 2016, we want to develop our practice in teaching RE to be even better using the new resources developed but not at the expense of losing what has recently been judged to be an outstanding RE teaching, learning and curriculum. We want the children to have a greater depth of understanding of the core Christian concepts. As part of our action plan from the SIAMs report, developing our new curriculum was a key focus.					
<b>Links to the school vision</b>	<ul style="list-style-type: none"> <li>Young people with a good understanding of Christian values that they can convey to others throughout their lives.</li> </ul>					
<b>Learning muscle focus</b>	<ul style="list-style-type: none"> <li>Reflection</li> </ul>			Governors: Rev Jane Twitty & Heather Pomeroy		
<b>Action</b>	<b>Timescale</b>	<b>Person responsible</b>	<b>Budget/resource implications</b>	<b>Monitoring (Who by and how often)</b>	<b>Success criteria</b>	<b>Impact/Review</b>
Staff training to share the 'Understanding Christianity' resource	Autumn and Spring 2017/18	CA	Staff Meeting time	Staff meeting minutes each term	Teachers able to use resources effectively. Children making good progress in RE learning.	Training shared with staff at staff meetings and a review carried out in Spring. All using the resources and finding them good quality, feeling that they help the children have a greater depth of understanding of areas covered. The concern is about the time taken to cover areas and amount in each unit.
Teachers to trial units and plan how to use these alongside current units.	Ongoing 2017/18	CA EB ER	PPA time	Book Scrutiny of RE books Spring 2018 - CA and HP RE Report to governors Lesson observations -	Children making good progress in RE learning. Teachers teaching great RE lessons	A unit trialed in each class each term (Spring and Autumn), Summer will be the AMV unit focusing on other faith units. It is hard to use the units alongside current working and we are

				Spring or summer 18		looking at how to not lose the good practice we have by introducing the new units. Book scrutiny showed good in depth learning across the school. Also see RE report to governors.
<b>To develop a 2/3 year rolling programme for RE involving old and new units</b>	Throughout 2017/18	CA		Governors to meet with CA	Programme in place and in use across the school.	This has been developed through discussion at the staff meetings and will be rolled out and adjusted over the next few years. The key thing is working out about how to run AMV and Understanding Christianity alongside each other to cover our legal requirements and use the quality resources. We will continue to take advice from the diocese on this.
<b>Develop the use of hot and cold tasks further and AFL in RE</b>	Throughout 2017/18	CA EB ER	PPA Staff Meeting	Book Scrutiny - CA/HP Child interviews - CA/HP/JT	Teacher's know where the children are and their next steps. The majority of children at ARS for RE.	These are being used effectively in KS2 and in KS1 this is being done orally to gage understanding.
<b>Teachers to review teaching and learning using 'Understanding Christianity'.</b>	Spring 2018 Summer 2018	All Teachers HP/JT	Staff Meeting - Spring 18	Book Scrutiny of RE books together - Teachers and governors RE Report to governors Staff Meeting minutes	Children making good progress.	This was a very useful staff meeting to discuss the teaching and learning in this area, where we are and what the next steps are. See section 1 and staff meeting minutes for more details.

**Key Monitoring and reviewing:**

**Key Success Criteria**

- RE book Scrutiny
- RE observations
- Child interviews
- Key governors to meet RE Leader
- RE end of year assessments

- Children making good progress in understanding the core Christian values
- The school having a clear RE rolling programme to work from that uses previous resources as well as new ones - developed for our children in our setting.
- RE lessons show great teaching with children engaged in their learning.

**Overall Impact analysis and next steps:**

- The rolling programme is being developed year on year as there are changes continually happening with Awareness, Mysteries and Values, the LA syllabus that we have to follow. There is a clear plan for 2018/19 set up.
- Children engaged in RE lessons and the learning is good.
- Books and floor books show improved progress and a depth of understanding of core Christian values taught and key areas studies.
- CA will attend training and keep up to date with the changes within the LA in 2018/19 as well as working closely with staff to decide the best next steps in this area and to develop a plan for 2019/20.