

## Long Sutton C of E Primary School School Development Plan 2018/19

<b>Objectives for 2018/19</b>	
<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. Y3 cohort phonics is weak.
<b>Objective 1</b>	<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>
<b>Objective 2</b>	<b>For all children to make good progress and all teaching to be inclusive, with disadvantaged and SEND children making improved progress and narrowing the gap between them and non-disadvantaged children/non-SEND children.</b>
<b>Objective 3</b>	<b>To develop children's understanding and use of vocabulary through explicit teaching</b>
<b>Objective 4</b>	<b>To develop the children's understanding of Christianity and Christian's around the world.</b>

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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>			<b>Governors:</b>		
<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>
To develop a school wide guide to key vocabulary.	Autumn Term	ER/SJ	Time	Governors Nov FGB	All staff know the meaning of key vocab and are using this with the children. Key vocab share with parents on the website. Children heard using the vocab correctly to explain learning	Steph has shared a guide to vocab with all staff but this is not yet on the website. It still needs to be finalized and staff happy with it. The children have been heard to be talking using the correct language across the whole school from Reception to Year 6.  Next Steps: Make sure everyone is using the progression of vocab. Put this on the website and share with parents
Maths workshops for parents - R/Y1, Y2,	Before half term	Teacher	Time	Governors Nov FGB	Parents have a shared	Workshops were run for parents in the Autumn term. Those that attended

<p><b>Y3/4, Y5/6</b></p>					<p>understanding of how Maths is taught and how to support their children.</p>	<p>said that they found them useful and it helped them see how maths teaching has changed. They were not very well attended in KS2 but Y1/2 one was better attended after lots of personal approaches and encouragement! Some governors also attended.</p> <p>Next Step: run again next Autumn, look at how to encourage more parents to attend. Possibly run an evening session for Maths mindset and 4 operations in summer term.</p>
<p><b>Half termly staff meetings are run as 'Teacher Research Group', where all staff contribute, share practice and bring own research to the meeting. Each meeting to have a key focus of areas to develop set at previous meeting.</b></p>	<p>Half termly</p>	<p>Lead by SJ</p>	<p>Time</p>	<p>Staff meeting minutes Head's report to governors PPM and NFER data Lesson observations.</p>	<p>Teachers subject knowledge and confidence increases. Children making improved progress in focus areas. Majority (80%) above the line on scattergraphs.</p>	<p>Staff meetings in the autumn term were positive and helped focus on Number talk, reflection (both child and adult) as well as looking at the vocab. Staff have been working on these areas. 1<sup>st</sup> half of spring term meeting was cancelled due to staff sickness. Teachers are talking more confidently about maths and feel positive about teaching this. Scatter graphs for the Autumn term were mixed. Walkabouts have shown lots of Maths talk being used and the children using this effectively.</p> <p>Next Step: Meeting 20.3.19</p>
<p><b>Teach the children how to problem solve and</b></p>				<p>NFER data Book scrutiny</p>	<p>Improved progress in</p>	<p>New planning format means that reasoning and problems solving is</p>

<p><b>reason</b></p>				<p>Lesson Observations</p>	<p>reasoning skills seen through data (Majority (80%) above the line on scattergraphs) and observations</p>	<p>taught to all children each day, not just the most able. Teachers are modeling how to do problem solving questions and expecting children to do these orally and in written form. Walkabouts show the children are more confident in approaching these. NFER data shows we still need to focus on this area.</p> <p>Next Step: Continue</p>
<p><b>Paired maths teaching and reviewing (partially via CLP and also in school).Focus on developing a key area of teaching with feedback.</b></p>	<p>On going</p>		<p>Supply time/cover - partially CLP paid</p>	<p>Feedback notes form pairs and in staff meetings.</p>	<p>Improved progress in reasoning skills seen through data and observations</p>	<p>Gabi and Maddy took part in this and found it very beneficially (see their write ups for details). It helped them to focus on one group and area and look at how the children react/learn and to adapt their teaching from this.</p> <p>Next Step: Extend this to Steph working with each teacher school to do this over the next term.</p>
<p><b>Teaching in Y3 and 4 to focus on mental strategies for fluency. Maths leader to work with teachers to support them with strategies for this.</b></p>	<p>Throughout 2018 -19</p>	<p>SJ and EB/MP</p>	<p>Time for SJ to work with EB and MP 1 days supply to enable all to be involved for 2 sessions.</p>	<p>Analysis of NFER tests Observations of maths lessons - ER/SJ Children interviews including asking them how to tackle questions - ER/SJ Spr/Sum SIP visit PPM</p>	<p>Y3/4 children can manipulate numbers mentally and have a range of strategies for this. Children being at ARS</p>	<p>We have not been able to release SJ to do this yet, but hope to soon. The class teachers have been focusing on this. Fluency is improving, seen in walkabouts but is still an area of focus for these children, especially Y3.</p> <p>Next Step: SJ to do detailed focus on this (observation, child</p>

						interviews), plan next steps with teachers.
<b>Teachers to develop own planning format that works for them, enabling to focus more on the teaching and less on what the planning looks like. Teachers to trial ideas and feedback what works.</b>	Autumn term	teachers	Staff meeting time	Observed lessons Discussions with teachers and TAs	Good progress seen across a week. Planning adapted after each lesson to address concerns and developments.	Planning formats have been adapted and these are working better for the individuals. Teachers are adapting planning after each day from what they have assessed during the lesson.  Teachers continue to work on own format as this works for them.  Next Step: Discuss how this is working, share adaptations and learn from each other (20.3.19)
<b>Developing marking to have a greater impact on learning and reduce teacher time spent on this - possible use of learning journals/review sheets Teachers to trail ideas and feedback</b>	Spring term	All teachers	Staff Meeting time	This will depend on what is decided - PPMs	Good progress seen across a week. Planning adapted after each lesson to address concerns and developments so children do not fall behind and teachers know where they are	Two teachers have trialed journals have found these useful. We now need to look at this as a whole staff as part of reducing work load and improving feedback to improve learning.  Next Step:  SLT to research more on feedback. Staff meeting to look at this (summer)
<b>To improve the mindset about maths within the school community using things like youcubed</b>	By summer 2019	Teachers	Assesmblies  Parent Workshop	Questionnaires  Parent Forum discussions	Everyone talks positively about maths.= and feels they can get	Not started yet beyond in class work and parent workshops.

resources, newsletters, workshops etc			Newsletters Parent Forum	Child interviews	there. Fewer parents saying 'I couldn't do maths so ... won't be able to.'	
Training and development of Early Maths	Autumn	GM/SJ	Training Research Sahred observation time	Observations EYFS maths data	Children entering Y1 are at least ARS and have good understanding of number concepts and can subertise	Gabi has been working to this with Reception and CP has carried an observation. GM also visited Toy Box and was very impressed by the maths learning through play. Next step: Review of EY Maths and Training booked for May 19 with EYFS expert.
<p><b><u>Key Monitoring and reviewing:</u></b></p> <ul style="list-style-type: none"> <li>Governors meetings November, February and June</li> <li>End of year Data</li> <li>NFER data termly</li> <li>SIP visits</li> <li>PPM termly</li> </ul>				<p><b><u>Key Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>Y6 data shows child making good progress from Y2 (scatter graphs)</li> <li>NFER data for Y2, 3, 4, 5 &amp; shows children making good progress termly (scatter graphs)</li> <li>Observations show that most/all children have the strategies to tackle problems</li> <li>Y2 children continue to learn as a single group and the gap stays low between the children, whilst the most able being challenged and improved understanding of maths</li> <li>Y1 children have a good understanding of early maths concepts</li> <li>Children able to write own effective maths problems on an area taught showing their understanding and learning.</li> <li>Teachers confident to teach mastery due to increased subject knowledge</li> </ul>		
<p><b><u>Overall Impact analysis and next steps:</u></b></p>						



<b>Objective 2</b>	For all children to make good progress and all teaching to be inclusive, 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, embedding mastery, developing personal approaches for children and supporting parents to support their children's learning					
<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>			<b>Governors:</b>		
<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>Research and monitoring in to what is shown to have an impact for individual children and using this to develop personalized learning programmes</b>	Throughout 2017/18	ER	PPMs Child interviews Parent meetings	PPMs Head Teacher's report	Each child to receive the best support for them. No child to continue with intervention/support that is not impacting their learning.	SLT to focus on this in Spring meetings.
<b>Teachers to engage with the CLP</b>	Through out 2018/19	ER	£200 supply	Feedback to staff meetings	Improved quality of teaching.	GM and MP have taken part in this and found it very beneficial to look



<p><b>'Empowering our teachers' project, involving working with teachers from other schools, observing and a sharing good practice to improving teaching.</b></p>		<p>MP and GM  Sharing with other teachers</p>	<p>£1000 from CIB bid through CLP</p>	<p>Termly observation by ER. Reports/reviews from shared work and the impact of this for individuals. Staff Meeting minutes CLP Governors meeting SIP Report</p>	<p>Improved progress and learning.</p>	<p>at their own practice, groups of children in details as well as working with a colleague in another school and see their children and working. It is hope that it will be extended for more staff this term. The key outcome was really thinking about the impact of what they plan and how children react and using this in further planning.</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 them.</p>	<p>Seen in question in observations.</p>
<p><b>Continue learning journal for pupil premium/vulnerable children not making expected progress to track input, impact and progress. These to follow the children through school. Also children entering the school mid-year/after Reception.</b></p>	<p>Continue those begun 2017/18</p>	<p>Teachers</p>	<p>Time to complete</p>	<p>Half termly discussion on pupils/looking at the files. PPMs</p>	<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 is kept for key SEN/PP children to show progress and next steps</p>

<p><b>Targeted reading input for key children</b></p>	<p>On-going</p>	<p>Volunteers and TAs</p>	<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>Only a few children have the benefit of this but the impact has been seen in confidence to read and keenness to read. These children are reading outside school now, have authors they 'know' and want to read and are making improved progress in reading.</p>
<p><b>Key Parents invited to half termly mentoring session with the class teacher to focus on supporting them in supporting their child.</b></p>	<p>Oct, Feb, May as well as parents evenings</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>This is planned for week 21<sup>st</sup> January.</p>
<p><b>To continue to review and develop dyslexia friendly techniques through termly review staff meetings.</b></p>	<p>Termly staff meetings</p>	<p>KM to lead</p>	<p>Time</p>	<p>Minutes Data for dyslexic children</p>	<p>All children able to access they curriculum</p>	<p>Walkabouts have shown these strategies to be being used by the children and adults, they are part of each lesson and seem to be embedded. Next step: work with TAs to begin to use clicker 6 for some children to support writing for those who have speech or IT issues.</p> <p>Action: See beow</p>

<p><b>Develop the use of click 5 and other apps to support learning and recording e.g. claraspark and scan pen, talking time</b></p>	<p>Training</p>	<p>KM/ER</p>	<p>Time Training (SENITAS?) Purchase of more apps £100 Purchase of talking tins £100</p>	<p>Observations in class Walkabouts Child interviews Book Scrutiny</p>	<p>Children able to access their learning using alternative technology and so make improved progress. Children able to use technology independently.</p>	<p>Clicker - see above.</p> <p>Good use of claro for 1 child and extension to try this for others. Next Step:</p> <p>Actions: Further time and training for staff on these apps. Plan this in staff meetings from 3.45 to 4.00.</p> <p>TA training on Clicker - KM to run</p>
<p><b>Begin each topic area with a WOW week to engage the children and allow for depth of learning. Use this week to drive the rest of the terms learning. Take learning on from what the children are interested in.</b></p>	<p>On-going</p>	<p>Teachers</p>	<p>Teaching time Staff Meetings</p>	<p>Observations in class Walkabouts Child interviews Book Scrutiny</p>	<p>Children are able to learn independently and drive their own learning, so making good progress. Children developing depth of learning in topic areas seen through books and end products.</p>	<p>Wow week for plastics worked very well the children love it and learnt so much. They became engaged in the topic and then wanted to know more. They gain real insight into their area of focus and could clearly talk about this. It has had some lasting impact - lunchboxes, change of habits etc. We are now doing the second one of these. The key thing is the impetus must be kept going with the topic area after the week, this did not happen in all classes, partially due to lack of time.</p> <p>Action: Build on Wow week</p>

						during the term to keep the depth of learning and extend this. Ensure focused time is given to topic across the school during each week.
<b>To improve the mindset and metacognition of the children, especially key, vulnerable children. Whole school assembly focus on mindset and focus is PSHE lessons.</b>	Spring/summer	KM/ER  Teachers	Time  Staff Meetings	Data Lesson observations Child interviews	Targeted children have improved mindset and this is impacting on their learning and progress. Targets children make at least expected progress.	Although this is being worked on in class through each learning session, no whole school focus yet. PSHE has been given a great priority this year and this is having positive effects on children understanding themselves and how to be good citizens. Some children still give up very easily and lack resilience. Further work needed on mindset, meta cognition and learning muscles.  Action:  Staff to look at how to move this on and set up actions.
<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	This is on-going and helps support key children understand emotions, deal with difficult situations. Children have been seen to be using techniques taught e.g. mindful breathing, calming strategies outside sessions. A number of

					improved self esteem	<p>children will talk about worries with specific adults rather than bottle them up.</p> <p>Action: Use 'strengths and weaknesses' questionnaire or something similar at the start and end to show progress. Have key aim for each block of work. Keep it more specific.</p>
<b>To further develop loose parts play, especially in Toy Box and Reception to develop talk and imaginative play</b>	Autumn and Spring	GM/CP	Joint meeting time - supply cover	Monitoring language development of key/focus children	Children entering Y1 have developed enhanced language skills from their starting points. Communication and Language is improved.	<p>This is being effectively used in Cygnet class. CP has observe it in there but more work needs to focus on this to develop further in Toy Box</p> <p>Action: CP/GM time to work on this.</p>
<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>						



<b>Objective 3</b>	<b>To develop children's understanding and use of vocabulary through explicit teaching</b>					
<b>Rationale</b>	Recent research has shown that poor vocabulary for some children means that they can't access the curriculum fully and so don't make the progress needed. We have identified that this is impacting a number of our children, this has been identified through focused reading sessions, observations and SATs analysis.					
<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>					
<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 research and reading around this area. ER to purchase them all books to read.	Summer holidays	Teachers	Books purchased	Staff meeting minutes	Teachers understanding what the vocabulary gap is, how it may impact our children and starting to develop ways forward	
Staff meeting to feedback about reading on developing vocab and the vocabulary gap.	September	ER/Teachers	Time for meeting	Staff meeting minutes	To develop a whole school approach to developing vocabulary.	

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Training Day looking at key areas of teaching vocab plus follow up staff meeting	Oct 26 <sup>th</sup>  Spring term	Anne Harvey	£200 + £150	Meeting minutes Actions from this Gap task	Teachers explicitly teaching vocab. New ideas and skills seen through observations Key child's vocab improving seen through assessments.	
Good quality theatre visit/poet visit to develop language with workshops. E.g. play in a day, young Shakespeare. Follow up in class from this	Spring Term	Unknown yet	£600? From PTFA/parent contributions	Evaluation from staff and children. Observations	New language introduced and used. Improved confidence for key children. Children seen to be able to speak in front of an audience	
All staff to expect children to speak in sentence and to model this	On going	All staff	Time	Observations Discussions with children	Children to respond to questions in fully sentences. Adults seen to be model this and supporting children in improving sentences	



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Guided Reading sessions to have a vocabulary focus both whole class and small group. Explaining and using new words. These key words being used in TfW texts.	From Oct	Teachers	1 session a week for all children	Observations Writing moderations	Improved vocabulary used in writing. Vocabulary taught transferring to writing. Quality new vocab used in TfW texts	
Each class to have a word book &/or wall	By November	Teachers including Toy Box	Time	Walls seen in class and observations show they are being used	Children's writing and talking is using the language taught.	
Explicit vocabulary teaching sessions focusing on tier 2 language.	From November	Teachers after training	INSET Time	Observations Walkabouts	Improved vocabulary in writing and improved comprehension of reading seen through moderation and NFER progress (reading)	
To develop a progression of tier 2 key vocab for each year group	By January	Teachers	Time/staff meetings/research	The progression of vocab being available for all to use.	Teachers teaching the key vocab and children understanding it.	
To develop self help strategies for children to enable them to	Spring term	Teachers	In lessons	Observations	Children asking what words mean. Children using	

extend their vocab					dictionaries effectively to increase vocab.	
To teach the morphology and etymology of key vocab	Spring term	Teachers	INSET/Training	Observations	Children are able to connect words and explain words using their knowledge	
Each class to have a word of the week that they teach the morphology or etymology of and build up connections form this	Spring Term	Teachers	Explicit session to teach this	Writing scrutiny	Children to be able to talk about and use the word of the week both spoken and in writing	
Greater use of thinking and talking floor books	All year	Toy Box and Cygnets	Resources	Look at the books as part of scrutiny	Adults able to clearly see and monitor the children's use of language and use this to plan next steps.	
Further development of loose parts play to develop imagination and language	Spring term	Toy Box and Cygnets	Resources	EYFS Observations EYFS learning journeys	Children using more imaginative play and creative language within this	
<b><u>Key Monitoring and reviewing:</u></b>				<b><u>Key Success Criteria</u></b>		
<ul style="list-style-type: none"> <li>Classroom observations</li> </ul>				<ul style="list-style-type: none"> <li>Vocabulary in writing to improve seen through moderation of writing</li> </ul>		

- Child interviews and individual reading sessions
- NFER reading
- Termly meetings with *Governors* to update on progress
- Writing scrutiny

- Children using words from word walls/books in own writing
- Improved oratory, spoken confidence and quality of sentence used.
- Children to answer in sentences
- Reading NFER and SATs results showing good progress.
- Key children having improved BVPS scores

**Overall Impact analysis and next steps:**

<b>Objective 4</b>	<b>To develop the children's understanding of Christianity and Christian's around the world.</b>					
<b>Rationale</b>	As part of our self evaluation for SIAMs in 2016 the school felt that the children needed a greater understanding of: diversity within our communities and country; Christianity as a multi-cultural world faith; Global communities and Christianity across the country and world; as well as having a greater range of leaders from different Christian traditions to lead worship, giving the learners a richer and more varied experience of worship and enabling them to clearly identify features of different Christian traditions in worship.					
<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> <li>• Respectful, polite and honest</li> <li>•</li> </ul>					
<b>Learning muscle focus</b>	<ul style="list-style-type: none"> <li>• Reflection</li> </ul>			<b>Governors: Rev Jane Twitty &amp; Heather Pomeroy</b>		
<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>
Share with the children the Christian Aid 'World of Friends' quarterly and display this information in the hall and share in class.	Every 3 months	ER in Worship	None	Governors through walkabout	Children understand that Christians live in many countries across the world.	
House day focusing on Christianity across their continent. First - Christmas around the world. Second - Easter around	December March	Teacher	Resources £100	Feedback from the day	Children understand that Christians live in many countries across the world. Children begin to	

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the world Ceremonies/traditions					understand different types of Christianity. Fewer misconceptions about culture and people in other countries.	
Worship focusing on Christianity in other cultures	2 x per term	ER/EB	Time	Worship planner	Children understand that Christians live in many countries across the world.	
Prayers and Hymns from around the world and discuss the similarities and differences.	Spring term	ER	Worship time	Observation Evaluation with children	Children understand that although Christians around the world have similar beliefs, they may pray in different ways	
To invite leaders from other Christian traditions to lead worship	Over the year	ER/Rev Jane	Time Possible cost/donation	Observation Evaluation with children FGB minutes	Children to be able to begin to identify features of different Christian traditions in worship.	

To support a Charity and raise money over the year through various activities	Staff	Time	Events that the children run and how well they are supported.	Children to be able to empathise with other who have less than themselves		
<p><b><u>Key Monitoring and reviewing:</u></b></p> <ul style="list-style-type: none"> <li>• RE/Worship annual evaluation</li> <li>• Feedback to <i>Governors</i> at FGB</li> </ul>				<p><b><u>Key Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>• Children understand that Christians live in many countries across the world.</li> <li>• Children understanding that Christians put the needs of others in before themselves</li> <li>• To empathise with others</li> <li>• Understand that there are different styles of Christian worship across the world</li> <li>• Children begin to understand different types of Christianity.</li> <li>• Fewer misconceptions about culture and people in other countries.</li> <li>• Children understand that although Christians around the world have similar beliefs, they may pray in different ways</li> </ul>		
<p><b><u>Overall Impact analysis and next steps:</u></b></p>						