

## Long Sutton C of E Primary School Development Plan 2020/2021

Objectives for 2020/21	
<b>Achievement gap issues and areas of concern</b>	Children who have missed out on 6 months of schooling due to COVID-19 The gap between child who have been in school or had active home schooling and those not The bottom 20% Areas missed by all children Phonics gaps and weaknesses for many children Learning decay Social, emotional and anxiety issues
<b>Objective 1</b>	<b>To develop a recovery curriculum to enable all children to achieve well and to narrow the gap</b>
<b>Objective 2</b>	<b>To develop further develop the teaching of reading and develop the enjoyment of this, so all children can access an age appropriate curriculum and make good progress in all areas.</b>
<b>Objective 3</b>	<b>To improve basic number sense for all children ensuring they have the underlying skills to develop good reasoning and problem solving</b>
<b>Objective 4</b>	<b>To embed the curriculum framework, ensuring the schools vision and values are central to all learning</b>

<b>Objective 1</b>	To develop a recovery curriculum to enable all children to achieve well and to narrow the gap					
<b>Rationale</b>	Due to COVID-19 many children have gaps in their learning and the gap between the lowest 20% and others has increased. All children have missed some learning and many have missed much. There are some children who have increased anxiety, social and emotional issues due to the pandemic and these needs must be addressed. The curriculum needs to reflect ways to engage the children in their learning, whilst accelerating the learning for those who have fallen behind and address the areas missed without narrowing the curriculum.					
<b>Links to the school vision</b>	<ul style="list-style-type: none"> <li>• Love to learn</li> <li>• Be resilient</li> <li>• Nurture all children</li> </ul>					
<b>Learning muscle focus</b>	<ul style="list-style-type: none"> <li>• Resilience - I can persevere when things are hard, I can concentrate well</li> <li>• Reflection - I can make links between things</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>
Staff have access to well being resources for themselves and are able to support themselves emotionally using SLT, Care First, helplines and each other.	On-going	ER	Possible support or training ?£200	Staff Questionnaire - Well being governor	Staff attendance remains good (with the exception of COVID-19 absences). Staff feel happy to be in school and confident. Staff have self help skills to protect themselves.	The resources are available and regular staff are re-reminded about these via emails or discussions. Staff attendance is good. Staff are feeling tired and things are hard work but they do seem happy in the majority. Where staff have found things hard, I have been supporting them and ensuring they use other support systems.

<p><b>Head Teacher to check in with staff daily initially and then weekly to monitor well-being. To address any concerns quickly.</b></p>	<p>On-going</p>	<p>ER</p>	<p>none</p>	<p>Well Being governor through discussions</p>	<p>Staff attendance remains good (with the exception of COVID-19 absences). Staff feel happy to be in school and confident.</p>	<p>This is done. Any concerns have been addressed or support put in.</p>
<p><b>Head Teachers to use Head Support to access support for self and share concerns about others</b></p>	<p>On-going</p>	<p>ER</p>	<p>none</p>	<p>Well Being governor through discussions</p>	<p>Head Teacher's attendance is good. Head Teacher has a good work life balance. Head Teacher is able to share concerns and worries with the right people.</p>	<p>A few calls have occurred and support given on a staffing issue.</p>
<p><b>Staff training on anxiety, trauma and how to support children with this using EP training sessions</b></p>	<p>Sept 20</p>	<p>ER</p>	<p>INSET day, overtime for some staff (£300)</p>	<p>Head's report to governors - ER Staff Questionnaire - Well being governor Observation - ER</p>	<p>Children start term positively Children have strategies to deal with anxiety Staff able to identify concerns and put measure in place to support children. Staff able to support each other and look after themselves</p>	<p>This was completed on the INSET day and teachers have used parts of this with the children. They have identified children with concerns/anxieties and have put things in place.</p>

<p><b>Staff have access to well being resources for themselves and are able to support themselves emotionally using SLT, Care First, helplines and each other.</b></p>	<p>ongoing</p>	<p>ER</p>		<p>Staff Questionnaire - Well being governor</p>	<p>Staff attendance remains good (with the exception of COVID-19 absences). Staff feel happy to be in school and confident. Staff have self help skills to protect themselves.</p>	<p>See above</p>
<p><b>ELSA training attended</b></p>	<p>Oct 20</p>	<p>CA</p>	<p>£300 + supply</p>	<p>ER/JM</p>	<p>CA confident to deliver ELSA sessions. Children attending sessions having strategies to use and using these. Improved social and emotional learning for children having ELSA sessions</p>	<p>4 of the 5 sessions attended (lasted postponed due to lockdown). ELSA using resources fomr this in sessions already. Children enjoying sessions and feeling supported.</p>
<p><b>Teachers to identify children they have social and emotional concerns about and share these with SENDco</b></p>	<p>By end Sept</p>	<p>Teachers</p>		<p>JM</p>	<p>All staff aware of children who are finding things difficult</p>	<p>These have been identifies and ELSA added for those needing it.</p>

<p><b>Plan of Social and emotional interventions put in to place -both short term and longer term ELSA. Clear Targets set for every child.</b></p>	<p>By end Sept</p>	<p>JM/CA</p>		<p>Observations - ER Beginning assessment -ER</p>	<p>A plan in place and beginning to be actions. All staff aware of the targets for the children in their class. Children beginning to have strategies to help themselves.</p>	<p>This si an on-going issue as new things arise regularly but plans put in place and staff aware . Children beginning to use strategies introduced but more work is needed for many of the children identifies. Some also referred to PFSA or school nurse for more targeted help.</p>
<p><b>Teachers to use well-being resources, SCARF resources and other resources to reintegrate all children to school. Focusing week 1 &amp; 2 on settling children back to school</b></p>	<p>By end Sept</p>	<p>Teachers</p>		<p>Walkabouts and discussions - ER</p>	<p>The majority of children settle back into school, enjoying school and understanding the 'new ways of working'. Children understanding about worries and anxiety and how to deal with these in an age appropriate way</p>	<p>Scarf resources used regularly and children enjoying these lessons. Children able to talk about worries and know who they can go to. Kite class were able to write rules for keeping themselves safe and added things like - tell a trusted adult, and listen to you worries.</p>
<p><b>Life Education Bus visit to school, including access to SCARF resources. Classes to attend sessions and follow up this session</b></p>	<p>Oct</p>	<p>Teachers</p>	<p>£300</p>	<p>Talking to children - ER</p>	<p>Increase the children knowledge about healthy living, mental health and staying safe.</p>	<p>This session was held, it was not as affective as being on the bus but some useful work came from it. It began discussions that the teachers have continued</p>

<p><b>Using SCARF resources to teach PSHE and RSE. Weekly lessons.</b></p>	<p>ongoing</p>	<p>Teachers</p>	<p>As above</p>	<p>Walkabout/discussion - ER</p>	<p>Children know how to stay safe, keep healthy physically and mentally and develop social understanding.</p>	<p>Used weekly – see above</p>
<p><b>Reintroduce learning muscles to the children and focus on teaching them the skills of these, especially resilience. Staff meeting On going work in lessons</b></p>	<p>Autumn term</p>	<p>Teachers</p>		<p>Observations Interviews with children Discussions - ER</p>	<p>Children to have good academic resilience. Children to be resilient emotionally</p>	<p>This needs to be a focus, but has not been discussed as a staff as yet.</p>
<p><b>Teachers to assess children's learning and identify gaps in reading, writing and maths learning using teacher assessment and NFER tests</b></p>	<p>Week 3/4</p>	<p>Teachers</p>	<p>NFER tests (£600 for the year)</p>	<p>NFER test analysis - ER</p>	<p>Teachers know which children have gaps in learning, where there are gaps across the whole year groups.</p>	<p>Gaps identified  And these are now part of the teaching, some now addressed others being worked on.</p>
<p><b>Teachers to use assessments to plan this term's learning and to decide who needs intervention.</b></p>	<p>By end Sept</p>			<p>Plans in action/observation/ Walkabouts  ER</p>	<p>Teachers teach to address the gaps for the whole class, so reducing these.  Children who need further intervention are identified.</p>	<p>Children for intervention identified.</p>

<b>To develop a whole school intervention plan</b>	By end Oct		£7000 from Government catch up funding	The plan in detail - Head's report to governors Education Governor	There is an effective whole school plan to address children's needs	Staff meeting held to discuss this; further work done on this in Pupil Progress meetings. Plan now in place.
<b>To carry out the intervention plan</b>	By July			Data/assessments Head's report to governors ER Education Governor	Children identified make good progress and rapid progress.  The gap narrows  Children have been taught areas they have missed.  Assessments show progress and children catching up.	Working on this!
<b>Initial phonics assessments carried out for all Y1/2 children and some Y3/4 children</b>	By end Sept	KS1 staff		The assessments and adapted planning GM	Teachers know where the children have gaps in phonics and so can teach to these.	Areas assessed and identified, daily catch up phonics for all and addition for some children.
<b>Identify children who score poorly in year 1 phonics test &amp;/or Y2 reading and monitor where they are now and if they need further intervention.</b>	Sept	ER		Discussion -GM	Children's phonics and reading weakness identified.	Identified and having catch up

<b>Regular phonics assessments to assess catch up and also new learning.</b>	Termly	KS1 Staff		Discussion - GM PPM - ER	Teachers to know which children are catching up or falling behind.	ongoing
<b>Interventions to be put in place quickly if a child falls behind.</b>	ongoing	KS1 staff		PPM - ER Discussions - GM	The gap does not widen, and children get extra teaching when needed.	Beginning for Reception children who have not learnt early sounds well.
<b>Phonics interventions put into place for children falling behind</b>	By week 3	GM		Observations -ER/JM	These children begin to catch up and have good, age appropriate phonics knowledge.	See above
<b>Extra daily phonics sessions for KS1 and Reception to revise previous learning - 10 mins a day</b>	Autumn term	KS1 staff		Observations - GM Phonics assessments - GM/ER	All KS1 children meeting phonics miles stones by the end of the year	Happening, phonics progressing.
<b>Phonics training for staff who have not completed this previously</b>	Autumn term	CA/JL/K F ?EB		Head's report to governors - ER	All staff, especially KS1, have good phonics knowledge.  Phonics teaching is good and the children make good progress in phonics.	CA under took phonics training and is using this in daily teaching.

<p><b>TfW staff meeting</b></p>	<p>Autumn term</p>	<p>Teachers Maria Richards</p>	<p>£180 x2</p>	<p>Teachers to share good practice through lesson studies.</p>	<p>All staff to have a renewed focus on effective teaching of writing using the TfW approach to enable chn to make good progress.  Most children have not been writing regularly during lock down - so we need a particular emphasis on engagement, motivation and skill progression.</p>	<p>2 meetings have been had, these have been very useful and change some of the ways we are teaching writing and this is impacting on learning. The children are much more focused on accuracy and beginning to edit own writing in KS2. Modeling of writing is more regular and more effective leading to good quality writing. Those who had previous not seen the benefits of TfW are much happier with using this method now.</p>
<p><b>Ensure all teachers are able to use Microsoft teams platform to post teaching and work in case of further lockdowns</b></p>	<p>Autumn term</p>	<p>ER</p>		<p>Head's report to governors - ER</p>	<p>Children can easily access learning online and this can be monitored by teachers.</p>	<p>Teachers beginning to introduce SeeSaw to the children and this will soon be rolled out to parents. The children like the platform and the teachers are finding it easy to use. Home work and some class work will be done using this.</p>
<p><b>Teachers to have work ready for families who have to self isolate</b></p>	<p>On-going</p>	<p>Teachers</p>		<p>Monitoring the website - Education Governor</p>	<p>Children can access work from day 1 of self isolation.</p>	<p>There is work on the website for families self isolating. Some have used this and if they have been out for a long time have asked for more. This has been given,</p>

<p>To introduce 'Go Bubble' for KS2 to give them a safe and secure way to keep in contact.</p>	<p>By July</p>	<p>ER/SJ/MP</p>		<p>Discussion with children and parents/ Questionnaire - ER and well being governor.</p>	<p>Children have a good knowledge of online safety and use social media kindly.</p>	<p>It was decided not to go for this as it has similar features to seesaw.</p>
<p>Ensure families can access books at the correct level that are phonically decodable if self isolating. Books available online for KS2</p>	<p>Oct</p>	<p>ER</p>	<p>£200 £100</p>	<p>Availability Parent Governors</p>	<p>Children keep reading daily at the correct level if not able to come to school or concerned about books from school.</p>	<p>Not actioned</p>
<p>Use of Can do Maths catch up plans</p>	<p>On going</p>	<p>Teachers</p>	<p>£150</p>	<p>Observations - ER Assessments/data - ER PPMs - ER Head's report - ER Discussion with Maths lead - Maths governor.</p>	<p>Children working at age expected standard by the end of the year. Children feeling confident o do year group maths Teachers being aware of gaps and teaching to these where necessary</p>	<p>These plans are being used for teaching and addressing gaps as areas are covered.</p>

**Key Monitoring and reviewing:**

- Observations and walkabouts
- Questionnaires
- Talking to children
- Feedback from parents
- NFER analysis
- Assessment analysis
- Phonics assessments
- Writing moderation (internal)

**Key Success Criteria**

- Children have settled into school well and are ready to learn.
- Children showing anxiety or trauma are supported to enable them to cope with these feelings
- Children and staff know that it OK to have worries
- Staff feel confident to be in school and attendance is good
- Children's attendance is as good as it can be.
- NFER data shows progress for all children from Autumn data
- Phonics and reading data showing children at age expected levels  
(December - chn to reach expected level for Summer 2020 in reading and phonics)
- Writing - children are writing across genres at age expected level by the end of the year. Teachers/Head teacher to moderate writing
- Child are mostly working at age expected standard and no child is further behind than they were in March 2019

<b>Objective 2</b>	To develop further develop the teaching of reading and develop the enjoyment of this, so all children can access an age appropriate curriculum and make good progress in all areas.					
<b>Rationale</b>	<p>Reading is the key to all learning                  WE feel that enjoying reading is the key to making better progress and also the key to so many things in life.                  Poor reading comprehension holds a number of children back in their learning across the curriculum                  Children who are unable to comprehend age appropriate texts fall behind in all areas of learning                  Children who don't comprehend what they read lack the enjoyment of reading                  Children who are not at ARE at Y6 regularly do not achieve 5 GCSEs</p>					
<b>Links to the school vision</b>	<ul style="list-style-type: none"> <li>• Life-long learners ready to try new things</li> <li>• Resilient learners who can make good choices about their learning</li> <li>• Confident happy people who believe they can succeed in all they do</li> </ul>					
<b>Learning muscle focus</b>	<ul style="list-style-type: none"> <li>• Reflective - I can ask useful questions of myself and others, I can make links between things, I can predict what comes next,</li> <li>• Resilience - To have a go at a challenge, have a growth mindset,</li> </ul>				<p>Governors:  Mike Hampson</p>	
<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>
Each class to have a reading area with a focused book or author which is changed regularly.	September	Teachers	Display Bookcase for Harrier class £300	Walkabout GM Reading Governor termly - walkabout/interviews	The children know about a variety of books and authors and can talk about these. The children interact with the reading area.	

<p><b>The children to listen to stories daily through sharing class books.</b></p>	<p>On-going</p>	<p>Teachers</p>		<p>Discussion Walkabout GM</p>	<p>The children are able to talk about books shared, what they liked and didn't like. <i>They can make links with other texts and show a range of comprehension skills.</i></p>	
<p><b>Classes to have a variety of types of books in class for children to enjoy - fiction and non-fiction, modern/classic, poetry etc</b></p>	<p>On-going</p>	<p>Teacher</p>	<p>2 new books per class per term £120</p>	<p>Walkabouts Interviews GM</p>	<p>Children can talk about books and styles of book that they like.</p>	
<p><b>Books for KS1 to be labeled - I can read this, I can read this with support and I can share this</b></p>	<p>By Dec</p>	<p>Volunteer/TAs</p>	<p>Time Labels £20</p>	<p>Seeing this in action Talking to parents Reading Governor GM</p>	<p>Parents know which books children can read independently. Children can select a variety of books even when they can read them independently.</p>	

<b>Children to take home books other than reading books. Books for enjoyment - ones to share with parents, non-fiction, picture books etc.</b>	Autumn term		Time and organization to monitor which books go home.	ER - through discussions with children and parents.	Children can select books they want to read. Children enjoying reading a variety of books.	
<b>KS2 children encouraged to chose non fiction books as well as AR fiction books</b>	Oct	Teachers		Looking at books the children choose Planners Interviews ER/GM	Children reading a greater variety of books. Children who have previous not engaged with books engaging	
<b>The display in the corridor library area encouraging children to read different books.</b>	On going	Teachers	Time	Walkabout Talking to children Reading Governor	Children wanting to spend time in the library and trying new books.	
<b>Parent workshop about reading - helping them enjoy home reading with their child rather than it being a chore.</b>	Jan Or earlier by Zoom	GM	Time	Questionnaire Planners Talking to parents ER	More families reading at home and enjoying it.	

<p><b>Encouraging all families to join the local library to be able to choose different book and also to get audio books form 'Borrow Box'</b></p>	<p>Oct</p>	<p>ER</p>		<p>Questionnaire Reading Governor GM</p>	<p>Children hearing different voices reading to them and a greater variety of stories.</p>	
<p><b>Investigating using 'Borrow Box' in school for some children to listen to stories</b></p>	<p>Autumn term</p>	<p>SJ/SL/GM</p>		<p>Staff meeting discussions Interviews with children ER</p>	<p>Children who are disengage or stuck in reading, re-engaging and finding new authors.</p>	
<p><b>Story Club where children can meet together at lunchtime to share stories (this is depended on not being in bubbles)</b></p>	<p>Spring/summer</p>	<p>Staff</p>		<p>Reading Governor</p>	<p>Children choosing to read and enjoying sharing books with others.</p>	
<p><b>Continue to develop whole class guided reading to develop comprehension and so all children explore texted at an age appropriate level</b></p>	<p>On-going</p>	<p>Teachers</p>	<p>Possible resources?</p>	<p>NFER reading PPMs Observations of whole class guided reading sessions ER</p>	<p>Children using comprehension strategies and skills independently. Reading make good progress. All children engaging in guided reading session</p>	

<p><b>Identify which children are not fluent and put intervention into place (thought will be needed in who can do this and what needs to be done to have the impact) e.g. Precision teaching, parental support (1 to 1 coaching to develop this), extra phonic GR - small group</b></p>	<p>September</p>	<p>Teachers</p>	<p>PP funding for meetings with parents Extra TA time????</p>	<p>Heads report to governors PPMs Achieving specific targets set. GM/ER</p>	<p>Children identified Plan developed Children becoming more fluent as a result of the plan These children enjoying reading more as they are more able to do it independently.</p>	
<p><b>During early reading teach prosody (expression) and use of punctuation to develop understanding</b></p>	<p>On-going</p>	<p>GM/EB/CA</p>		<p>Observations of guided reading - ER/GM Listening to children read - ER</p>	<p>Younger children starting to read with expression and using the punctuation.</p>	
<p><b>In Y2 focus on teaching active reading strategies explicitly Extra guided session with adult possibly</b></p>	<p>From September</p>	<p>CA/EB</p>	<p>Time</p>	<p>Observations of guided reading - ER Listening to children read - ER PPMs NFER</p>	<p>Y2 children able to understand what they have read and explain this. Y2 children able to complete reading comprehension tasks with confidence.</p>	

<b>Develop outdoor story telling area Develop reading culture and spaces</b>	Spring	Staff	??	Observations - ER/Gov	Children reading in different environments for enjoyment.	
<b>Revisit our reading for enjoyment - reading spine -</b>	Dec	GM		ER/ Governors through looking at the progression. Talking to children	Reading spine to support progression across the school and introduce children to a range of key age appropriate texts	
<b>Develop the profile of reading on the website to encourage parents to read more widely with their child.</b>	Dec	GM		Governor - Website	Website will present a range of links for parents to follow to access a wider range of books for sharing.	
<b>Ensure children have multiple opportunities across the curriculum to read - maths, R.E, science etc</b>	Autumn term and then ongoing	Teachers		Observations Discussion with teachers Discussions with children	Children can talk about how reading is important in every lesson. They can tackle new vocabulary and understand the links between learning to read and reading to learn.	

**Key Monitoring and reviewing:**

- Observations of Guided Reading
- Listening to the weakest readers to see the impact of actions
- PPMs
- NFER tests
- Staff Meetings
- Reading Records

**Key Success Criteria**

- NFER and SATs show children's reading comprehension to be making good progress
- Children able to access reading across the curriculum, so improving all learning
- All children reading at home regularly
- Parents having a greater understanding of the importance to supporting reading at home and how to do this so it is enjoyable for all.
- Children who have not previously chosen to read, doing this
- Reading seen as important and central by the children
- Children enjoying reading

<b>Objective 3</b>	To improve basic number sense for all children ensuring they have the underlying skills to develop good reasoning and problem solving					
<b>Rationale</b>	<p>Maths data over the past few years has been in-line or slightly below national data and the progress of children from KS1 to KS2 has been below the expected level.</p> <p>The school has focused on mastery teaching for the past 2 years and the impact is being seen in KS1 where the children have been taught in this way from the start of school.</p> <p>Children have missed a significant amount of maths teaching in the previous year and will have gaps in basic number sense. Number sense is the key to all maths, a good understanding of this will enable children to move forward quicker with more complex areas.</p>					
<b>Links to the school vision</b>	<ul style="list-style-type: none"> <li>Life long learners ready to try new things</li> </ul>					
<b>Learning muscle focus</b>	<ul style="list-style-type: none"> <li><b>Resilience</b> - I am positive about my learning, I can take risks in my learning</li> <li><b>Collaboration</b> - We can listen to each other, we can observe and learn from others</li> <li><b>Reflective</b> - I can solve problems, I can plan what I am going to do, carry it out, review and adapt, I am able to explain what I am learning</li> </ul>				Governor:	
<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 meeting to share and discuss number sense resources	Oct 20	SJ	Time	Governors through Head's report ER attending the meeting Meeting minutes	Teachers understand how to use Number sense.	

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Staff to look at number sense resource and teacher guide and decide how they will use them.	Oct 20	Teachers	During staff meeting	Governors through Head's report ER attending the meeting Meeting minutes	Number sense planned into the timetable	
Number sense to be timetable into each day. About 10/15 minutes in each class	Oct 20	Teachers		ER through Walkabouts and discussions SJ through discussions with staff Governor through meeting with subject leader	Children improving numbersense in sessions. Data and assessments showing improved basic maths.	
Develop how to use number sense strategies within the 4 operations in KS2 and Y2 To use the knowledge of basic number and apply this across maths to become more efficient.	Autumn	Teachers		ER through walksabouts and discussion with children SJ through child interviews and discussions with teachers PPMs Governor through meeting with subject leader	Assessments show children using a variety of number strategies for all 4 operations. Children about to talk about the strategies used to calculate operations. Children not using fingers to count on	
Staff meeting to look at and analyse progress and strategies being used.	Dec Feb Staff meetings	Teachers		SJ through discussions and books	Teachers able to talk about strategies the children are using . Books and assessment show good progress in basic number calculation.	

Concrete and pictorial representations to be used to help children visualize number.	Autumn/ongoing	Teachers		ER/SJ through walkabouts/observations	Children able to explain their thinking and understanding. Books/plans show use of concrete and pictorial representations.	
Lesson to focus on conceptual variation and the children being able to explain what things are and what they aren't.	ongoing	Teachers		ER/SJ with book looks	Children's books show this in daily practice.	
Staff meeting to share how lessons are structured and how we can effectively teach both year groups.	Oct	SJ		ER through attending the meeting and minutes Governors through Head's report	All lessons have a clear structure. Children making progress in lessons	
KS2 staff to share ideas, teaching strategies and what works. Observing each other and feedbacking (Lesson study)	Oct	MP/SJ		ER - feedback from staff	Teachers learn from each other and try new strategies	
KS1 staff to share ideas, teaching strategies and what works. Observing each other and feedbacking (Lesson study)	Nov	EB/CA/G M		ER - feedback from staff	Teachers learn from each other and try new strategies	

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Daily evidence of independent maths using the do it, twist it and deepen it tasks.	Nov onwards	Teachers		SJ/ER - Book look	The children being able to use what has been taught in a variety of ways. All children having access and expected to do reasoning daily.	
Share the resources we have as a school and what is best to use. Purchase resources needed. Audit resources	Nov	Teachers	£200	ER through discussions and orders	Children have access to suitable resources to improve learning.	
Learning on website for self isolating families.	On-going	Teachers	Times	Monitoring website	Children absent form school able to keep learning	
To develop the children mindset and resilience for Maths through the use of youcube website and videos.	January - Staff meeting	SJ		ER - Interviews with children Observations and walkabouts	Children can talk positively about Maths. Children keep going to solve problems.	

**Key Monitoring and reviewing:**

- Observations and walkabouts
- Book Looks
- PPMs
- NFER analysis and other assessments
- Staff Meetings
- Child interviews

**Key Success Criteria**

- Children's basic maths skills improving
- Children able to use basic number skills in a variety of situations
- SATs data is at or above National expectations
- Progress KS1 - KS2 is improved
- NFER data shows progress for all children from Summer 2020
- Analysis of tests show children using a variety of strategies to tackle problems
- Child making links between maths and real life
- Children enjoying maths and positive about this subject
- Children using a variety of strategies e.g. number bonds not counting in 1s
- Children able to explain their thinking when solving a problem

**Overall Impact analysis and next steps:**

<b>Objective 4</b>	<b>To embed the curriculum framework, ensuring the school's vision and values are central to all learning</b>					
<b>Rationale</b>	As a school we have been developing a new curriculum over the past 2 years that ensures the children have a broad and balanced experience, we felt that science needed to be brought back to the heart of the curriculum with weekly teaching sessions and that art and music needed a great focus with a clear progression clear across the school for children. Moving to 4 classes has also meant that the curriculum we were developing has needed adapting for this year. Over the past year we reviewed and adapted the school's vision and values and these are now needed to be at the heart of all we do. Now the need is to embed this curriculum, the vision and values to ensure that the impact of it is to improve learning and to give all our children an education to remember ensuring they become life long learners. We feel this is even more essential in the light of COVID-19, knowing children need to be resilient and self motivated when situations become difficult or change, and that mental well-being and a positive outlook are essential.					
<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> </ul>					
<b>Learning muscle focus</b>	<ul style="list-style-type: none"> <li>• Reflection - I can make sense of things around me</li> <li>• Resilience - I am positive about my learning</li> <li>• Collaboration - We add to and draw strength from the team</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 progression of learning for each curriculum area	Autumn term	Subject leaders		Sharepoint ER Observation and books - ER/subject leaders	Teachers are able to ensure progression of skills in each area across the school. Learning builds on previous learning.	

To have a clear curriculum intent for key subjects initially	Autumn term	Subject leaders		Sharepoint and website Education Governors ER	All staff have a clear understanding of the intent, implementation and impact for each subject.	
The curriculum overview has all subjects on it and is on the website.	September	ER		Website - governors	All stakeholders can see the curriculum	
Science is taught each week across the school	ongoing	Teachers		Walkabouts Observations Books ER/MP	Children have a good understanding of science. Children can talk about science taught and the skills learnt in this. Children know scientific facts	
Teachers use the learning muscles as teaching points within lessons - focusing on teach the children how to develop these.	ongoing	Teachers		Walkabouts Child interviews	Children begin to develop the skills needed to be resilient, reflective and collaborative. Children be independent, self motivated learners.	

<p>The computing curriculum is developed into a rolling programme with a clear progression.</p>	<p>September</p>	<p>Teachers with Julia Briggs</p>	<p>ELIM time (£300)</p>	<p>Walkabouts Children interviews</p>	<p>Children learn age appropriate computer skills. Children are able to use the computer within their learning as a tool to help them.</p>	
<p>Teaching sequences focus on the skills within a subject area as well as content, so children's skills develop over time and progress is made in learning</p>	<p>Ongoing By July</p>	<p>Teachers</p>		<p>Observations Books Walkabouts Child interviews</p>	<p>Learning builds on learning. The children are able to talk about their learning and the skills they have used.</p>	
<p>Teachers tell the children which subject they are learning so they understand what 'scientists' 'historians' 'geographers' etc do.</p>	<p>Ongoing by July</p>	<p>Teachers</p>		<p>Child interviews</p>	<p>KS2 children are able to say what they have learnt in which subject and what each subject is.</p>	
<p>Each term to have focused 'topic' weeks to immerse the children in the subject area and capture their interest.</p>	<p>termly</p>	<p>Teachers</p>		<p>Books Child interviews walkabouts</p>	<p>Children engage in a learning area through the emersion. Children gain a depth of knowledge in the learning.</p>	

Teaching to focus on depth of learning for key learning objectives ensuring knowledge sticks. Recaps used to help children remember what they have previous learnt.	Ongoing By July	Teachers		Walkabouts Discussions Interviews	Children remember what they have been taught and can talk about it. Children can make links to previous learning or use previous learning in new ways.	
Teachers to make links between topics, subjects and areas taught very explicit. Knowledge built on knowledge	Ongoing By July	Teachers		Books Interviews	Children are able to make links in learning. Children can use previous learning in new situations.	
Develop speaking and listening across the curriculum - develop a plan for this	Spring and summer	GM		The plan	There is a plan in place to begin to develop S & L	
Reintroduce Philosophy for Children (P4C)	Spring and summer	GM		Walkabout Talking to children	Children are able to share their ideas and thoughts confidently.	
Staff meetings termly to share the children's learning across a subject to look at the progression from Reception to Year 6.	Teachers	Autumn	£100 Roots and Shoots	Books Staff Meeting notes Subject Leaders/ER	Teachers are able to show progress in learning through he children 's books and their knowledge of them. There is a clear progression in learning across the school.	

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Develop the children's understanding of spirituality within the context of their lives, school and the curriculum. Look at windows, mirrors and doors	Spring	ER/EB/CA	INSET time	Walkabouts Children interviews Staff discussions  RE Governors/ETR	Children area able to talk about spirituality. There are planned opportunities for spirituality regularly.	
Links to the vision and values made explicit in all learning.	Ongoing By July	Teachers				
To develop a new worship rolling programme to support the children's knowledge and understanding of the vision and values	Over the year term by term	EB		Interviews Website plan RE Governor/ER	Children can clearly explain the school's vision. Children know the values and can explain the links to the bible and their lives and learning.	
Develop exploration and play within the children's learning across the school	ongoing	GM		Walkabouts ER	Children enjoying learning through play. Creative language heard during this exploration.	
Continue to develop loose parts play within the restrictions we have.	Spring	ER		Observations Governor	Playtimes being creative and fun All children involved in playtimes actively Children developing their imagination and language at playtime.	

Access more free STEM training if possible	ongoing	Teachers		Head's report to governors	Teachers have improved knowledge of teaching STEM	
<p><b><u>Key Monitoring and reviewing:</u></b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Book reviews</li> <li>• Head's reports</li> <li>• RE/Worship annual evaluation</li> <li>• Feedback to Governors at FGB</li> <li>• Checking the website</li> <li>• Walking around school</li> <li>• Children interviews</li> </ul>				<p><b><u>Key Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>• Children enjoying learning</li> <li>• Children having a broad curriculum covering all subject areas over time</li> <li>• Children's science skills and knowledge improving</li> <li>• Children able to talk about their learning, the skills used in it and how they have improved these.</li> <li>• Children having the learn to learn skills to become independent self-motivated learners.</li> <li>• Children being creative in their play and learning and developing language through this.</li> <li>• Children being able to voice their ideas and thoughts confidently.</li> <li>• A clear progression of learning across the school</li> </ul>		
<p><b><u>Overall Impact analysis and next steps:</u></b></p>						

<p><b>5 Year Strategic Plan</b></p>		
Quality of Education	<ul style="list-style-type: none"> <li>• Improve Maths progress and attainment</li> <li>• Reading to be central to the school and learning</li> <li>• A focus on speaking and listening</li> <li>• Broad and balanced curriculum with depth of learning and coherence of</li> </ul>	

	<p>learning. Learning building on previous knowledge.</p> <ul style="list-style-type: none"> <li>• Arts and creativity to be central in learning</li> <li>• Teachers confident to teach all curriculum areas</li> </ul>	
Behaviour and attitudes	<ul style="list-style-type: none"> <li>• Behaviour policy underpinned by the understanding that behaviour is a communication</li> <li>• Develop attitude of self motivation for learning</li> </ul>	
Personal Development	<ul style="list-style-type: none"> <li>• Development of spirituality through windows, doors and mirrors</li> <li>• Development of character education, developing resilience, independence, confidence and collaboration skills</li> </ul>	
Leadership and Management	<ul style="list-style-type: none"> <li>• Governors 5 year development plan</li> <li>• More focus on longer term strategic plans for the school.</li> <li>• 5 year maintenance plan</li> <li>• Further development of distributive leadership</li> </ul>	