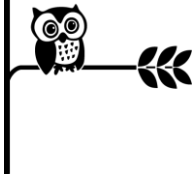


Oswald Road Primary School Improvement Plan 2021/22

Achieving Success



Key priorities based upon analysis of data and evidence from monitoring

If we are successful in our plan, the achievement outcomes for pupils in July 2022 will be:

End of EYFS targets for 2021/22

End of KS1 targets for 2021/22

	% reaching Expected Standard	% working at Greater Depth
Reading		
Writing		
Mathematics		

End of KS2 targets for 2021/22

	% reaching Expected Standard	% combined	% working at Greater Depth
Reading			
Writing			
Mathematics			

Progress to outcomes will be checked termly. Termly pupil progress meetings will be in place, where the attainment and progress of all pupils will be checked and actions put in place as needed and reviewed. Termly assessment team meetings will share assessment collation from data collection points and actions will be put into place.

Progress through the plan will be monitored by the Governor's Teaching and Learning Committee

Achieving Success 2021/22
Priority 1 – Accelerated progress in writing

Co-ordinator: Kat Rowe	Year 2021/22	Cost of plan: £1200 (not including release time) Plus Phonics scheme/training		
Action(for each action include briefly 'how' and what the intended impact on the provision will be)	Lead person accountable for the action	Time Scale Start and End dates (W/C)	CPD	Resources/Costs/Time
<p>ACTION: To ensure that writing is purposeful and that children have a clear audience.</p> <p>HOW:</p> <p>Staff meeting to discuss with staff and share ideas, for example: posting on social media; work turned into a green screen production etc)</p> <p>Disseminating ICT with Mr P training</p> <p>New English overview sheets to include audience and purpose</p> <p>Staff using the overview sheets to consider the training and how audience and purpose can be used to support children's writing</p> <p>IMPACT: Children will be more engaged with the writing tasks due to a sense of purpose and audience.</p> <p>There will be a further enjoyment and investment in the writing by the children due to sense of purpose and audience.</p> <p>Progress seen in children's writing.</p>	<p>Kat Rowe</p> <p>Kat Rowe</p> <p>Deborah Howard</p> <p>Kat Rowe</p>	<p>Autumn 1</p> <p>Autumn 1 onwards</p> <p>Introduced in Autumn 1</p> <p>Autumn 2 onwards</p>	<p>Staff meeting time</p>	<p>Time</p> <p>ICT with Mr P subscription</p>

<p>ACTION: To research new systematic phonics programmes, ensuring the chosen one is the best fit for our school.</p> <p>HOW:</p> <p>Research on available phonics programmes, seeking advice and thoughts from cluster groups and other professionals.</p> <p>Further research any programmes which seem most suited to our school.</p> <p>Once chosen, organising extensive whole school staff training</p> <p>Implementation of chosen scheme</p> <p>IMPACT: Progress in writing supported by a consistent phonics approach across school.</p> <p>Impact of work on new systematic phonics scheme will be seen more in the next academic year.</p>	<p>Hayley Craven</p> <p>Hayley Craven</p> <p>Hayley Craven</p> <p>Hayley Craven</p>	<p>Autumn 1</p> <p>Autumn 2</p> <p>Spring</p> <p>Summer 1</p>	<p>Phonics training</p>	<p>Cost of phonics scheme / training – unknown at present</p>
<p>ACTION: To develop knowledge of phonics across all year groups ahead of introduction of new systematic phonics scheme.</p> <p>HOW:</p> <p>Phonics Phase 2 and 3 training</p> <p>Phonics Phase 4 and 5 training</p> <p>Work within training about this language being entwined through writing and spelling lessons throughout the school.</p> <p>Decision on resources that will be used in each year group (also noted below)</p>	<p>Hayley Craven</p> <p>Hayley Craven</p> <p>Hayley Craven</p> <p>Hayley Craven Jen Dyson</p>	<p>Autumn 2</p> <p>Autumn 2</p> <p>Autumn 2</p> <p>Autumn 1</p>	<p>Internal phonics training</p>	<p>Time</p>

<p>Ensure each year group have the resources agreed (also noted below)</p> <p>Training for new staff in EYFS and KS1 to ensure phonics teaching can be in place as effectively as possible from September.</p> <p>IMPACT: Increased awareness of phonics across school (especially in Key Stage Two where less teachers have a full understanding due to not teaching lower year groups)</p> <p>Progress in spelling across school due to a more joined up approach in terms of language used.</p>	<p>Hayley Craven Jen Dyson</p> <p>Hayley Craven</p>	<p>Autumn 1</p> <p>Autumn 1</p>		
<p>ACTION: To ensure consistency in access to resources for children to use independently in class.</p> <p>HOW:</p> <p>Audit of resources used to support/ available for children to access independently in class</p> <p>Decision on resources that will be used in each year group (also noted above)</p> <p>Ensure each year group have the resources agreed (also noted above)</p> <p>IMPACT:</p> <p>Due to having consistent access to helpful resources, children will be able to support their own accuracy in their writing.</p> <p>Due to having consistent access to helpful resources, children will have an increased confidence to 'have a go'.</p>	<p>Sian Rice Claire Cawley</p> <p>Hayley Craven Jen Dyson</p> <p>Hayley Craven Jen Dyson</p>	<p>End of autumn 1</p> <p>End of Autumn 1</p> <p>End of Autumn 1</p>	<p>N/A</p>	<p>Time</p>

<p>ACTION: To ensure focus of each writing unit is clear and there is a clear understanding on what is trying to be achieved, how and why.</p> <p>HOW:</p> <p>Resend list of texts being used in each year group – ensure teachers know to inform of any changes</p> <p>Encourage use of BAME books, including the books already written into lists of texts.</p> <p>Resend progression document to teachers to ensure all are aware of the expectations of their year group and prior learning.</p> <p>Ensuring each unit has clear writing outcomes</p> <p>Ensuring each piece of extended writing has been built up to in careful sequences.</p> <p>IMPACT: Careful sequencing will mean that children will have access to learning in an order that supports strong progress in their writing.</p> <p>Everyone clear on main focus of each unit will support strong progress.</p>	<p>Sian Rice Claire Cawley</p> <p>Sian Rice Claire Cawley</p> <p>Sian Rice Claire Cawley</p> <p>Sian Rice Claire Cawley Deborah Howard</p> <p>Sian Rice Claire Cawley Deborah Howard</p>	<p>End of Autumn 1</p> <p>End of Autumn 1</p> <p>End of Autumn 2</p> <p>Throughout the year</p> <p>Throughout the year</p>	<p>Staff meetng</p>	<p>Time</p>
<p>ACTION: To develop effective proof reading across school</p> <p>HOW:</p> <p>To work with writer of no-nonsense spelling programme and specialist within Babcock education on progression of proof reading across school</p>	<p>Sian Rice Claire Cawley Deborah Howard Kat Rowe</p>	<p>Autumn 2</p>	<p>Working with specialist; Follow up staff meeting</p>	<p>Cost of specialist</p>

<p>Proofreading progression document finalized</p> <p>Proof reading progression document shared with staff</p> <p>Staff training led by specialist on proof reading progression that has been tailored for our school.</p> <p>IMPACT: Children will be supported in a clearly progressive way to proof read, and therefore improve, their writing.</p>	<p>Sian Rice Claire Cawley</p> <p>Sian Rice Claire Cawley</p> <p>Deborah Howard</p>	<p>Spring 1</p> <p>Spring 1</p> <p>Spring 1</p>		
<p>ACTION: Ensure teaching of handwriting is consistent across school with high expectations throughout all lessons</p> <p>HOW:</p> <p>INSET time to share Penpals expectations with all teaching staff.</p> <p>Audit of resources and order of needed items</p> <p>Handwriting scrutiny and pupil voice.</p> <p>Support and actions as / if needed</p> <p>SLT drop in – handwriting books / pupil voice</p> <p>Follow up if needed</p> <p>Complete handwriting expectations document and share with staff.</p>	<p>Deborah Howard</p> <p>Deborah Howard</p> <p>Jen Dyson</p> <p>Jen Dyson</p> <p>Deborah Howard</p> <p>Deborah Howard</p> <p>Jen Dyson</p>	<p>Autumn 1</p> <p>Autumn 1</p> <p>Autumn 2, Spring 2</p> <p>Autumn 2, Spring 2</p> <p>Autumn 2</p> <p>Autumn 2</p> <p>Autumn 2</p>	<p>Training for DH</p> <p>Full staff INSET training (internal)</p>	<p>Time</p>

<p>IMPACT: Handwriting books show lessons taking place consistently and schemes being followed. This will then lead to increased progress in writing due to consistency in handwriting in their workbooks.</p>				
<p>ACTION: Ensure teaching of spelling is consistent across school.</p> <p>HOW:</p> <p>External staff training on Babcock No Nonsense with all teaching staff.</p> <p>Spelling and handwriting scrutiny and pupil voice.</p> <p>Support and actions as / if needed</p> <p>Shared books during phase meetings</p> <p>Feedback to full SLT</p> <p>SLT drop ins – spelling journals and pupil voice</p> <p>IMPACT: Spelling and handwriting journals show lessons taking place consistently and schemes being followed. This will lead to increased progress in writing due to an improved accuracy in spelling.</p>	<p>Deborah Howard</p> <p>Jen Dyson</p> <p>Jen Dyson</p> <p>Phase Leads</p> <p>Phase Leads</p> <p>Deborah Howard</p>	<p>Autumn 1</p> <p>Autumn 2, Spring 2</p> <p>Autumn 2, Spring 2</p> <p>Autumn 1</p> <p>Autumn 1</p> <p>Autumn 1</p>	<p>External training Sept 2021</p>	<p>Time External training costs</p>
<p>ACTION: To promote the use of Spelling Shed across school.</p> <p>HOW: Introduce Spelling Shed certificates of other reward based on progress on the website.</p> <p>To run a whole school Spelling Bee across the year (with some taking place on Spelling Shed)</p> <p>IMPACT: More engagement in school and at home on Spelling Shed to contribute to accelerated progress in writing.</p>	<p>Jen Dyson</p> <p>Jen D</p>	<p>Autumn 2 onwards</p> <p>Spring 1 onwards</p>		<p>Prizes for Spelling Bee winners</p> <p>Time</p>
<p>ACTION: To develop an effective policy on identifying and marking spellings within writing.</p>			<p>External training</p>	<p>Cost of external training</p>

HOW: Links with proof-reading work above.	See above	See above		
External staff training on identifying and marking spelling within writing	Deborah Howard	Spring 1		
Agreed expectations written into Teaching and Learning Policy	Kat Rowe	Spring 2		
Agreed expectations written into Feedback Policy	Kat Rowe	Spring 2		
Agreed expectations included in any relevant Expectations Documents	Deborah Howard	By Summer 2		
Principles applied in lessons across school	Deborah Howard	Spring 1 onwards		
Checker within SLT drop in	Deborah Howard	End of Spring 2		
Follow up as needed	Deborah Howard	End of Spring 2		
IMPACT: Children can use marking to actively support their progress in spelling. Progress in spelling is being seen.				

Monitoring

Who	What	Where	When	How	External Validation
Kat Rowe Deborah Howard	Completed actions and impact	School	WB 8 th November WB 14 th March WB 27 th June	Meetings, virtual meetings or collation of information via email	Shared with Governing Body Shared with QA

Impact: Evaluation *Have the intended outcomes been achieved? What are the key strengths and development points?*

MILESTONES	EVIDENCE OF IMPACT FROM MONITORING
By the end of Autumn 2, staff will be applying the No Nonsense and Penpals training and there will be a consistency in approach across school.	

By the end of Autumn 2, there will be a consistency in access across year groups as to resources that are readily available to the children.

By the end of Spring 2, staff will be aware of a progressive approach to proof reading and starting to apply this. They will be aware of effective ways to identify spellings whilst marking and starting to apply this.

By the end of Spring 2, we will have chosen our systematic phonics scheme and we will be ready to begin implementation.

By the end of Summer 2, all unit plans will have a cover sheet which focuses intent of the unit and is clear on prior learning. There will be evidence of children writing with a clearer purpose.

By the end of Summer 2, the phonics scheme will be in place and there will be consistency applied. All staff across school will continue to use the language of phonics within their teaching.

By the end of Summer 2, spelling and handwriting will have been taught consistently for the full year.

By the end of Summer 2, staff will consistently be applying the progressive proof-reading approach in their lessons and identification of spellings will be consistent across.

END OF YEAR EVALUATION	NEXT STEPS

Achieving Success 2021/22
Priority 2 – Use of manipulatives in maths

Co-ordinator: Deborah Howard	Year 2021/22	Cost of plan: £2500 (not including release time)		
Action(for each action include briefly 'how' and what the intended impact on the provision will be)	Lead person accountable for the action	Time Scale Start and End dates (W/C)	CPD	Resources/Costs/Time
<p>ACTION: To develop use of manipulatives in maths across lessons.</p> <p>HOW: List devised of non negotiable maths manipulatives for each key stage</p> <p>Organised maths cupboards to allow for maths equipment to be kept centrally and manipulatives to be kept in classrooms</p> <p>Introductory staff meeting and time to set up manipulatives in classrooms</p> <p>Resource as needed to ensure appropriate set out in each classroom</p> <p>White Rose external training - specifically on use of manipulatives</p> <p>Use of White Rose videos to further support specific use of manipulatives</p> <p>SLT drop ins to include feedback from children</p> <p>Half termly learning walks to include maths observations at points</p>	<p>Natalie Gomez Sophie Roberts</p> <p>Natalie Gomez Sophie Roberts</p> <p>Deborah Howard Natalie Gomez Sophie Roberts</p> <p>Natalie Gomez</p> <p>Deborah Howard</p> <p>Deborah Howard</p> <p>Deborah Howard</p> <p>Deborah Howard Richard Farrow</p>	<p>Autumn 1</p> <p>Autumn 1</p> <p>Autumn 1</p> <p>Autumn 1</p> <p>Autumn 1</p> <p>Autumn 2</p> <p>Autumn 2, summer 2</p> <p>Through year</p>	<p>White Rose seminars</p> <p>Disseminated in staff meetings</p> <p>White Rose external training – whole staff</p>	<p>Cost of training Cost of manipulatives</p>

<p>Focused feedback to staff and tailored support in place as needed</p> <p>Go-to guide for Upper Key Stage 2 teachers on how to incorporate manipulatives into their teaching and which resources in particular are beneficial to certain topics.</p> <p>IMPACT: By accessing manipulatives, children will build deeper understanding and connections within their mathematical learning. Good progress in mathematics will be seen.</p>		<p>Deborah Howard Natalie Gomez Sophie Roberts</p> <p>Nic Leaver</p>	<p>Across the year</p> <p>By Spring 1</p>		
Monitoring					
Who	What	Where	When	How	External Validation
Kat Rowe Deborah Howard	Completed actions and impact	School	WB 8 th November WB 14 th March WB 27 th June	Meetings, virtual meetings or collation of information via email	Shared with Governing Body Shared with QA
Impact: Evaluation <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>					
MILESTONES			EVIDENCE OF IMPACT FROM MONITORING		
By Autumn 2, staff will have received external training to develop their understanding of using manipulatives within lessons to support deeper mathematical understanding. Staff will be trying out using manipulatives within lessons.					

By Summer 2, staff will have an increased confidence in using manipulatives within lesson and it will be starting to become natural within our practice.	
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END OF YEAR EVALUATION	NEXT STEPS

Achieving Success 2021/22 Priority 3 – Deepened Subject Lead knowledge				
Co-ordinator: Kat Rowe	Year 2021/22	Cost of plan: Specialist teacher x2 pms a week Cost of external training currently unknown (Cluster fee and release time not included in costing)		
Action(for each action include briefly 'how' and what the intended impact on the provision will be)	Lead person accountable for the action	Time Scale Start and End dates (W/C)	CPD	Resources/Costs/Time
ACTION: Development of each subject lead's knowledge of their curriculum area in EYFS (with the EYFS reforms) and how these building blocks are built on as the children move through school. HOW: Work with subject leads individually, demonstrating which area of learning their subjects relate to and objectives achieved using supporting documents. One page profile page for curriculum leads linked to each area of learning of learning and what is covered in EYFS.	Laura Tracanna Natalie Turton Laura Tracanna Natalie Turton	Autumn onwards Autumn onwards	Time with EYFS staff	Time

<p>Meet with subject leaders and demonstrate what is covered in each of their subjects in both Nursery and Reception along with new ELG.</p> <p>Subject leads to write into their progression documents</p> <p>Subject leads to use Tapestry, Floor Books and discussions with children and staff as part of their whole school scrutinies</p> <p>Floor books to be shared with subject leads every half term</p> <p>Curriculum Lead and Headteacher work with subject leaders to ensure that they know the next steps for their subject and have the resources they need.</p> <p>IMPACT: Subject leads will develop a confidence in understanding their subjects from nursery, in line with the EYFS reforms.</p> <p>Subject leads will ensure progression from nursery to Year 6 is planned and in place.</p> <p>Subject leads will be clear on next steps for their curriculum understanding and development.</p>	<p>Laura Tracanna Natalie Turton</p> <p>Subject leads Deborah Howard</p> <p>Subject leads Deborah Howard</p> <p>Laura Tracanna Natalie Turton</p> <p>Kat Rowe Deborah Howard</p>	<p>Autumn onwards</p> <p>Autumn 2 onwards</p> <p>Autumn 2 onwards</p> <p>From end of Autumn 2</p> <p>From Autumn 1</p>		
<p>ACTION: To develop the science and foundation subject curriculum for our most complex SEND children.</p> <p>HOW:</p> <p>SEND TA to access relevant out of year unit plans for current agreed subjects of science, geography, history, science - teachers do not need to provide planning and TA will deliver this work in the classroom with a teacher present</p>	<p>Kym Harman</p>	<p>Autumn 1</p>	<p>Time with relevant staff – gaining information from each other’s specialist areas</p>	<p>Time</p>

SEND TA to deliver unit plans in current SEND Model area and record using either books or seesaw	Kym Harman	Autumn 1		
Any trips to local library to support relevant subject areas must be covered by a teacher risk assessment and appropriate ratio in place, as per normal school procedure	Kym Harman Helen Woolf	Autumn 2 onwards		
SEND TA to review all work and provide verbal / written feedback to children - various means of recording can be used ie books / seesaw	Kym Harman	Autumn 1 onwards		
Inclusion Lead to observe SEND TA deliver foundation subject on a termly basis and provide both written and verbal feedback	Sam Barrett	Autumn 2, spring 2, summer 2		
Inclusion Lead to provide additional resourcing / advice from First Response pack to support a multi-sensory approach to teaching and learning	Sam Barrett	Throughout year		
SEND TA to collect termly pupil voice regarding science and foundation subjects, supported by Inclusion Lead	Kym Harman Sam Barrett	Autumn 2, spring 2, summer 2		
SENDCO to ensure all relevant teaching staff are aware of agreed responsibilities	Helen Woolf	Autumn 1		
SENDCO to ensure all relevant staff are aware of location of SEND Model in pm sessions	Helen Woolf	Autumn 1		
SENDCO to produce expectations document for SEND Model and science and foundation subjects	Helen Woolf	Autumn 1		
Relevant class teacher to be responsible for reviewing, overseeing science and Foundation Subject progress for their pupils throughout the academic year - this includes regularly reviewing books and providing any necessary feedback to TA	Helen Woolf	Autumn 1		
SENDCO to meet with relevant SEND TA and teachers to assess current access to remaining foundation stage subjects ie Art, Design and Technology, Music, PE, Computing, PSHE, Spanish	Helen Woolf	Autumn 2		

<p>SENDCO to plot where gaps exist in terms of accessing the foundation subject at an appropriate level</p> <p>SENDCO to provide subject leads, curriculum lead and headteacher with copy of grid detailing gaps / current offer so that next steps can be decided</p> <p>SENDCO to offer support to curriculum lead and subject leads with regards to appropriate provision / differentiation being in place for this group of high need children in terms of accessing foundation subjects</p> <p>IMPACT: Our curriculum offer for our most complex SEND children will be fully tailored and personalised and therefore fully accessible to the children, supporting them to know more and remember more in all subject areas.</p>	<p>Helen Woolf</p> <p>Helen Woolf</p> <p>Helen Woolf</p>	<p>Autumn 2</p> <p>Autumn 2</p> <p>Throughout the year</p>		
<p>ACTION: To ensure all unit plans have appropriate differentiation ideas embedded within them for our SEND children who need this to fully access the subjects.</p> <p>HOW:</p> <p><i>Work on this to start with the subjects with unit plans: history, geography, science, D+T.</i></p> <p><i>Next step will be RE plans</i></p> <p><i>From here it will be work on art, PE, Spanish, Computing, Music.</i></p> <p>Curriculum Lead to liaise with the SEND team/subject leaders/teachers in deepening subject knowledge across the curriculum for SEND children and adapting units to suit them.</p>	<p>Kat Rowe</p>	<p>Throughout the year</p>	<p>Working together – sharing ideas and thoughts</p>	<p>Time</p>

<p>Time for each subject lead to look at their unit plans and work with SEND team, Curriculum Lead and teachers to add appropriate ideas per lesson to differentiate.</p> <p>Unit plans to have differentiation ideas per lesson that support keeping key subject knowledge, with differentiation to support access to this learning. 'Key Differences' will be considered.</p> <p>Hyperlinks will be added to unit plans where appropriate.</p> <p>Once in place, teachers will review lesson by lesson with the key question: 'Was it too easy?'</p> <p>IMPACT: Our curriculum design will be clearer on differentiation for our SEND children who need this to access the learning fully.</p> <p>Our SEND children will have fuller access to the curriculum areas.</p>	<p>Kat Rowe Deborah Howard</p> <p>Kat Rowe Deborah Howard</p> <p>Kat Rowe Deborah Howard</p> <p>Kat Rowe Deborah Howard</p>	<p>Autumn 2 onwards</p> <p>By end of Spring 2</p> <p>By end of Spring 2</p> <p>To start from summer</p>		
<p>ACTION: To develop access to indoor PE for any wheelchair user</p> <p>HOW:</p> <p>Specialist provision contacted to source training.</p> <p>Training on access to gymnastics.</p> <p>Training on access to dance.</p> <p>Training disseminated to relevant staff.</p> <p>Implementation of training within gymnastics lessons.</p> <p>Implementation of training within dance lessons.</p>	<p>Luke McDonagh</p> <p>Luke McDonagh Cindy Skerritt</p> <p>Luke McDonagh Cindy Skerritt</p> <p>Luke McDonagh Cindy Skerritt</p> <p>Luke McDonagh Cindy Skerritt</p> <p>Luke McDonagh Cindy Skerritt</p>	<p>Autumn 1</p> <p>By Spring 1</p> <p>By Spring 1</p> <p>By Spring 1</p> <p>Spring 1 onwards</p> <p>Spring 1 onwards</p>	<p>External training</p>	<p>Cost of external training – currently unknown</p>

<p>Further contact with specialist provision for any extra advice or guidance needed.</p> <p>Links with physiotherapist</p> <p>IMPACT: Any wheelchair users will have a developed access to indoor PE sessions.</p>	<p>Luke McDonagh Cindy Skerritt</p> <p>Cindy Skerritt</p>	<p>Spring 1 onwards</p> <p>Autumn 1 onwards</p>		
<p>ACTION: To monitor the use of unit plans in Geography, History, Science and D+T and to oversee the development of new unit plans in RE.</p> <p>HOW: Regular book/Seesaw/Tapestry checks</p> <p>Check-ins with teachers to find out how well the unit plans are working in practice.</p> <p>Keeping up with external curriculum developments and updating our existing planning based on this if needed.</p> <p>Curriculum meetings with subject leads, prioritising next steps and working on amendments needed to unit plans following feedback.</p> <p>IMPACT: Children will have access to the school's designed curriculum, allowing them to know more and remember more.</p>	<p>Kat Rowe</p> <p>Kat Rowe</p> <p>Kat Rowe</p> <p>Kat Rowe Deborah Howard</p>	<p>Throughout year</p> <p>Throughout year</p> <p>Throughout year</p> <p>Autumn 1</p>	<p>Local History network - Chris Trevor sessions.</p> <p>Ofsted curriculum webinar</p> <p>MTSA conference.</p>	<p>Cost within Cluster fee</p>
<p>ACTION: To support the deepening of subject knowledge within Computing.</p> <p>HOW:</p> <p>To liaise with Elizabeth Woodville Primary school</p> <p>Organising generic and bespoke Computing CPD for all members of staff to ensure that they feel confident about the teaching of Computing.</p> <p>Investment in specialist Computer Science teacher – working alongside class teachers, developing subject knowledge.</p>	<p>Kat Rowe</p> <p>Kat Rowe</p> <p>Deborah Howard</p>	<p>Throughout year</p> <p>Throughout year</p> <p>From Autumn 1</p>	<p>CPD/Resources - Sarah Crowhurst at Elizabeth Woodville.</p>	<p>Cost of specialist teacher x2pms a week</p>

IMPACT: Teachers will have a developed subject knowledge allowing an improvement in the teaching and learning in this subject area.										
Monitoring										
Who		What		Where		When		How		External Validation
Kat Rowe Deborah Howard		Completed actions and impact		School		WB 8 th November WB 14 th March WB 27 th June		Meetings, virtual meetings or collation of information via email		Shared with Governing Body Shared with QA
Impact: Evaluation <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>										
MILESTONES						EVIDENCE OF IMPACT FROM MONITORING				
<p>By Spring 2, all subject leads will have had a chance to work with Early Years staff to gain an understanding of their subjects in the Early Years.</p> <p>By Summer 2, all subject leads will have progression documents and subject intent documents that accurately reflect the designed curriculum in their area from nursery to Year 6.</p> <p>By autumn 2, our most complex SEND children will have access to a personalised curriculum in all areas.</p> <p>By summer 2, all unit plans will have differentiation for SEND children that considers key difference written in.</p> <p>Indoor PE lessons will be accessed from the beginning of autumn 1. By Spring 2, there will be an increase in accessibility to indoor PE lessons.</p>										

By Summer 2, all unit plans will have been reviewed and tweaked as needed and will be being followed consistently.

By Summer 2, there will be an increased subject knowledge across staff in the area of Computing.

END OF YEAR EVALUATION	NEXT STEPS