

**Achieving Success**



Key priorities based upon analysis of data and evidence from monitoring

- To develop an effective response curriculum.
- To develop the curriculum further.

If we are successful in our plan, the achievement outcomes for pupils in July 2020 will be:

End of EYFS targets for 2020/21

To be added to following prediction meeting

End of KS1 targets for 2020/21

To be added to following prediction meeting

	<b>% reaching Expected Standard</b>	<b>% working at Greater Depth</b>
<b>Reading</b>		
<b>Writing</b>		
<b>Mathematics</b>		

End of KS2 targets for 2020/21

To be added to following prediction meeting

	<b>% reaching Expected Standard</b>	<b>% combined</b>	<b>% working at Greater Depth</b>
<b>Reading</b>			
<b>Writing</b>			
<b>Mathematics</b>			

Progress to outcomes will be checked half termly. Termly pupil progress meetings will also be in place, where the attainment and progress of all pupils including focus on attainment and progress of all groups will be checked and actions put in place as needed and reviewed.

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

**Achieving Success 2020/21**

- Priority 1 - To develop an effective response curriculum.**

<b>Co-ordinator: D.Howard and K. Rowe</b>		<b>Year 2020/21</b>	<b>Cost of plan:</b> Bug Club subscription Further Penpals resources as needed		
<b>Action(for each action include briefly 'how' and what the intended impact on the provision will be)</b>	<b>Lead person accountable for the action</b>	<b>Time Scale Start and End dates (W/C)</b>	<b>CPD</b>	<b>Resources/Costs/Time</b>	
<p><b>ACTION:</b> To review the behaviour policy.</p> <p><b>HOW:</b> Work with ambassadors. Gather pupil voice. Gather staff voice. Liaise with governors.</p> <p><b>IMPACT:</b> Standards of good behaviour will be maintained, including a balance of positives and sanctions which are adapted to suit the changed circumstances caused by Covid-19.</p>	D.Howard	Spring Autumn Autumn Termly	N/A	Time	
<p><b>ACTION:</b> To ensure that handwriting and spelling are taught consistently, 4 times a week.</p> <p><b>HOW:</b> Gather pupil voice. Gather staff voice. Carry out scrutinies (focusing on spelling journals and handwriting in a range of books rather than just English).</p> <p><b>IMPACT:</b> Handwriting and spelling will be a focus in school and children will progress in these areas across all subjects. Evidence of the NNS spelling scheme will be in spelling journals. Evidence of the Pen Pals scheme will be in handwriting books.</p>	Jen D	Spring Spring Spring	Staff meetings	Time Pen pals costs	

<p><b>ACTION:</b> To monitor the impact of White Rose and adapt its use where needed to fit the needs of the response curriculum.</p> <p><b>HOW:</b>          Introduce additional resources for gap filling (e.g. Maths Shed).          Ensure that staff are referring to the Maths progression document and any other useful response curriculum resources.          Carry out scrutinies of books and Seesaw/Tapestry.          Pupil voice.          Staff voice.</p> <p><b>IMPACT:</b> Gaps from last year's Maths curriculum will be plugged and children will make good progress.</p>	Sophie Natalie G Claire Laura T	Autumn Autumn  Spring Spring Spring	Staff meetings	Time
<p><b>ACTION:</b> To monitor standards in Reading and Writing, ensuring that a response curriculum is effectively delivered.</p> <p><b>HOW:</b>          Introduce Bug Club/Rising Stars, with training for teachers if needed.          Monitor the impact of planning resources such as CLPE and Literacy Shed.          Carry out scrutinies of books and Seesaw/Tapestry.          Pupil voice.          Staff voice.          Monitor the impact of the whole school reading policy and amend this if needed.          Ensure that there is a focus on reading for pleasure.          Provide CPD on the impact that the use of ipads/sharing children's work on social media can have on writing quality.</p> <p><b>IMPACT:</b> Gaps from last years Reading/Writing curriculum will be plugged and children will make good progress.</p>	Richard Kat Laura T	Autumn Autumn  Spring Spring Spring Spring  Autumn Spring	Staff meetings	Time Bug Club costs
<p><b>ACTION:</b> To support children with high-level needs to settle back into school effectively.</p> <p><b>HOW:</b></p>	Sam C		Support from Sam for staff	Time

Pupil voice Staff voice Provide children will a safe space and someone to talk to. Offer class teachers strategies to support high-level children with the transition back into the classroom.  <b>IMPACT:</b> Children will be happy and settled in class.		Spring Spring Autumn Autumn		
--	--	--------------------------------------	--	--

**Monitoring**

Who	What	Where	When	How	External Validation
Deborah Howard	Completed actions and impact	School	WB 9 <sup>th</sup> November WB 15 <sup>th</sup> March WB 28 <sup>th</sup> 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?*

SUCCESS CRITERIA	MILESTONES	EVIDENCE OF IMPACT FROM MONITORING
<p>Standards of good behaviour will be maintained, including a balance of positives and sanctions which are adapted to suit the changed circumstances caused by Covid-19.</p> <p>Handwriting and spelling will be a focus in school and children will progress in these areas across all subjects. Evidence of the NNS spelling scheme will be</p>	<p>By autumn 2, the behaviour system in place with adaptations for Covid-19, will be talked about as effective by both pupils and teachers. Behaviour reports will show this / its impact.</p> <p>By spring 2, the ambassadors will have done further work to enhance our behaviour policy, ensuring it has maximum positive impact.</p> <p>By the end of autumn 1, it will be clear all classes are accessing NNS spelling scheme and journals will be being used.</p> <p>By end of autumn 1, it will be</p>	

<p>in spelling journals. Evidence of the Pen Pals scheme will be in handwriting books.</p> <p>Gaps from last year's Maths curriculum will be plugged and children will make good progress.</p> <p>Gaps from last years Reading/Writing curriculum will be plugged and children will make good progress.</p> <p>Children will be happy and settled in class.</p>	<p>clear all classes are working through the Penpals scheme four times a week.</p> <p>By summer 2, the impact of the spelling and handwriting work will be clear from other books.</p> <p>By the end of autumn 1, all teachers will be implementing appropriate variations to White Rose where needed to support gap plugging.</p> <p>By summer, progress in mathematics will be clear.</p> <p>By autumn, Bug Club will be implemented and in use across school.</p> <p>By summer, progress in reading and writing will be clear.</p> <p>By autumn 1, the majority of children will be feeling settled across school in class, however feeling clear of pathways and who to talk to if they are not feeling this way.</p>	
---	---	--

<b>END OF YEAR EVALUATION</b>	<b>NEXT STEPS</b>

**Achieving Success 2020/21**

- Priority 2 - To develop the curriculum further.**

<b>Co-ordinator: D.Howard and K.Rowe</b>	<b>Year 2020/21</b>	<b>Cost of plan:</b> Cost of books Cost of external training for new EYFS curriculum		
<b>Action(for each action include briefly 'how' and what the intended impact on the provision will be)</b>	<b>Lead person accountable for the action</b>	<b>Time Scale Start and End dates (W/C)</b>	<b>CPD</b>	<b>Resources/Costs/Time</b>
<p><b>ACTION:</b> To ensure that apps and websites and resources such as Loom are used effectively (in class and/or remotely).</p> <p><b>HOW:</b> Provide staff training on a range of apps, websites and remote learning resources. Access support from Elizabeth Woodville Primary School. Monitor the use of Seesaw for remote learning. Provide individuals with CPD when needed. Pupil voice. Staff voice. Parent voice.</p> <p><b>IMPACT:</b> Ipads will be used regularly in class to support learning (particularly in writing) and this will accelerate children's progress. Those working from home will remain engaged in remote learning and parent feedback will be positive.</p>	K.Rowe	Autumn  Autumn Autumn Autumn Spring Spring Spring	Staff meetings	Time
<p><b>ACTION:</b> To ensure that the new curriculum plans for History, Geography, Science and DT are effective.</p> <p><b>HOW:</b> Support teachers who are adapting the plans to fit with the response curriculum. Ensure that relevant resources are available (particularly for DT and Science). Amend plans based on teacher feedback/updates to the curriculum.</p>	Kat Andy (Science)	Autumn  Autumn  Spring	Staff meetings	Time

<p>Pupil voice. Staff voice.</p> <p><b>IMPACT:</b> Teachers feel further confidence teaching these subjects. Subject knowledge is secure. The curriculum is matching the children's needs and therefore progress is being made.</p>		<p>Summer Summer</p>		
<p><b>ACTION:</b> To increase BAME representation within the curriculum.</p> <p><b>HOW:</b> Provide a list of suggested books. Ensure that the BAME aspect of British history is included in teaching. When covering significant individuals in key subject areas or assemblies, include BAME figures. Explore resources like the Black Curriculum website and adapt to suit our curriculum where possible.</p> <p><b>IMPACT:</b> There would be an increase in BAME books (linked to English, History, class novels, etc) and BAME representation across the curriculum.</p>	<p>Kat Claire C</p>	<p>Autumn Autumn Spring  Summer</p>	<p>Staff meetings.</p>	<p>Time</p>
<p><b>ACTION:</b> To ensure that the EYFS curriculum has been fully updated in line with the new curriculum.</p> <p><b>HOW:</b> Complete the curriculum map for the year in line with the changes suggested by Adrian Guy. Monitor the impact of these changes and make amendments if needed. Pupil voice. Staff voice. New EYFS curriculum to be fully researched and staff ready for implementation</p> <p><b>IMPACT:</b> The EYFS curriculum would be streamlined and focused on the relevant objectives. There would be clear progression between objectives covered in EYFS and KS1.</p>	<p>Laura T Kat</p>	<p>Autumn  Spring  Summer Spring Summer</p>	<p>Staff meetings.</p>	<p>Time Access to external training for new EYFS curriculum</p>

<b>Monitoring</b>					
<b>Who</b>	<b>What</b>	<b>Where</b>	<b>When</b>	<b>How</b>	<b>External Validation</b>
Deborah Howard	Completed actions and impact	School	WB 9 <sup>th</sup> November WB 15 <sup>th</sup> March WB 28 <sup>th</sup> June	Meetings, virtual meetings or collation of information via email	Shared with Governing Body  Shared with QA
<b>Impact: Evaluation</b> <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>					
<b>SUCCESS CRITERIA</b>	<b>MILESTONES</b>	<b>EVIDENCE OF IMPACT FROM MONITORING</b>			
<p>Ipads will be used regularly in class to support learning (particularly in writing) and this will accelerate children's progress. Those working from home will remain engaged in remote learning and parent feedback will be positive.</p> <p>Teachers feel further confidence teaching these subjects. Subject knowledge is secure. The curriculum is matching the children's needs and therefore progress is being made.</p> <p>There would be an increase in BAME books (linked to</p>	<p>By autumn, iPads continue to be used in classes effectively .</p> <p>By autumn, any tweaks to home learning will have happened to ensure maximum engagement.</p> <p>By spring and summer, further adaptations as needed will be in place (responding to current needs).</p> <p>By summer, staff will have effectively used the unit plans (adapting where needed in line with response curriculum).</p> <p>By summer, staff will all be clear on use of the unit plans in order to build on effective teaching sequences from September 2021.</p> <p>By summer, there will be increased access across school to</p>				

<p>English, History, class novels, etc) and BAME representation across the curriculum.</p> <p>The EYFS curriculum would be streamlined and focused on the relevant objectives. There would be clear progression between objectives covered in EYFS and KS1.</p>	<p>BAME books and increased BAME representation across the curriculum.</p> <p>By autumn, the changes in curriculum mapping for this academic year will be in place.</p> <p>By summer, all EYFS staff will be clear on the new curriculum and be in a position to implement effectively from September 2021.</p>	
---	---	--

<b>END OF YEAR EVALUATION</b>	<b>NEXT STEPS</b>