

## Writing:

Revisit and revise curriculum design for writing.

Ensure cross-curricular writing is fully embedded effectively into the writing curriculum.

Reflection on our handwriting and spelling schemes, impact and any changes needed.

Continued moderation opportunities.

	Lead person	Time Scale	Supported by	CPD and/or briefing	Resources / Cost / Time
<b>Action: Revisit and revise curriculum design for writing.</b>  <b>How:</b> Presentation to SLT regarding current position	L.Williams	12.9.23	Writing team		Time allocated to meetings and research.  <b>Overall cost: £800 (ahead of training cost – dependent on</b>



Alignment with school's aspiration for the writing curriculum with other approaches.	L.Williams	(end point 1.12.23) 1.12.23	Writing team		
Update on thoughts of next steps to SLT.	L.Williams	5.12.23	Writing team		
Staff voice has already been taken extensively in reflection ahead of step 1. Update on thoughts of next steps to teaching staff.	L. Williams	10.1.23	Writing team		
Decision on change to curriculum design agreed.	L. Williams		Writing team D. Wealleans		
Training process to begin (to be detailed at a later point dependent on choice)	L. Williams D. Wealleans	31.1.23 From 1.2.23	Writing team	CPD – TBC once approach is agreed	Cost TBC once approach is agreed
<b>Impact:</b> Curriculum choice will fully reflect school's aspiration for the writing from Nursery to Year 6. Curriculum design will fully match school's chosen pedagogy.					



Investigation into potential approaches. Cross-curricular writing to be part of this investigation.	L.Williams	Through autumn term 2 (end point 1.12.23)	Writing team		
Alignment with school's aspiration for the writing curriculum with other approaches. Cross-curricular writing to be part of these conversations.	L.Williams	1.12.23	Writing team		
Update on thoughts of next steps to SLT. Cross-curricular writing to be part of these conversations.	L.Williams	5.12.23	Writing team		
Staff voice has already been taken extensively in reflection ahead of step 1. Update on thoughts of next steps to teaching staff. Cross-curricular writing to be part of these conversations.	L. Williams	10.1.23	Writing team		
Decision on change to curriculum design agreed. Cross-curricular writing to be part of this agreement.	L. Williams	31.1.23	Writing team D. Wealleans		

<p><b>Action: Consistency in approach of Shared Writing and Guided Writing.</b></p> <p><b>How:</b> Staff meeting to agree shared expectations of a shared write</p> <p>Staff meeting to model shared writing</p> <p>Teaching and Learning drop ins looking at shared writing across school.</p> <p>Peer observations of shared writing</p> <p>Support where shared writing practice is less strong.</p>	C.Cawley	By 20.12.23	Writing team	Staff meeting	Time allocated to staff meetings.
	C.Cawley	By 15.1.23	Writing team	CPD: staff meeting	Release of writing team
	C.Cawley	Through spring term 1	Writing team D.Howard		<b>Overall specific cost: £3500</b>
	C.Cawley	Through spring term 2	Writing team	CPD – sharing practice	Release: £500
	C.Cawley: KS2 L.Eldridge: KS1 K.Ben Halima: EYFS	Through spring term.	Writing team	CPD – tailored support	Release: £500

Staff meeting to agree shared expectations of a guided write	C.Cawley	By 20.2.23	Writing team	Staff meeting	
Staff meeting to model guided writing	C.Cawley	By 15.3.23	Writing team	Staff meeting: CPD	Release: £500
Teaching and Learning drop ins looking at guided writing across school.	C.Cawley	Through spring term 2	Writing team D.Howard		Release: £500
Peer observations of guided writing	C.Cawley	Through summer term 1	Writing team	CPD: sharing practice	Release: £500
Support where shared writing practice is less strong.	C.Cawley: KS2 L.Eldridge: KS1 K.Ben Halima: EYFS	Through spring term 2 and summer term 1	Writing team	CPD: tailored support	Release: £500
<b>Impact:</b> Shared writing is led consistently across school, ensuring the teaching of the writing process is clear in approach by all staff.					

<p>Guided writing is consistently in place in lessons at the agreed parts of the unit and the approach is clear for all staff.</p> <p>All staff understand pedagogical choices for this approach.</p> <p><i>This will lead to impact on writing progress – however it would be superficial to add this as impact at this stage.</i></p>					
<p><b>Action: Reflection on our handwriting and spelling schemes, impact and any changes needed.</b></p> <p><b>How:</b></p> <p>Appoint additional spelling leads.</p> <p>Ensure consistent use of Sir Linkalot across school due to this providing a different approach which can effectively support core curriculum design:</p> <p>Check in with phase leads on consistency and any follow up needed</p> <p>Expectations set</p>	<p>D.Howard</p> <p>M.Harley</p>	<p>1.10.23</p> <p>8.11.23</p> <p>8.11.23</p>	<p>D.Wealleans</p> <p>Phase Leads</p>		<p>Time allocated to research and update briefings</p> <p><b>Specific cost TBC dependent on trainings</b></p>



Re-follow up		1.12.23			
Spelling lead to research key reasons spelling impacting on spelling in school, despite consistent teaching.	M.Harley	By 31.1.24	D.Wealleans		
Feedback to SLT and full writing team.	M.Harley	By 20.2.24	SLT		
Spelling lead to research other available options – comparing to our current curriculum design. Present to SLT and full writing team.	M.Harley	By 30.4.24	D.Wealleans		
Spelling lead to access in depth information on ELS spelling (due to successful implementation of ELS phonics). Done as part of researching other options.	M.Harley	By 30.4.24	D.Wealleans		
Reflection. Do any of these options address key reasons spelling remains an issue in school despite consistent teaching?	M.Harley	By 30.4.24	D.Wealleans		
Feedback findings to SLT and consider next steps.	M.Harley	By 30.4.24	SLT		
Decision made for any change, addition, adaptation or refinement.	M.Harley	By 30.5.24	SLT		

Embark on training etc (to be considered once approach is decided upon)  (staff training on any changes likely to be in Sept INSET 2024)	M.Harley	Completion by 31.7.24	D.Wealleans	CPD – dependent on next steps	Cost TBC
Appoint additional handwriting lead					
Discuss with teachers any concerns regarding current scheme	D.Howard	1.10.23	D. Wealleans		
Reflect on handwriting across school and impact of current scheme	J.Dyson	By 20.2.24	Phase Leads		
Research into any possible adaptations, additions or changes.	J.Dyson	By 20.3.24	D. Wealleans		
Presentation to SLT on reflections and any advised next steps	J.Dyson	By 20.4.24	D. Wealleans		
Decision made for any change, addition, adaptation or refinement.	J.Dyson	By 20.4.24	SLT		

<p>Embark on training etc (to be considered once approach is decided upon)</p> <p>(staff training on any changes likely to be in Sept INSET 2024)</p> <p><b>Impact:</b> SLT and full writing team are equipped to reflect on current position and options which could support progress.</p>	J.Dyson	By 20.5.24	SLT		
	J.Dyson	Completion by 31.7.24	D. Wealleans	CPD – dependent on next steps	Cost TBC
<p><b>Action: Continued moderation opportunities.</b></p> <p><b>How:</b> Introduction of assessment grids provided in external moderation in 22-23. Practice in line with TAFs to be considered and approach introduced, which also balances workload.</p>	<p>L. Williams: KS2 L.Eldridge: KS1 K. Ben Halima: Reception</p>	By 20.12.23	Writing team Phase Leads	Briefing	<p>Time allocated to moderation.</p> <p><b>Release for cluster moderation: £500</b></p>

Moderation opportunities written into annual calendar (via Spotlight meeting time).	L. Williams	Opportunities by next to last week of each term	D. Wealleans Phase Leads	CPD: sharing of practice	£500 (release)
Staff to use Oswald Road exemplars worked on, annotated and agreed with external moderator in 22-23 (in additional to national exemplification materials)	L. Williams: KS2 L.Eldridge: KS1 K. Ben Halima: Reception	Use during each assessment window	Writing team Phase Leads		
Practice in place of ranking books, as per Year 6 moderation practice.	L. Williams	By 10.7.23	Writing team Phase Leads		
Cross-school moderation in place as per normal school practice.	L. Williams	By 10.7.23	Writing team Phase Leads	CPD: sharing of practice	
Cross-year group moderation in place as per normal school practice – using Oswald Road exemplars and national exemplification materials.	L. Williams L. Eldridge K. Ben Halima	By 10.7.23	Writing team Phase Leads	CPD: sharing of practice	
Access to cluster moderation meetings.	Phase Leads	By 1.6.23	D. Wealleans	CPD: sharing of practice	

<b>Impact:</b> Staff continue to have opportunities to moderate with year group partners and colleagues across school, in addition to cross-school and cluster moderation. Impact leading to continued confidence in accurate assessment.					
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Monitoring					
Who	What	Where	When	How	External Validation
Teaching and Learning Committee	Refinements to curriculum	Online	14.11.23 22.1.24 29.4.24	Discussions Documents shared	Governing Body
Teaching and Learning committee	Writing outcomes	Online	29.4.24 16.7.24	Data shared and discussed	Governing Body
Teaching and Learning committee member	Invited to moderation meetings	In school	Summer term	In school visit	Governing Body
<b>Impact: Evaluation</b> <i>Have the intended outcomes been achieved? What are the key strengths and development points? Evidence of impact from monitoring</i>					

END OF YEAR EVALUATION	NEXT STEPS

Maths, Science and Foundation subjects' assessment:

Area for Improvement from OFSTED ungraded inspection: September 2023

In some subjects, teachers' checks on learning do not cover the precise content that has been taught. This prevents them from identifying accurately, and building on, what pupils know and remember. The school should ensure that assessment strategies are more precise so that teachers can build more effectively on pupils' prior learning and, in turn, help pupils to know and remember more.

**Two-year target**

	Lead person	Time Scale	Supported by	CPD and/or briefing	Resources / Cost / Time
<b>Action:</b> <i>Area for Improvement from OFSTED ungraded inspection: September 2023</i>  <i>In some subjects, teachers' checks on learning do not cover the precise content that has been taught. This prevents them from identifying accurately, and building on, what pupils know and remember. The school should ensure that assessment</i>					Release for subject leads and cost of consultant  <b>Not costed below as release is approximate:</b>

<p><i>strategies are more precise so that teachers can build more effectively on pupils' prior learning and, in turn, help pupils to know and remember more.</i></p> <p><b>Two-year target</b></p> <p><b>How:</b></p> <p>Decide on subjects to start this process this academic year.</p> <p>Briefing with D. Wealleans and D.Howard and subject leads</p> <p>Subject leads to consider essential knowledge unit by unit.</p> <p>Subject leads to meet with external consultant to work on essential knowledge within their designed curriculum (not maths leads).</p> <p>Subject lead(s) to share work with D. Wealleans, being challenged on rationale behind decisions on essential knowledge.</p>	<p>D.Howard</p> <p>D.Howard</p> <p>Subject Leads</p> <p>Subject Leads</p>	<p>20.10.23</p> <p>15.11.23</p> <p>Start process from 15.11.23</p> <p>Completion by 20.5.24</p> <p>By 15.12.23</p>	<p>D.Wealleans</p> <p>D.Wealleans</p> <p>D.Wealleans D.Howard</p> <p>D.Wealleans</p>	<p>CPD: working with consultant</p>	<p><b>£2500</b></p> <p><b>Consultant input: £1000</b></p> <p><b>Total: £3500</b></p>
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Subject lead(s) to brief staff on work to this point.	D.Wealleans	By 20.5.24	Subject Leads		
Briefing with subject leads to consider how assessment can accurately capture the children's grasp of the essential knowledge and be used effectively by teachers.	Subject Lead	By 20.5.24	D. Wealleans	Staff CPD	
	D.Howard	By 31.1.24	Subject Leads		
Subject lead(s) to design approach in their subject to check ins on precise content that has been taught and how the outcomes will be used to shape learning.	Subject leads	Completion by 20.5.24	D.Howard		
Subject lead(s) to share work with an external consultant – leading to any further refinements.	Subject leads	Completion by 20.5.24	D.Wealleans	CPD: working with consultant	
Subject lead(s) to share final work with D. Wealleans and D.Howard, being challenged on rationale behind approach.					
Subject leads to share work with staff, ready for implementation for September 2024.	D.Wealleans	By 20.6.24	Subject Leads D.Howard		
	Subject leads	By 31.7.24	D.Wealleans D.Howard	Staff CPD	
<b>Impact:</b>					
In the chosen subjects, essential knowledge will be documented clearly. All					

<p>teaching staff will be aware of essential knowledge of each unit.</p> <p>In chosen subjects, assessments will be precise so teachers are in a position to build more effectively on learning.</p> <p>Longer term impact will be that children will know and remember more.</p>					
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Monitoring					
Who	What	Where	When	How	External Validation
Teaching and Learning Committee	Updates on mapping of essential knowledge	Online	14.11.23 22.1.24 29.4.24	Discussions Documents shared	Governing Body
Teaching and Learning committee	Updates on approach to assessment linked to essential knowledge	Online	29.4.24 16.7.24	Discussions Documents shared	Governing Body
Teaching and Learning committee member	Invited to meet with subject lead(s) to	In school		In school visit	Governing Body

	discuss approach in more detail		Meeting in Spring and Summer (not definite date yet)		
<b>Impact: Evaluation</b> <i>Have the intended outcomes been achieved? What are the key strengths and development points? Evidence of impact from monitoring</i>					

END OF YEAR EVALUATION	NEXT STEPS

<p><b><u>Teaching and Learning:</u></b></p> <p>Evidence and research based CPD for all staff on effective Teaching and Learning strategies.</p> <p>Development of quality interactions and quality engagement in Continuous Provision.</p>
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	Lead person	Time Scale	Supported by	CPD and/or briefing	Resources / Cost / Time
<p><b>Action: Evidence and research based CPD for all staff on effective Teaching and Learning strategies.</b></p> <p><b>How:</b></p> <p>Staff training sessions as follows:</p> <p>Cold calling</p> <p>Background of Spaced practice</p> <p>How people learn: cognitive science.</p> <p>Worked examples, part worked and backward facing</p> <p>Show me boards</p>	<p>RF/JB/VM</p> <p>RF/JB/VM</p> <p>RF</p> <p>RF/JB/VM</p> <p>RF/JB/VM</p>	<p>By 30.9.23</p> <p>By 1.7.24</p> <p>By 30.9.23</p> <p>By 4.11.23</p> <p>By 1.10.23</p>	<p>DH</p> <p>DH</p> <p>DH</p> <p>DH</p> <p>DH</p>	<p>CPD (for this section):</p> <p>Staff training sessions - weekly</p> <p>Recorded for TAs and any teachers who work 2 days per week</p> <p>Drop ins and tailored support</p> <p>Sharing practice with colleagues</p>	<p>Time: staff meetings</p> <p>Time: recording of CPD sessions for staff who cannot access staff meetings</p> <p>Time: Preparation for staff meetings</p> <p>Time: use of some INSET time</p> <p>Time: drop ins and support</p> <p>Cost: Cost: books for CPD: <b>£50</b></p>

Live modelling and Metacognitive talk: narrate the thinking	RF/JB/VM	By 18.11.23	DH		<b>If time was costed, this section would be significant.</b>
Scaffolding	RF/JB/VM	By 1.12.23	DH		
Think pair share	RF/JB/VM	By 20.12.23	DH		
Big picture, small picture: zoom out, zoom in	RF/JB/VM	By 20.12.23	DH		
Probing questions	RF/JB/VM	By 30.1.24	DH		
Models and visuals	RF/JB/VM	By 28.2.24	DH		
Head on misconceptions	RF/JB/VM	By 28.2.24	DH		
Say it again better	RF/JB/VM	By 28.2.24	DH		
Quizzing	RF/JB/VM	By 30.3.24	DH		
Abstract models with concrete examples	RF/JB/VM	By 30.3.24	DH		
Process questions	RF/JB/VM	By 30.4.24	DH		
	RF/JB/VM	By 30.4.24	DH		
Set standards					
	RF/JB/VM	At least once half termly	DH		

Recap, share, reflect and discuss built in at many points throughout the year					
<b>How:</b>					
Drop ins to support implementation:		To start from 20.9.23			
	DH	Weekly			
Weekly short-burst, informal drop ins.	DH	Weekly			
Weekly feedback at AHT meetings	VM/JB/RF	Led by feedback	DH		
AHTs to support where follow up and support is needed (any concerns, T+L focus etc)	DH	Led by observations			
Minor feedback on anything to address led by DH	DH				
		Weekly			
No written feedback	DH	Ongoing			
Running record kept by DH	VM/RF/JB	Weekly	DH		
Running record kept by AHTs	DH	Ongoing in AHT meetings			
Notes kept in AHT meetings	DH		JB. RF. VM		

<p>Follow up and impact discussed – noted in AHT meeting notes</p> <p>Sharing of good practice – initially shared in AHT meetings, then followed up as appropriate by AHTs</p> <p>Where possible – sharing practice of colleagues: short burst drop ins</p> <p><b>Impact:</b></p> <p>Staff are effectively implementing a range of strategies to model, explain, question, take feedback and to support practice and retrieval.</p> <p>Children are effectively accessing the curriculum.</p>	<p>DH RF/VM/JB</p> <p>RF/VM/JB</p>	<p>From 1.11.23</p> <p>From 1.2.24</p>	<p>DH</p> <p>DH</p>		
<p><b>Action:</b></p> <p><b>Progress and Practice meetings to closely monitor both progress and standards.</b></p> <p><b>How:</b></p>		<p>30.10.23</p>			<p>Release from class: <b>£6000</b></p> <p>Time (where release isn't needed)</p>

<p>Progress and Practice meetings: 2 hours per teacher, per term.</p> <p>Progress section (one hour) led by AHTs</p> <p>Practice section (one hour) led by DH</p>	<p>DH</p> <p>RF/JB/VM</p> <p>DH</p>	<p>15.12.23</p> <p>28.3.24</p> <p>24.7.23</p>			<p>Time and release for mentoring directed: <b>£1000</b></p>
<p>New paperwork designed to support effective meeting time: focus on both pupil progress and implementation of effective practice and T+L strategies.</p>	<p>DH</p>	<p>20.11.23</p>	<p>RF/JB/VM</p>		<p><b>Total: £7000</b></p>
<p>Mentoring directed from meetings as appropriate</p>	<p>DH</p>	<p>Scheduled following meetings</p>		<p>CPD</p>	
<p>Follow up on actions</p>	<p>DH</p>	<p>Scheduled following the above. Followed up in next P+P meeting too.</p>			
<p><b>Impact:</b></p> <p>Progress is closely monitored and any child making slower progress is identified and supported</p> <p>Weaker practice is identified and addressed.</p> <p>Stronger practice is shared.</p>					



<p><b>Action: Development of quality interactions and quality engagement in Continuous Provision.</b></p> <p>Focus: <i>Sustained shared thinking</i></p> <p><b>How:</b></p> <p>Introduction of the common play behaviour maps across all areas of learning  To review and monitor the questioning and language of adults within the environments  Autumn 1 – children to be trained in all areas of the continuous provision. Staff to be using the Common Play Behaviour charts to support interactions and vocabulary.  Autumn 2 –  Focus on 2 areas of continuous provision within phase  Spring 1 –  Focus on 2 areas of continuous provision within phase  Spring 2 –  Focus on 2 areas of continuous provision within phase  Summer 1 –  Focus on 2 areas of continuous provision within phase  Summer 2 –</p>	VM & KWBH	<p>By 1.10.23</p> <p>By 1.12.23</p> <p>By 20.10.23</p> <p>By 20.12.23</p> <p>By 15.2.24</p> <p>By 30.3.24</p> <p>By 28.5.24</p>	KI, KN, RFH, RC, SN, SM, SJ, KS	<p>CPD Early Excellence Training:</p> <ul style="list-style-type: none"> <li>• Sustained Shared Thinking</li> <li>• How to Support Children's Self-Initiated Learning</li> <li>• How to Secure Effective interactions</li> </ul> <p>(2 days supply teacher and 3 days supply TA for release to access)</p>	<p><b>£45</b></p> <p><b>£45</b></p> <p><b>£45</b></p> <p><b>£700</b></p>
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<p>Focus on 2 areas of continuous provision within phase</p> <p>Complete learning walks regularly on leadership time weekly</p> <p>External consultant learning walk</p> <p><b>Impact:</b> Quality interactions within provision from staff and children engaged in learning</p>		<p>By 30.7.24</p> <p>At least fortnightly</p> <p>By 20.5.24</p>		<p>CPD: External consultant</p>	<p><b>£600</b></p> <p><b>Total: £1435</b></p>
<p><b>Action: Development of quality interactions and quality engagement in Continuous Provision.</b></p> <p>Focus: <i>Indoor Continuous provision</i></p> <p><b>How:</b></p>	VM & KWBH		KI, KN, RFH, RC, SN, SM, SJ, KS	<p>CPD Early Excellence Training:</p> <ul style="list-style-type: none"> <li>Sustained Shared Thinking</li> </ul>	<p><b>£6000</b> investment into CP resources July 23</p> <p>CPD costed above</p>

<p>Implementation of quality areas of learning that are resourced appropriately Focus tasks planned within the learning environment for target managers – 1 indoor and outdoor focus.</p> <p>Autumn 1 – children to be trained in all areas of the continuous provision.</p> <p>Autumn 2 – Focus on 2 areas of continuous provision within phase</p> <p>Spring 1 – Focus on 2 areas of continuous provision within phase</p> <p>Spring 2 – Focus on 2 areas of continuous provision within phase</p> <p>Summer 1 – Focus on 2 areas of continuous provision within phase</p> <p>Summer 2 – Focus on 2 areas of continuous provision within phase</p> <p>Complete learning walks regularly on leadership time weekly</p> <p>External consultant learning walk</p> <p><b>Impact:</b></p>		<p>From 1.9.23</p> <p>By 20.10.23</p> <p>By 20.12.23</p> <p>By 15.2.24</p> <p>By 30.3.24</p> <p>By 28.5.24</p> <p>By 30.7.24</p> <p>At least fortnightly</p> <p>By 20.5.24</p>		<ul style="list-style-type: none"> <li>• How to Support Children's Self-Initiated Learning</li> <li>• How to Secure Effective interactions</li> </ul> <p>2 days supply teacher and 3 days supply TA for release for access to the CPD</p> <p>Purchase of book – Early Excellence Guide to Continuous Provision: CPD</p> <p>CPD: External consultant</p>	<p>External consultant costed above</p> <p><b>£35</b></p>
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Quality interactions within provision from staff and children engaged in learning					Staff time to set up CP – not costed  <b>Total: £6035</b>
<b>Action: Development of quality interactions and quality engagement in Continuous Provision.</b>  Focus: <i>Common play behaviour charts</i>  <b>How:</b>  Develop, implement and train staff to be use the Common Play Behaviour charts to support interactions and vocabulary.  <b>Impact:</b>  Developed, effective interactions.	VM & KWBH	By 30.12.23	KI, KN, RFH, RC, SN, SM, SJ, KS	CPD: Staff training to implement common play behaviour charts within provision.	Time to complete – not costed
<b>Action: Development of quality interactions and quality engagement in Continuous Provision.</b>				CPD: Early Excellence Training:	<b>£135</b>

<p>Focus: <i>Outdoor adult focus</i></p> <p><b>How:</b></p> <p>Staff to plan weekly adult focus for the outdoor provision to target next steps in their learning and to develop the children's skills in playing independently and having quality interactions.</p> <p>External consultant learning walk</p> <p><b>Impact:</b></p> <p>Children are accessing quality learning opportunities in the outside area.</p>	VM & KWBH	<p>From 1.9.23</p> <p>By 20.5.24</p>	KI, KN, RFH, RC, SN, SM, SJ, KS, G	<p>Let's step outside in the EYFS – How to plan for outdoor learning</p> <p>CPD: External consultant</p>	External consultant costed above
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Monitoring					
Who	What	Where	When	How	External Validation
Teaching and Learning Committee	Teaching and learning across school	Online	14.11.23 22.1.24 29.4.24	Discussions Updates in T+L reports	Governing Body

Teaching and Learning committee member	Invited to learning walk	In school	Spring term	In school visit	Governing Body
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**Impact: Evaluation** *Have the intended outcomes been achieved? What are the key strengths and development points? Evidence of impact from monitoring*

Empty space for Impact: Evaluation content
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END OF YEAR EVALUATION	NEXT STEPS
Empty space for End of Year Evaluation content	Empty space for Next Steps content

**Subject Leads:**

Development of subject knowledge and quality of leadership where the subject leads are newer to the curriculum area.

Strengthening of curriculum design for the subjects which are less developed compared to school's stronger curriculum areas.

Development in the quality of implementation of the subjects which are less-confidently taught consistently across school.					
	Lead person	Time Scale	Supported by	CPD and/or briefing	Resources / Cost / Time
<p><b>Action: Development of subject knowledge and quality of leadership where the subject leads are newer to the curriculum area.</b></p> <p><b>How:</b></p> <p><u>PE (newer to subject leadership of this subject)</u></p> <p>Assign mentors to dance, gymnastics and outdoor games</p> <p>Sharing of current Sports Premium and last year's Sports Premium review.</p> <p>General costing for the next Sports Premium - adding to current plan, sharing with Governors and posting on website.</p> <p>Review of Sports Premium plan</p>	<p>DW</p> <p>DW</p> <p>DW</p> <p>DW</p>	<p>1.9.23</p> <p>15.9.23</p> <p>Start 1.4.24. Finalised by 1.5.24</p> <p>By 31.7.24</p>	<p>PE leads Mentors</p> <p>PE leads DH</p> <p>PE leads DH</p> <p>PE leads</p>	<p></p> <p>Briefing</p> <p>CPD</p> <p>CPD</p>	<p>Time</p> <p>Release from class: <b>£1500</b></p> <p>External support: <b>£500</b></p> <p>Handover: <b>£250</b></p> <p><b>Total: £2250</b></p>

Writing of new Sports Premium plan	DW	By 20.9.24	DH PE leads DH	CPD	
Meetings booked in with mentors – focused on need of the subject lead newer to area.	PE leads	Booked in from September	Mentors	CPD	
Move to individual action plans per the three areas.	PE leads	1.10.23	Mentors		
Dance – handover from previous dance lead – focusing on new unit plans.	Dance lead	10.10.23	DW	CPD	
(all other actions can be found on subject lead action plans)	PE leads				
<u>Music:</u>					
Assign mentor.	DW	1.9.23	HS		
Handover from previous music lead.	LM	By 1.10.23	DW MM	CPD	



Access to clusters and network meetings	LM	Termly	DW	CPD	
Meetings booked in with mentor across the year.	LM	Booked in from September	HS DW	CPD	
Meeting with consultant with One Education and music lead to discuss and share paperwork.	LM	By 20.12.24	DW	CPD	
(all other actions can be found on subject lead action plans)	LM		DW		
<u>Art</u>					
<i>To be updated in January with staff returning</i>					
<u>Design and Technology (from January – staff return)</u>					
Assign a mentor (DW)	DW	1.1.24			
Use SOAP to handover subject area.	DW	By 20.1.24		Briefing	
	DW	By 20.1.24	FS	Briefing	

<p>Ensure new lead is clear on actions needed for the remainder of the school year to support grasp of current position of subject area.</p> <p>Meet with mentor focused on need of subject lead.</p> <p><b>Impact:</b></p> <p>Subject leads who are newer to their subject areas have a developed understanding of their curriculum area, its current position and next steps.</p> <p>Subject leads who are newer to their subject areas have a full understanding of documentation required and the content of these.</p>	FS	Booked in from January 24	DW	CPD	
<p><b>Action:</b> <b>Strengthening of curriculum design for the subjects which are less developed compared to school's stronger curriculum areas.</b></p> <p><b>How:</b></p> <p><u>Spanish:</u></p> <p>Move to teaching in KS1 – design of curriculum to be considered and documented.</p>	MH	1.9.23	BC		<p>Language Angels: <b>£200</b></p> <p>Release from class: <b>£200</b></p> <p><b>Total: £400</b></p>

Progression of curriculum to be considered and documented.	MH	By 1.2.24	BC DW		
Any changes to the scheme being followed to be trialled	BC	From 1.9.23	MH		
Any changes to design to be documented (overview, coverage, progression)	MH	All in place by 1.4.24	BC DW		
Website updated	MH	By 1.4.24	DW Comms		
Support throughout by curriculum lead.	DW	From 1.9.23			
<b>Impact:</b>  Spanish lessons are being trialled, reflected on and discussed in depth – leading to decisions by the subject lead about curriculum design and any changes.  Documentation reflects agreed curriculum design					

<p><b>Action: Development in the quality of implementation of the subjects which are less-confidently taught consistently across school.</b></p> <p>Assigning mentors to the leads of these subject areas. (see above)</p> <p><b>PE:</b>            Use of PE passport with fidelity in outdoor games            Use of PE passport with fidelity in gymnastics            Use of new unit plans in dance.            Use of EYFS PE passport adapted unit plans in gymnastics and dance.            (see PE plans for more detail)            Deep Dive in PE with external consultant            Actions following PE deep dive</p> <p><b>Music:</b>            See above            See music action plan</p>	DW	1.9.23		CPD within PE action plans	CPD within action plans:  <b>£150</b>
	WG	From 1.9.23	KB		
	PS	From 1.9.23	Teachers		
	CB	From 10.10.23	Teachers		
	CB, PS	From 1.9.23	Teachers		
	DW	March 24	PE Team		
	DW	March 24 onwards	PE Team		

<p>D+T – focus on next year</p> <p><b>Impact:</b></p> <p>PE will be taught with fidelity to the curriculum design.</p> <p>Teachers will teach gymnastics and dance with increased confidence</p>					
<p><b>Action:</b></p> <p><b>Supporting subject leads on understanding core principles in EYFS and how this translates into practice in their subject.</b></p> <p><b>How:</b></p> <p>General CPD session for all subject leads</p> <p>Webinars for seven subjects: sit with subject lead, go to EYFS, see it in practice, discuss with EYFS, subject lead to teach an element in EYFS, report back to SLT what has been seen and learnt.</p> <p>Consider any common themes and deliver CPD as needed.</p>	<p>DW</p> <p>DW</p> <p>DW</p>	<p>Spring 1</p> <p>Spring onwards</p> <p>Spring onwards</p>	<p>Subject leads</p> <p>Subject leads</p>	<p>CPD</p> <p>CPD</p> <p>CPD</p>	<p>Early Excellence: <b>£300</b></p> <p>Release: <b>£2000</b></p> <p><b>Total: £2300</b></p>

Subject leads to reflect on their paperwork linked to EYFS and amendments and additions as appropriate.	DW	Following on from webinar work	Subject leads VM	CPD	
QA sessions on the above with DHT and HT	DW	As above	DH	CPD	
Subject leads to share with SLT any changes made and rationale and also to discuss provision in EYFS in general.	DW	As above	DH	CPD	

## Monitoring

Who	What	Where	When	How	External Validation
Teaching and Learning Committee	Refinements to curriculum	Online	14.11.23 22.1.24 29.4.24	Discussions Documents shared	Governing Body
Curriculum link governor	Meeting with curriculum lead	In school	Spring term	Discussions Documents shared	Feedback to FGB

**Impact: Evaluation** *Have the intended outcomes been achieved? What are the key strengths and development points? Evidence of impact from monitoring*

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END OF YEAR EVALUATION	NEXT STEPS

<b>Effectively implement in-house wraparound care.</b>
<b>Three-year target: developed number of places offered, leading to an offer of wraparound care for all.</b>
The information in this is available to staff, governors and quality assurance professionals.

<b>Implementation of welfare plan following welfare meetings in spring and summer terms of 2022-23.</b>
The information in this is available to staff, governors and quality assurance professionals.