

**Objective 1: Improve progress in writing across the school so that attainment is in line or better than the national average.**

**Vision: All children are prepared for the next stage of their education (Year group, Phase, Key Stage) as fluent and confident writers. There are no barriers to a broad and balanced curriculum at Key Stage Three.**

Changes to Provision (Actions to improve)	Monitoring the actions (What, who and when?)	Success Criteria	Resources / Costs	Evaluation of Impact (T2 Dec/Jan T4 March/April T6: June/July)
<ul style="list-style-type: none"> <li>Embed writing journey across the school and upskill staff in its application, particularly producing extended pieces of writing regularly.</li> <li>Use feedback and marking policy guidance to ensure that pupils' understanding is checked systematically, identifying misconceptions quickly, providing effective feedback to accelerate progress.</li> <li>A coherent programme of study is in place where a full range of genres is taught across the school</li> <li>Model key skills and use good quality exemplars</li> <li>Support year groups with planning</li> <li>GPS knowledge and skills taught explicitly, applied and regularly revisited through quick quizzing opportunities.</li> <li>Embed teaching of spelling</li> <li>Improve opportunities for pupils to acquire vocabulary through word aware teaching</li> <li>Ensure writing milestones are updated regularly and inform planning.</li> <li>Regular moderation opportunities in PPA, CPD and within the trust.</li> <li>High quality writing promoted in the corridors around school.</li> <li>Promote writing more widely through social media channels</li> <li>Increased opportunities for writing across the curriculum</li> <li>Handwriting scheme introduced</li> <li>EYFS outdoor area develop to encourage more early writing</li> </ul>	<p>Monitoring of Assessment Data (SLT): Nov, Mar, June/July</p> <p>PPMs: half termly</p> <p>SLT Pupil Progress Review (SLT): Dec, Mar, Jul</p> <p>Teaching &amp; Learning Review ('drop ins', work scrutiny, pupil voice etc) (SLT): Nov, Feb, Jun</p> <p>Live Report shared with SLT and GB: Half-Termly</p> <p>DDIs: 7 times per year</p> <p>Moderation (T/SLT): Nov, Mar, Jun</p> <p>PPMs: half termly</p> <p>Trust Central Team (on-going)</p> <p>Specific Monitoring by Writing Leader (see Subject Leader Action Plan)</p> <p><b>English Lead &amp; SLT</b></p>	<p>In Year Milestones:</p> <p>Autumn Term Data Collection: YR, Y2 and Y6 on track to meet targets</p> <p>Based on teacher assessment more children on track to be GDS than 2021</p> <p>In year progress data on SIMs shows progress during the year</p> <p>Monitoring shows that children have opportunities to write extended pieces regularly.</p> <p>Monitoring shows that children apply writing skills across the curriculum</p> <p>At the end of 2021:</p> <ol style="list-style-type: none"> <li>Results at the end of EYFS, KS1 and KS2 are in-line with or better than national benchmark (2019)</li> <li>Progress is above zero.</li> <li>Children in KS2 with GDS is better than national average</li> <li>In year progress Y1, 3-5 is strong</li> <li>The gap is narrowed for boys, EAL and SEN pupils</li> </ol>	<p>Writing Subject Leader release time (e.g. monitoring, CPD) £600</p> <p>Handwriting materials £500</p> <p>Writing Resources for EYFS £250</p> <p>GLT EYFS / KS1 Improvement Lead £0</p> <p>GLT KS2 Improvement Lead £0</p>	<p>INSET and CPD have taken place. Strong impact in KS2 but does not yet impact KS1 as strongly.</p> <p>Whole school approach revised starting with EYs with clear pedagogy</p> <p>Feedback and marking policy revised to ensure a more effective consistent approach that removes unnecessary workload.</p> <p>Further INSET planned to model and use key exemplars</p> <p>Spelling Shed to be explored as spelling scheme</p> <p>Need to ensure structures in place to support new staff in year groups</p> <p>Reception Literacy Shed in place, now needs Nursery Literacy shed developed</p> <p>Promotion of writing on twitter and facebook</p> <p>Investment in Integra CPD for Y4 and Y5 staff</p> <p>Writing Lead taken part in GLT Leader Network</p> <p>Staff writing Inset ensured that all staff Y1-6 were very clear about the writing journey implemented at Woodlands.</p> <p>Shared planning of a unit of writing led staff through the planning process for clarity and confidence.</p> <p>Staff survey revealed that the majority of staff were pleased with their writing outcomes and felt that they no longer needed writing planning support for the time being.</p> <p>Year 4&amp;5 teachers completed writing expectations CPD with Integra.</p> <p>Book looks are showing good progress in most year groups</p> <p>Scribble Club up and running in Early Years - In nursery</p> <p>Drawing Club is showing good motivation and progress in Reception.</p> <p>KS2 attainment- 78% working at expected</p> <p>KS1 attainment-60 % working at expected</p> <p>More robust overview of writing for the year including cross curricular writing opportunities</p> <p>New initiative to be developed across the school - Write to Learn which will work alongside the Read to Learn.</p> <p>Writing leads to use LT to focus and triangulate planning books and teaching. Identifying areas to support. One yr group at a time.</p>

<p>CPD</p>				<p>Drawing club to transition into Y1 for T1                  CPD on planning for writing                  Book looks are showing in progress in general across the school</p>
<ul style="list-style-type: none"> <li>● Writing Journey</li> <li>● Moderation</li> <li>● Spelling</li> <li>● Handwriting</li> </ul> <p>(Other CPD, including PPA support as required)</p>				<p>Pupil voice shows that children enjoy writing and feel supported                  Staff voice shows shared planning experience was useful                  Planning scrutiny to look at quick quizzes but needs to be more consistent and purposeful- Children to also understand the purpose                  Moderation of writing with SLT</p>

## 2. Improve progress in early reading and phonics in EYFS and KS1 so that attainment is in line or better than national average.

**Vision:** All children should be able to read fluently with a strong phonic knowledge at the end of KS1 to ensure access to a broad and balanced curriculum at KS2.

Changes to Provision (Actions to improve)	Monitoring the actions (What, who and when?)	Success Criteria	Resources / Costs	Evaluation of Impact (T2 Dec/Jan T4 March/April T6: June/July)
<ul style="list-style-type: none"> <li>Embed reading and phonic folders consistently across the school.</li> <li>Guided reading sessions embedded across school</li> <li>Increase opportunities for 1:1 reading</li> <li>All available TAs supporting phonic teaching</li> <li>All staff teaching phonics receive training and support</li> <li>All staff model and promote phonics throughout school day</li> <li>Phonic and reading leaders monitor and feedback weekly</li> <li>Modelling of lessons</li> <li>Bug Club is used to supporting teaching</li> <li>Homework is set weekly</li> <li>Word aware is used to support children acquiring a wide vocabulary</li> <li>Interventions are monitored to ensure maximum impact</li> <li>Parent workshops and regular communication support working in partnership</li> <li>Opportunities for moderation, discussion and CPD for KS1/EYs staff</li> <li>Regular theme days to promote reading and phonics</li> <li>Reading cards used to support learning</li> <li>EYFS/KS1 pupils have access to decodable books appropriate to their stage</li> <li>Keep up strategies are a regular part of daily classroom practice</li> </ul>	<p>Monitoring of Assessment Data (SLT): Nov, Mar, June/July</p> <p>PPMs: half termly</p> <p>SLT Pupil Progress Review (SLT): Dec, Mar, Jul</p> <p>Teaching &amp; Learning Review ('drop ins', work scrutiny, pupil voice etc) (SLT): Nov, Feb, Jun</p> <p>Live Report shared with SLT and GB: Half-Termly</p> <p>DDIs: 7 times per year</p> <p>Moderation (T/SLT): Nov, Mar, Jun</p> <p>PPMs: half termly</p> <p>Trust Central Team (on-going)</p>	<p>In Year Milestones:</p> <p>In Year Milestones:</p> <p>Autumn Term Data Collection: YR, Y1 and Y2 on track to meet targets in reading/phonics</p> <p>In year progress data in phonic folders shows progress during the year</p> <p>Monitoring shows that children are making progress in phonics during lessons, and keep up is a regular part of the school day.</p> <p>Monitoring shows that children are applying their phonic knowledge in reading and writing.</p> <p>Monitoring shows 75% making phase to phase progress during each termly check.</p> <p>At the end of 2021:</p> <ol style="list-style-type: none"> <li>82%+ have passed their Phonic Screening check in 2022, and 92%+ in Y2</li> <li>KS1 reading attainment in line or better than national average</li> <li>The gap is narrowed for PP</li> </ol>	<p>Reading and Phonics Leaders release time (e.g. monitoring, CPD) £600</p> <p>Decodable Books £500</p> <p>Phonic flashcards and posters Resources £250</p> <p>GLT EYFS / KS1 Improvement Lead £0</p>	<p>GLT Reading deep dive taken place strengths:</p> <ul style="list-style-type: none"> <li>Structures reading programme - Phonics, Early Reading, Reading</li> <li>AFL and progress identification</li> <li>Fluid approach to groupings and delivery to ensure bespoke provision</li> <li>Reading ambassadors</li> <li>Excellent teaching seen - particularly Y2 &amp; EYFS</li> <li>Reading is becoming embedded across the curriculum</li> <li>Reading Lead has a clear vision and expectations which are clearly communicated across the whole school</li> <li>Herts Fluency Intervention rolled out to whole school on 5.1.22 to begin in every class w/b 10.1.22</li> </ul> <p>Areas to develop:</p> <ul style="list-style-type: none"> <li>More phonics training for staff - staff moving phases</li> <li>Fluency in Early Reading - leading into comprehension - focus on borderline and bottom 20% children</li> </ul> <p>Investment in RFP books and more decodable books</p> <p>Whole staff training: Phonics 4.1.22</p> <p>Keep up strategies in place but not yet embedded</p> <p>Timetables amended to ensure children with poor attendance do not miss out on phonics and reading</p> <p>Changes to the daily timetable ( including reading and phonics lessons later ) have ensured all have access to daily reading, which is having a positive impact on progress.</p> <p>Herts Fluency Intervention is supporting the cusp children with fluency which is beginning to impact their understanding of the text and therefore comprehension.</p> <p>Bug Club phonics programme is embedded and evidence of impact in Y1 and R</p> <p>Code Breakers is now running to support Year 3 readers and plans to support Year 4 readers next</p> <p>Year 2 pupils now use Bug Club in class during morning reading.</p> <p>Reading corners audited, advice given and furniture is being moved to support staff in developing these corners</p>
<p><b>CPD</b></p> <ul style="list-style-type: none"> <li>All KS1/EYs staff receive phonics training</li> <li>Y3 staff training</li> <li>Further word aware training</li> </ul> <p>(Other CPD, including planning support as required)</p>	<p>Specific Monitoring by Phonics/Reading Leader (see Subject Leader Action Plan):</p> <p><b>Phonics Lead, Reading Lead and SLT</b></p>			

				<p>Y1 Phonics check 70% pupils achieved ARE.4 children missed by 2 marks South Gloucestershire: 79% ; PP= 60% Area of concern: Boys achievement EYFS: End of Year Communication and language 80% 69% achieved GLD Areas of concern: Literacy - boys, PP and Spring born South Gloucestershire: 70%</p>
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**3. Improve attendance for key groups (disadvantaged and pupils with SEN/D) through targeted support for families with high levels of persistent absence or lateness.**

**Vision:** Woodlands is an inclusive school and is committed to reducing the impact of double disadvantage on our community. Outstanding attendance and punctuality is an expectation. Children who attend school on time everyday have the best access to a broad and balanced curriculum. We are committed to investing in supporting families with attendance through targeted, personalized approaches.

Changes to Provision (Actions to improve)	Monitoring the actions (What, who and when?)	Success Criteria	Resources / Costs	Evaluation of Impact (T2 Dec/Jan T4 March/April T6: June/July)
<p><b>Clear attendance procedures</b></p> <ul style="list-style-type: none"> <li>Communicate clear and consistent expectations around attendance to families through regular comms</li> <li>Identify pupils who are reluctant or anxious about attending or who are at risk of disengagement and develop plans to re-engage them, especially those who are persistently absent or at risk of persistent absence</li> <li>Designated adult to make first phone call using script</li> <li>Pastoral Manager to support with entry into school for pupils/families</li> <li>Flow chart in place with clear procedures</li> <li>Attendance data is sent to GLT Attendance Officer</li> <li>Weekly attendance data is provided by GLT which is analysed for patterns and used to identify concerns early.</li> <li>Work closely with other professionals to support regular attendance</li> </ul> <p><b>Whole school consistency</b></p> <ul style="list-style-type: none"> <li>The school provides an emotionally predictable learning environment where children feel happy and safe</li> <li>All staff use same nurturing 'meet and greet' in the first contact</li> <li>Accurate registers are recorded twice daily</li> <li>Staff take initial responsibility for raising concerns and are the first point of contact for families.</li> <li>Early intervention by staff; daily job, sustainable interventions used to encourage pupils in</li> </ul> <p><b>A team approach</b></p> <ul style="list-style-type: none"> <li>Team Around the Child/Family (TAC/F) approach used to plan actions and monitor where attendance is low.</li> <li>One key adult named to coordinate approach</li> <li>Welfare visits carried out by Pastoral Manager if attendance is a concern after three days</li> <li>Liaison with outside agencies at the earliest opportunity to ensure the best approach</li> <li>Reduced timetables may be used when recommended by outside agencies and when other means have been thoroughly explored and/or the FTEs are impacting on the child's access to school.</li> <li>Reduced timetables are reviewed regularly (every 4 weeks) and data submitted to the local authority</li> </ul>	<p>Weekly monitoring of attendance data</p> <p>Fortnightly attendance meetings</p> <p>Daily checking of registers</p> <p><b>Pastoral Manager and SLT</b></p>	<p>In Year Milestones:</p> <ol style="list-style-type: none"> <li>Termly improvement in the attendance of vulnerable groups : PP, SEN/D</li> <li>Termly Intervention data shows impact of support</li> </ol> <p>At the end of 2022:</p> <ol style="list-style-type: none"> <li>Whole School attendance in line with National/the gap is narrowed from 2021</li> <li>Narrowing the gap of vulnerable groups</li> <li>Case studies detail the positive impact of targeted approaches</li> </ol>	<p>Part time Admin Assistant</p> <p>Behaviour support</p> <p>GLT Attendance and Welfare support</p> <p>Additional recovery funding</p>	<p>Headteacher and Pastoral Manager meet fortnightly to monitor attendance</p> <p>Attendance admin officer making first day calls to release pastoral manager to work with families including home visits, additional transition support and personalised support</p> <p>Pastoral Manager working closely with outside agencies including Compass and EHAP process, and staff including SENCO</p> <p>GLT Attendance support accessed to create clear attendance procedures that is communicated to parents</p> <p><a href="#">WPS Attendance procedures</a></p> <p>Breakfast club for families introduced</p> <p>Attendance:                      Whole school attendance T2 93.8 (GLT 94%) to date PA 23 (GLT 20%)                      PP 90.4 (GLT 91%) PP PA 35.3% (GLT PP PA 32.4%)                      SEN 90.6% (GLT 91.5%) PA 32.5% (GLT 29.8%)</p> <p>Work with Primary Director looking at triaging families /pupils with the poorest attendance</p> <p>Further develop use of pastoral support with transition</p> <p>Breakfast club offered to support</p> <p>Cards sent home to improved targeted attendance children</p> <p>Overall attendance for PA children has improved.</p> <p>Children's attendance on reduced timetables has improved.</p> <p>School attendance:                      92.4%                      PA 23.1%                      Comparison:                      92.8% (FFT)                      93.7% (LA)</p>
<p><b>CPD</b></p> <ul style="list-style-type: none"> <li>Support from GLT</li> <li>Support from LA (ALO)</li> </ul> <p>(Other CPD, as required)</p>				

**4. Reduce occurrence of repeated fixed term exclusions through effective reintegration and targeted support**

**Vision:** Woodlands is an inclusive school and is committed to reducing the impact of double disadvantage on our community. We aim to use exclusion effectively and only when necessary. Identifying patterns and early intervention is key to ensuring that children’s education is not disrupted. We have a multi-agency and team around the child approach to ensure the best provision for pupils who are in breach of the behaviour policy.

Changes to Provision (Actions to improve)	Monitoring the actions (What, who and when?)	Success Criteria	Resources / Costs	Evaluation of Impact (T2 Dec/Jan T4 March/April T6: June/July)
<p><b>Revised behaviour policy</b></p> <ul style="list-style-type: none"> <li>Use of ‘Ready, Respectful.Safe’ as a simple, memorable code of conduct.</li> <li>Pastoral Manager to support with entry into school for pupils/families</li> <li>Flow chart in place with clear procedures</li> <li>Weekly behaviour analysis to identify trends and patterns early.</li> </ul> <p><b>Whole school consistency</b></p> <ul style="list-style-type: none"> <li>The school provides an emotionally predictable learning environment where children feel happy and safe</li> <li>All staff use same nurturing ‘meet and greet’ in the first contact</li> <li>Staff record behaviour incidents accurately on SIMs</li> <li>Staff take initial responsibility for raising concerns and are the first point of contact for families.</li> <li>Early intervention by staff; daily job, sustainable interventions used to encourage pupils in</li> </ul> <p><b>A team approach</b></p> <ul style="list-style-type: none"> <li>Team Around the Child/Family (TAC/F) approach used to plan actions and monitor where behaviour is a concern.</li> <li>One key adult named to coordinate approach</li> <li>Liaison with outside agencies at the earliest opportunity to ensure the best approach</li> <li>Reduced timetables may be used when recommended by outside agencies and when other means have been thoroughly explored and/or the FTEs are impacting on the child’s access to school.</li> </ul>	<p>Weekly monitoring of behaviour data</p> <p>Fortnightly behaviour meetings</p> <p><b>Pastoral Manager and SLT</b></p>	<p>In Year Milestones:</p> <p>3. Termly improvement in the number of fixed term exclusions, including analysis of of vulnerable groups : PP, SEN/D</p> <p>4. Termly SIMs data shows impact of support</p> <p>At the end of 2022:</p> <p>4. Fixed term exclusion data is reduced</p> <p>5. The FTE data for vulnerable groups is reduced</p> <p>6. Case studies detail the positive impact of targeted approaches</p>	<p>Rewards (stickers, pencils, bookmarks, books - £250</p> <p>Behaviour support</p> <p>GLT Attendance and Welfare support</p> <p>Inclusion support (PLC)</p>	<p>Reduced FTEs</p> <ul style="list-style-type: none"> <li>- Use recovery funding for further family liaison support including breakfast club and transition support</li> <li>- Ensure consistency of behaviour in Y6 outdoor play</li> <li>- Address SEMH needs in Y1 to ensure Improved behaviour for learning</li> <li>- Monitor impact of intervention for pupils impacted by bullying incidents</li> <li>- Register for Anti Bullying Alliance school</li> <li>- Behaviour support accessed - actions implemented T3</li> <li>-Flow chart for parental comms</li> <li>-Target support of pastoral staff and TAs to support entry/exit</li> <li>-Ready, Respectful, Safe launched and regularly referred to in assemblies, interactions.</li> </ul> <p>Breakfast club set up to support vulnerable pupils coming into school</p> <p>Provides children with a good breakfast and time to talk which has aided starting school in a positive way.</p> <p>The club has supported children who find transition difficult.</p> <p>Interventions in place to support those who have repeated FTE.</p> <p>Regular EHAP/ TAC meetings.</p> <p>Outside agency involvement: Education Psychology and behaviour support.</p> <p>Suspensions: 42 incidents Days in total: 30.5 days /61 sessions (am/pms) Children: 10</p>
<p><b>CPD</b></p>				
<ul style="list-style-type: none"> <li>Behaviour policy</li> <li>Educare units of Autism, ADHD, ACEs</li> </ul>				

**5. More children are taking part in extracurricular provision due to a wider curriculum that extends beyond the academic providing effectively for pupils’ character development.**

**Vision:** At Woodlands we recognise the benefits of a wider curriculum for all pupils. We are also aware of the impact of lockdown on the access to opportunities for children, as well as the impact this may have on both their physical and mental health. We are committed to relaunching Children’s University and encouraging children’s participation.

Changes to Provision (Actions to improve)	Monitoring the actions (What, who and when?)	Success Criteria	Resources / Costs	Evaluation of Impact (T2 Dec/Jan T4 March/April T6: June/July)
<ul style="list-style-type: none"> <li>Children’s University September 2021 launch and regular fortnightly assemblies thereafter.</li> <li>Staff to sign up to run an extracurricular club at least during one term</li> <li>Bristol Sport /Swift sport clubs offer</li> <li>School council meet regularly (twice termly)</li> <li>Pupil voice through school council to understand children’s interests</li> <li>Increased opportunities for outside speakers and visits.</li> <li>Develop increased links and opportunities with secondary school</li> <li>Increased leadership opportunities for Y5/6 pupils during lunchtimes</li> </ul>	<p>School council meetings (twice termly)</p> <p>Termly pupil voice</p> <p>Termly extra-curricular provision review</p>	<p>In Year Milestones:</p> <ol style="list-style-type: none"> <li>Termly increase in CU uptake</li> <li>Termly increase in extra curricular clubs uptake</li> </ol> <p>At the end of 2021:</p> <ol style="list-style-type: none"> <li>Observations of specific attributes such as resilience, self-confidence and leadership</li> <li>Improvement in pupil behaviour, attendance, emotional well being, pupil academic performance</li> <li>75% of pupils have attended an extracurricular club</li> <li>50% of pupil uptake on CU</li> </ol>	<p>CU costs</p> <p>Bristol Sport</p> <p>Swift coaching</p> <p>Cost of resourcing bibs, games and activities for Y5/6 pupils to run with younger pupils £250</p>	<p>PSHE/Successful Learners assemblies - fortnightly rota. Uptake of CU? Extracurricular clubs promoted termly including Bristol Sport</p> <p>School council meet regularly</p> <p>Regenerate speakers in T2</p> <p>Police, Fire Brigade visitor,</p> <p>Diversity exhibition - raise awareness for staff, pupils and parents.</p> <p>Playleaders launched to commence T3</p> <p>Secondary school volunteers weekly</p> <p>Now offering clubs to KS1 and KS2 children</p> <p>Online booking system</p> <p>Range of clubs such as: Children’s University, film club, gardening KS1 and 2, singing, running, games, drawing, origami, computing, maths, science, brass, drama, times tables, reading picnic, British Sign Language (BSL), invite only club for continuity such as BSL, Y6 maths drama and reading</p> <p>Clubs full with a waiting list</p> <p>Character development assemblies fortnightly and tasks to match</p> <p>Bristol Sport clubs: dance, football and rugby</p> <p>All clubs linked to Children’s University hours and can be redeemed online towards their next award</p> <p>91 children are enrolled in Children’s University (extra curricular awards)</p> <p>Complete ABA audit (Anti Bullying Alliance)</p> <p>Year 2 Pen Warriors club to support cusp children now running 1 x lunchtime and 1 x afterschool for term 5 - extra curricular will involve different types of writing ie comic book</p> <p>This school improvement priority has now broadened to include our character education offer as represented by a jigsaw of actions that support the development of each character.</p> <p>Trip to UWE for a sports morning and University Campus tour - Year 6</p> <ul style="list-style-type: none"> <li>Y5/6 play leaders supporting lunchtimes</li> <li>Visitors including Road Safety, Ballet Dancer</li> </ul> <p>This school improvement priority has now broadened to include our character education offer as represented by a jigsaw of actions that support the development of each character.</p> <p>Children’s University ceremony held in school</p> <ul style="list-style-type: none"> <li>Offer support to parents to add CU for them to ensure graduation of as many children as possible</li> <li>Raise profile of children’s achievements outside of school through certificates and recognition</li> <li>Become an ABA (Anti-Bullying Alliance) school with an accreditation.</li> <li>ABA action plan and put into place for June audit</li> </ul>
<p><b>CPD</b></p> <p>(Other CPD, including 1:1 coaching /mentoring as required)</p>				
<p>Training opportunities for lunchtime staff</p> <p>Opportunities to work with local schools/other GLT schools</p>	<p>PSHE lead and SLT</p>			

**6. Leaders are sharply focused on driving consistency in policy and practice across the school so that pupil progress is accelerated through effective teaching and high expectations, and all staff feel supported in their role**

**Vision:** Our aim is that all leaders engage effectively with all stakeholders in the community, including, when relevant, parents, and local services in order to improve pupil outcomes and opportunities. There should be effective and meaningful engagement with all staff through a robust line management system and that all staff receive focused and highly effective professional development that impacts on teaching and learning.

Changes to Provision (Actions to improve)	Monitoring the actions (What, who and when?)	Success Criteria	Resources / Costs	Evaluation of Impact (T2 Dec/Jan T4 March/April T6: June/July)
<ul style="list-style-type: none"> <li>Revised Feedback and Marking policy embedded</li> <li>Revised behavior policy embedded</li> <li>Frequent opportunities to revisit the Teaching and Learning policy through CPD, Briefings</li> <li>Quality assurance cycle in place and is used to inform training needs: work scrutiny, learning walks and pupil voice</li> <li>Clear roles and responsibilities for all staff through performance management</li> <li>Regular line management meetings for all operational staff</li> <li>Staff involved with sensitive safeguarding and SEN have access to regular supervision.</li> <li>Weekly briefing accessed by all staff</li> <li>Subject leader plans in place and implemented</li> <li>Weekly SLT meetings</li> <li>Termly 1:1 meetings with HT/DH and phase leaders</li> </ul>	<p>Monitoring of Assessment Data (SLT): Dec, Mar, Jul</p> <p>Pupil Progress Meetings (SLT): Dec, Mar, Jul</p> <p>Teaching &amp; Learning Reviews ('drop ins', work scrutiny, pupil voice etc.) (SLT) – Sep, Oct, Nov, Jan, Feb, Mar, Apr, Jun</p> <p>Live Report shared with SLT and LGB: Half-Termly</p> <p>Trust Central Team (on-going)</p> <p>Specific Monitoring by Subject Leaders</p>	<p>In Year Milestones:</p> <ol style="list-style-type: none"> <li>Termly quality assurance data shows improvement</li> <li>Twice yearly staff questionnaire</li> <li>Termly PPMs</li> <li>Reduced FTEs</li> </ol> <p>At the end of 2021:</p> <ol style="list-style-type: none"> <li>Staff voice questionnaire shows positive feedback</li> <li>90% teaching and learning is strong</li> <li>Policies in place and used consistency</li> <li>Quality assurance cycles have taken place x3 throughout the year and show improvement</li> <li>All staff have received PM initial meetings and mid-year reviews</li> </ol>	<p>Subject leader release time (£1000)</p> <p>Staff CPD budget (£3000)</p> <p>Director of Education</p> <p>GLT Learning leads</p>	<p>Revised Feedback and marking policy implemented</p> <p>Revised behaviour policy in place and referred to during interaction and weekly assemblies</p> <p>QA cycle in place and has identified areas for development throughout school.</p> <p>Regular SLT meetings to discuss QA and actions to put into place.</p> <p>Regular line management with operational leaders</p> <p>Pastoral staff supervision timetabled and further offered as needs of children emerge.</p> <p>Weekly briefing recordings available for all staff</p> <p>Line management with SLT</p> <p>Subject leader working plans in place</p> <p>Performance management review and target setting completed with common themes in place around impact of role.</p> <p>Vision shared regularly during INSET and CPD and in conversations with operational staff</p> <p>Safeguarding culture audit identified good practice: Additional training with two others during Covid to increase capacity. Team meets fortnightly to share practice and also shared triaging sessions. This allows shared understanding, support and challenge</p> <p>Regular meetings with COG. GBs now joined with Tyndale.</p> <p>Community links: Visiting artist, Regenerate, Police and ambulance visits</p> <p>Assemblies and pupil voice: Children taught about specific safeguarding practices: lanyards, phones and encouraged to be curious</p> <p>ECT programme in place and additional training through GLT</p> <p>NQT plus 1 release time with UPS mentor assigned</p>
<p><b>CPD</b></p> <p>Specific and / or external CPD will be added as required;</p> <ul style="list-style-type: none"> <li>Opportunities for professional development, coaching mentoring with GLT Director of Education, Learning leads, HT/DHT</li> <li>Opportunities to work with other Subject Leaders in GLT</li> <li>Courses within local authority</li> </ul>	<p>SLT &amp; Subject Leaders</p>			<p>Monitoring of feedback and marking policy shows consistent use and children able to articulate</p> <p>Case studies developed to show evidence of impact of nurture support</p> <p>Vulnerabilities checklist used as part of Pupil progress meetings</p> <p>Safeguarding audit 175 (Local authority audit) has taken place</p> <p>Whole school questionnaire on staff, pupil and parent voice</p> <p>Subject leaders in Maths, Reading, Geography, History, French and PSHE have had training and support from GLT</p> <p>Improvement lead Joe Kirby.</p> <p>Four senior staff have commenced NVQ qualifications</p> <p>Visits from GLT heads Helen Matt, Grant Strudley and Sam Hunter have taken place to support School improvement - as a result website further developed, and confidence of leadership in preparation from a regulator visit</p> <p>1 x SLT completed Open University Reading for Pleasure 8 week course and 1 x Team Leading x8 weeks</p> <p>Million Dreams Parent workshop and forum has taken place</p> <p>ies purchased for children to wear during the school day</p> <ul style="list-style-type: none"> <li>Home partnership forum has taken place and a new working in partnership partnership strategy trialled for term 6.</li> <li>Subject leader development with GLT improvement lead Joe Kirby</li> <li>INSET day looking at the implementation of the curriculum</li> </ul>



				<ul style="list-style-type: none"><li>• Subject leader monitoring in Maths, RE, History, Reading and Writing has taken place</li><li>• Planned transition R/1 in place to ensure effective Early Years practice is in place to support pupils.</li></ul>
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