**Growing, Thriving, Flying**

**Mill Lane Community Primary School**

**& Windmill Community Nursery**



**School Self-Evaluation & Improvement Plan**

**2022 - 2024**

**Review of 2022 to 2023**

**Areas to Celebrate:**

Leadership

* There was the successful development of a senior leadership comprising of the head, deputy and literacy and maths coordinator which saw the development of progression of skills documents and improved monitoring in all subjects.
* The maths and literacy leads began the compilation of moderated work samples / assessments.
* The art coordinator introduced ‘floor books’ to show the progression of skills and knowledge across the whole school.
* Specific progression skills documents were embedded in all foundation subjects and will be developed further over the forthcoming year.
* Coordinators organised a range of themed weeks.

Quality of Education

* On the whole, the end of year data gives a positive picture of progress being made in classes to increase the number of children working at the expected level in reading, maths and SPAG although work still needs to be done on writing. Our results in maths continue to be at a good level and reading has now caught up with this.
* KS1 and 2 test results were very positive.
* We are increasing the number of children working above the expected level in reading and maths.
* A new reading scheme has been embedded and there were more activities to promote reading e.g. book week, Olympic readers, author workshops, introduction of ‘power of reading’ and continued participation in the ‘pop up literacy’ program. The new reading scheme will tie in with the new phonics / spelling program being introduced this year.
* The Little Wandle phonics scheme was successfully introduced.
* Tracking across all subjects continues to be thorough and we have been able to fully utilise Tapestry, the online learning journey that shares progress with home. Parents were able to access their individual child’s learning journey and see examples of work, photos and assessment comments.
* More robust tracking was embedded to highlight how successful individual intervention programs were.
* Because the school is financially stable at the moment, we are able to provide a high level of support within classes across the school.
* There continues to be a greater use of outdoor learning opportunities and practical activities in order to engage children.

Pastoral Support & Behaviour

* The school’s program to support children’s social and emotional well-being, Calm Kids, is being delivered to 3 classes (Year 2, 4 and 5).
* We have an experienced SEN team who have developed very good relationships with outside agencies.
* An e-safety letter was regularly sent out to parents.
* Staff, children and parents were given access to Yogabugs, an online resource area to promote emotional and social well-being.
* There are a range of interventions program available to support children and this year we introduced a whole school assessment to identify progress children make in the behaviour and emotion skills.
* We have a member of staff training as a mental health ambassador.
* The school’s wrap around care has grown in popularity and usage over the last year.
* Staff had team teaching training
* There were fewer suspensions and school provided alternative provision for some children with extreme behaviour problems.
* There are more resources within school to support children with sensory needs.

Extra-curricular Opportunities

* The children have the opportunity for regular forest school sessions.
* The Year 6 children participate in cycling proficiency.
* The Year 3 and 4 children have weekly swimming lessons in Term 1, 5 and 6.
* Year 2 – 6 children could sign up for cookery lessons first thing in the morning, where they learnt to cook different breakfast items.
* KS2 children can join the choir and this year they took part in concerts at the O2 and Dorchester Abbey.
* There was a science week where there was a silly science workshop, meet the animals experience and a planetarium.
* We held a sports week where the children could try climbing, caving and archery. We were also able to host and run the Thame Partnership sports event for the first time since covid and Children took part in local football and cricket tournaments.
* Arts week where children experienced song writing and art workshops, were visited by a professional swing band.
* Year 5 children completed the active leaders course.
* All classes took part in first aid workshops.
* STEM

**Areas to Develop:**

Leadership

* Governors to improve self-knowledge of national standards, school policies and plans and to gain a deeper understanding of school’s monitoring and tracking procedures.
* Coordinators to continue to build on developing their understanding of the specific skills and knowledge being taught across the school and collecting evidence to highlight this. To also gain experience of completing a ‘deep dive’ in their subject
* Teachers to be supported in their roles as mentors for ECTs or unqualified teachers.
* SEN coordinator to complete national SENCo award and Deputy to complete the NPQH course.
* Year 1 teacher to undertake Middle Leaders’ course.

Quality of Education

* Improve the consistency of teaching and learning in writing through planning, training, moderation and assessment,
* Develop a consistent approach to effective marking and feedback in all subjects.
* Increase the number of children working at the expected level in writing by targeting SPAG skills, progressions of phonics / spelling across the whole school, handwriting and format of lessons.
* Continue to build on our strengths in Maths by introduction of KIRF booklets and ensuring resources match the needs of the curriculum and supporting children’s learning.
* Introduce structured schemes to support SEN / those working below expectations in maths (Number sense and Shine).
* Ensure there are appropriate and up to date resources to support and enhance the teaching and learning in all subjects.
* To embed specific progression of skills and knowledge in all types of planning across all curriculum subjects.
* To continue to develop tracking of progress in all foundation subjects.
* Continue to develop the effectiveness of tracking SEN intervention programs and ensure targeted pupil profiles are written.

Pastoral Support & Behaviour

* Embed the new behaviour system and houses which focuses on the positive and promotes team work.
* Train staff in the range of interventions available for SEN and pastoral support and continue to develop a system for tracking effectiveness of interventions.
* Emotional support groups to be in place for Year 2 to Year 6.
* Provide our own alternative provision for extreme, challenging behaviour.
* The new class vegetable plots will be created with children having the opportunity to grow their own produce and use in cooking.
* Provide support for struggling families through the creation of the Mill Lane Store where families can and get free second hand uniform, household items like food and toiletries and can use the toy swap shop.

Extracurricular Opportunities

* Develop after school clubs beyond sport e.g. science, D.T, performing arts
* Continue with themed weeks e.g. sports, arts, sciences, outdoor, book week
* Continue with extracurricular opportunities such as cookery, football, forest school, choir
* Introduction of ‘Fun Friday’ where children can choose from a range of alternative activities e.g. animation, lego, perfroming arts, pottery, art, team leaders, Minecraft

**Data Analysis 2022 to 2023**

**Year 1 phonics:**

There are 30 children in the class: 12 boys and 18 girls. 1 child has an EHCP and an additional 6 children are on the SEND register. 1 child was disapplied from the test as they were well below the standard.

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|  | **2022** | | **2023** | |
|  | **Disapplied** | **Met threshold** | **Disapplied** | **Met the threshold** |
| **All (30)** | 17% (5) | 43% (13) | 3% (1) | 77% (23) |
| **Boys (12)** | 22% (4) | 39 % (7) | 0 | 92% (11) |
| **Girls (18)** | 20% (1) | 50% (6) | 6% (1) | 67% (12) |
| **Non SEND (23)** | 0 | 62 (13) | 0 | 83% (19) |
| **SEND (7)** | 55% (5) | 0 | 14% (1) | 57% (4) |
| **FSM (2)** | 0 | 0 | 0 | 50% (1) |

**Year 2 Phonics retake:**

18 children had to take the phonics test again this year. 2 children were disapplied; one as he is receiving support at home through an outside agency and 1 as it would have been too stressful for him. 11 passed the test this time round (61%) which means that now 76% have met the phonics screening threshold.

**KS1 Teacher Assessment:**

There are 29 children in the class: 17 boys, 12 girls. Currently there are 7 children on the SEND register (1 EHCP who is currently not attending school and has alternative provision at home. They were disapplied but still count in end of year figures. Another child has just been awarded an EHCP).

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|  | **2022** | | | **2023** | | |
| **Reading** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** |
| **All (29)** | 19% (5) | 81% (22) | 7% (2) | 28% (8) | 72% (21) | 17% (5) |
| **Boys (17)** | 13% (2) | 88% (14) | 0 | 41% (7) | 59% (10) | 18% (3) |
| **Girls (12)** | 27% (3) | 73% (8) | 18% (2) | 8% (1) | 92% (11) | 17% (2) |
| **Non SEND (22)** | 17% (4) | 83% (19) | 9% (2) | 14% (3) | 86% (19) | 23% (5) |
| **SEND (7)** | 75% (3) | 25% (1) | 0 | 71% (5) | 29% (2) | 0 |
| **FSM (3)** | 33% (1) | 66% (2) | 0 | 100% | 0 | 0 |

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|  | **2022** | | | **2023** | | |
| **Writing** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** |
| **All (29)** | 37% (10) | 63% (17) | 11% (3) | 28% (8) | 72% (21) | 7% (2) |
| **Boys (17)** | 38% (6) | 63% (10) | 6% (1) | 35% (6) | 65% (11) | 6% (1) |
| **Girls (12)** | 36% (4) | 64% (7) | 18% (2) | 8% (1) | 92% (11) | 8% (1) |
| **Non SEND (22)** | 26% (6) | 74% (17) | 13% (3) | 14% (3) | 86% (19) | 9% (2) |
| **SEND (7)** | 100% (4) | 0 | 0 | 71% (5) | 29% (2) | 0 |
| **FSM (3)** | 66% (2) | 33% (1) | 0 | 100% | 0 | 0 |

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|  | **2022** | | | **2023** | | |
| **Maths** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** |
| **All (29)** | 19% (5) | 81% (22) | 22% (5) | 24% (7) | 76% (22) | 24% (7) |
| **Boys (17)** | 6% (1) | 94% (15) | 31% (5) | 29% (5) | 71% (12) | 29% (5) |
| **Girls (12)** | 36% (4) | 64% (7) | 9% (1) | 17% (2) | 83% (10) | 17% (2) |
| **Non SEND (22)** | 9% (2) | 91% (21) | 26% (6) | 14% (3) | 86% (19) | 32% (7) |
| **SEND (7)** | 75% (3) | 25% (1) | 0 | 57% (4) | 43% (3) | 0 |
| **FSM (3)** | 33% (1) | 66% (2) | 0 | 57% (4) | 43% (3) | 0 |

**KS1 Test Results**

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|  | **2022** | | | **2023** | | |
| **Reading** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** |
| **All (29)** | 26% (7) | 74% (20) | 7% (2) | 31% (9) | 69% (20) | 10% (3) |
| **Boys (17)** | 13% (2) | 88% (14) | 0 | 41% (7) | 59% (10) | 12% (2) |
| **Girls (12)** | 45% (5) | 55% (6) | 18% (2) | 8% (1) | 92% (11) | 8% (1) |
| **Non SEND (22)** | 13% (3) | 87% (20) | 9% (2) | 18% (4) | 82% (18) | 14% (3) |
| **SEND (7)** | 75% (3) | 25% (1) | 0 | 71% (5) | 29% (2) | 0 |
| **FSM (3)** | 33% (1) | 66% (2) | 0 | 100% (3) | 0 | 0 |

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|  | **2022** | | | **2023** | | |
| **Maths** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** |
| **All (29)** | 22% (6) | 78% (21) | 19% (5) | 24% (7) | 76% (22) | 28% (8) |
| **Boys (17)** | 13% (2) | 88% (14) | 31% (5) | 29% (5) | 71% (12) | 29% (5) |
| **Girls (12)** | 6% (4) | 64% (7) | 0 | 17% (2) | 83% (10) | 25% (3) |
| **Non SEND (22)** | 13% (3) | 87% (20) | 22% (5) | 14% (3) | 86% (19) | 36% (8) |
| **SEND (7)** | 75% (3) | 25% (1) | 0 | 57% (4) | 43% (3) | 14% (1) |
| **FSM (3)** | 33% (1) | 66% (2) | 0 | 67% (2) | 33% (1) | 0 |

**KS 2 Teacher Assessment**

There are 29 children in the class: 16 boys, 13 girls. Currently there are 5 children on the SEND register (no EHCP).

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|  | **2022** | | | **2023** | | |
| **Reading** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** |
| **All (29)** | 21% (6) | 79% (23) | 14% (4) | 21% (6) | 79% (23) | 21% (6) |
| **Boys (16)** | 19% (3) | 81% (13) | 19% (3) | 25% (4) | 75% (12) | 0 |
| **Girls (13)** | 31% (4) | 69% (9) | 8% (1) | 15% (2) | 85% (11) | 55% (6) |
| **Non SEND (24)** | 5% (1) | 95% (21) | 18% (4) | 8% (2) | 92% (22) | 25% (6) |
| **SEND (5)** | 86% (6) | 14% (1) | 14% (1) | 80% (4) | 20% (1) | 0 |
| **FSM (6)** | 33% (1) | 67% (2) | 0 | 33% (2) | 67% (4) | 17% (1) |

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|  | **2022** | | | **2023** | | |
| **Writing** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** |
| **All (29)** | 35% (10) | 65% (19) | 7% (2) | 10% (3) | 88% (26) | 7% (2) |
| **Boys (16)** | 38% (6) | 63% (10) | 6% (1) | 19% (3) | 81% (13) | 0 |
| **Girls (13)** | 31% (4) | 69% (9) | 8% (1) | 0 | 100% (13) | 15% (2) |
| **Non SEND (24)** | 18% (4) | 82% (18) | 9% (2) | 4% (1) | 94% (23) | 8% (2) |
| **SEND (5)** | 86% (6) | 14% (1) | 14% (1) | 40% (2) | 60% (3) | 0 |
| **FSM (6)** | 33% (1) | 67% (2) | 0 | 17% (1) | 83% (5) | 0 |

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|  | **2022** | | | **2023** | | |
| **Maths** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** |
| **All (29)** | 21% (6) | 79% (23) | 21% (6) | 14% (4) | 86% (25) | 24% (7) |
| **Boys (16)** | 13% (2) | 88% (14) | 25% (4) | 13% (2) | 88% (14) | 6% (1) |
| **Girls (13)** | 31% (4) | 69% (9) | 15% (2) | 15% (2) | 85% (11) | 46% (6) |
| **Non SEND (24)** | 0 | 100% | 27% | 4% (1) | 96% (23) | 29% (7) |
| **SEND (5)** | 86% (6) | 14% (1) | 0 | 60% (3) | 40% (2) | 0 |
| **FSM (6)** | 0 | 67% (2) | 33% (1) | 33% (2) | 67% (4) | 17% (1) |

**KS2 Test Results**

1 child did not take the reading test due to being well below the expected level

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|  | **2022** | | | **2023** | | |
| **Reading** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** |
| **All (29)** | 27% (8) | 73% (22) | 13% (4) | 28% (8) | 72% (21) | 17% (5) |
| **Boys (16)** | 31% (5) | 69% (11) | 0 | 31% (5) | 69% (11) | 6% (1) |
| **Girls (13)** | 21% (3) | 79% (11) | 29% (4) | 23% (3) | 77% (10) | 31% (4) |
| **Non SEND (24)** | 17% (4) | 83% (19) | 17% (4) | 17% (4) | 83% (20) | 21% (5) |
| **SEND (5)** | 57% (4) | 43% (3) | 0 | 80% (4) | 20% (1) | 0 |
| **FSM (6)** | 33% (1) | 66% (2) | 0 | 33% (2) | 67% (4) | 0 |

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|  | **2022** | | | **2023** | | |
| **GaPS** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** |
| **All (29)** | 23% (7) | 77% (23) | 10% (3) | 28% (8) | 72% (21) | 28% (8) |
| **Boys (16)** | 26% (4) | 75%% (12) | 13% (2) | 38% (6) | 63% (10) | 13% (2) |
| **Girls (13)** | 21% (3) | 79% (11) | 7% (1) | 15% (2) | 85% (11) | 46% (6) |
| **Non SEND (24)** | 9% (2) | 91% (21) | 9% (2) | 13% (3) | 88% (21) | 33% (8) |
| **SEND (5)** | 71% (5) | 29% (2) | 14% (1) | 100% (5) | 0 | 0 |
| **FSM (6)** | 0 | 100% (3) | 0 | 33% (2) | 67% (4) | 17% (1) |

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|  | **2022** | | | **2023** | | |
| **Maths** | **Below Expected** | **Expected** | **Greater Depth** | **Below Expected** | **Expected** | **Greater Depth** |
| **All (29)** | 23% (7) | 77% (23) | 17% (5) | 24% (7) | 76% (22) | 7% (2) |
| **Boys (16)** | 31% (5) | 69% (11) | 19% (3) | 31% (5) | 69% (11) | 0 |
| **Girls (13)** | 21% (3) | 79% (11) | 14% (2) | 15% (2) | 85% (11) | 15% (2) |
| **Non SEND (24)** | 9% (2) | 91 % (21) | 22% (5) | 13% (3) | 88% (21) | 8% (2) |
| **SEND (5)** | 71% (5) | 29% (2) | 0 | 80% (4) | 20% (1) | 0 |
| **FSM (6)** | 33% (1) | 33% (1) | 33% (1) | 50% (3) | 50% (3) | 0 |

The combined percentage for reading, writing and maths is 66% (19/29). Last year it was 65%. Nationally the figure is 59%. National 73% met the expected level in reading, 73% in maths, 71% writing and 72% GAPS.

**Whole School Data Analysis**

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| **TEST** | **PiRA** | | | | **PUMA** | | | | **GAPS** | | | |
| **2022** | | **2023** | | **2022** | | **2023** | | **2022** | | **2023** | |
| **% Exp +** | **% GD** | **% Exp +** | **% GD** | **% Exp +** | **% GD** | **% Exp +** | **% GD** | **% Exp +** | **% GD** | **% Exp +** | **% GD** |
| **Yr 1** | 53 (16) | 23 (5) | 60 (18) | 17 (5) | 63 (19) | 23 (7) | 50 (15) | 24 (8) | 40 (12) | 7 (2) | 55 (16) | 21 (6) |
| **Yr 2** | 78 (21) | 38 (11) | 76 (20) | 3 (1) | 78 (21) | 30 (8) | 90 (26) | 14 (4) | 59 (16) | 7 (2) | 72 (21) | 7 (2) |
| **Yr 3** | 81 (25) | 45 (14) | 84 (21) | 20 (5) | 84 (26) | 65 (20) | 67 (18) | 11 (3) | 61 (19) | 29 (4) | 69 (18) | 12 (3) |
| **Yr 4** | 71 (22) | 35 (11) | 97 (29) | 53 (16) | 58 (18) | 23 (7) | 97 (29) | 77 (24) | 45 (14) | 16 (5) | 87 (26) | 40 (12) |
| **Yr 5** | 73 (21) | 33 (10) | 71 (22) | 29 (9) | 85 (23) | 44 (12) | 65 (19) | 6 (2) | 57 (16) | 25 (7) | 81 (23) | 35 (11) |
| **Yr 6** | 76 (22) | 26 (7) | 96 (28) | 43 (12) | 66 (19) | 34 (10) | 96 (28) | 32 (9) | 64 (17) | 12 (3) | 90 (26) | 45 (13) |

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| **TA** | **Reading** | | | | **Writing** | | | | **Maths** | | | |
| **2022** | | **2023** | | **2022** | | **2023** | | **2022** | | **2023** | |
| **% Exp +** | **% GD** | **% Exp +** | **% GD** | **% Exp +** | **% GD** | **% Exp +** | **% GD** | **% Exp +** | **% GD** | **% Exp +** | **% GD** |
| **Yr 1** | 67 (20) | 30 (9) | 70 (21) | 23 (7) | 47 (14) | 20 (6) | 54 (16) | 17 (5) | 84 (25) | 7 (2) | 66 (20) | 23 (7) |
| **Yr 2** | 78% (21) | 19% (5) | 73 (21) | 18 (4) | 63 (17) | 11 (3) | 75 (21) | 7 (2) | 78 (21) | 22 (6) | 79 (22) | 25 (7) |
| **Yr 3** | 81 (24) | 29 (9) | 82 (22) | 19 (5) | 65 (20) | 13 (4) | 66 (18) | 7 (2) | 84 (26) | 35 (11) | 71 (19) | 19 (5) |
| **Yr 4** | 84 (26) | 32 (10) | 80 (23) | 30 (8) | 71 (22) | 16 (5) | 74 (22) | 7 (2) | 84 (26) | 23 (7) | 84 (25) | 27 (8) |
| **Yr 5** | 80 (24) | 20 (6) | 81 (25) | 23 (7) | 60 (18) | 10 (3) | 74 (23) | 0 | 86 (23) | 14 (4) | 71 (22) | 19 (6) |
| **Yr 6** | 76 (22) | 13 (4) | 80 (23) | 21 (6) | 64 (19) | 7 (2) | 90 (26) | 7 (2) | 83 (24) | 26 (6) | 86 (25) | 24 (7) |

**Overview of Progress**

|  |  |  |  |  |  |  |
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| **Percentage at Expected level in Tests** | | | | | | |
|  | **Reading** | | **SPAG** | | **Maths** | |
|  | **2022** | **2023** | **2022** | **2023** | **2022** | **2023** |
| **Y1 - Y2** | **53 (16)** | **76 (20)** | **40 (12)** | **72 (21)** | **63 (19)** | **90 (26)** |
| **Y2 - Y3** | **78 (21)** | **84 (21)** | **59 (16)** | **69 (18)** | **78 (21)** | **67 (18)** |
| **Y3 - Y4** | **81 (25)** | **97 (29)** | **61 (19)** | **87 (26)** | **84 (26)** | **97 (29)** |
| **Y4 - Y5** | **71 (22)** | **71 (22)** | **45 (14)** | **81 (23)** | **58 (18)** | **65 (19)** |
| **Y5 - Y6** | **73 (21)** | **96 (28)** | **57 (16)** | **90 (26)** | **85 (23)** | **96 (28)** |

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| **Percentage at Expected level in TAs** | | | | | | |
|  | **Reading** | | **Writing** | | **Maths** | |
|  | **2022** | **2023** | **2022** | **2023** | **2022** | **2023** |
| **Y1 - Y2** | **67 (20)** | **73 (21)** | **47 (14)** | **75 (21)** | **84 (25)** | **79 (22)** |
| **Y2 - Y3** | **78 (21)** | **82 (22)** | **63 (17)** | **66 (18)** | **78 (21)** | **71 (19)** |
| **Y3 - Y4** | **81 (24)** | **80 (23)** | **65 (20)** | **74 (22)** | **84 (26)** | **84 (25)** |
| **Y4 - Y5** | **84 (26)** | **81 (25)** | **71 (22)** | **74 (23)** | **84 (26)** | **71 (22)** |
| **Y5 - Y6** | **80 (24)** | **80 (23)** | **60 (18)** | **90 (26)** | **86 (23)** | **86 (25)** |

**Development Plan**

| **Quality of Education** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Priority 1 Intent:**  To increase the number of children in each class working at the expected level and greater depth in writing. | | | | | |
| **Implementation** | **When** | **Who** | **Outcome: Success/Impact** | **Monitoring Evidence** | |
| **Training**   * Teacher INSET day on developing approaches to writing; * Staff meeting on literacy intervention programs; * Staff meeting on creativity in the writing curriculum; * Staff meeting on writing strategies; * Staff training on the teaching of handwriting * Termly staff writing moderation meetings | T1  T1  T4  T1  T1  T2, 4, 6 | AM & ST | Increase in the number of children working at the expected level or greater depth.  Writing assessments to show an improvement in skills relevant to age group.  Teachers are more confident in identifying those children who are working at expected or greater depth levels.  Increased opportunities for children to write independently.  Greater % of SEND and borderline children to achieve expected level. | * Staff training records and minutes of meetings. * Pupil work and assessments. * Lesson observations. * Test results. * Literacy coordinator folder. * Pupil assessment data. * Lesson observations. * Planning. * Record of SHINE interventions. | |
| **Identification & Provision**   * *Free-write* *Friday* session in all classes to encourage creativity and independence; * Use of draft books to encourage writing to be less-constrained; * SHINE targeted SPaG interventions linked to end of term formal assessments; * Targeted writing groups for different abilities; * Use of Live Marking strategies to provide children with instant and targeted feedback; * Relevant and first-hand experiences provided as a stimulus for quality writing outcomes; * Cross-curricular writing opportunities given wherever appropriate; * Opportunities for team-teaching and professional collaboration between teaching staff members; * Development of a ‘handwriting champion’ to drive development and improvement of handwriting across the school | Ongoing – commencing T1 | Teachers/ Coordinators  ST |
| **Monitoring & Assessment**   * Termly moderation of writing; * Observations of whole class, group and intervention teaching by DH, Literacy Coordinator/ SEN team * Youngs Spelling Test done in T3 and T6 * GaPS formal assessment done in T2, 4 and 6 in KS1 and KS2 | T2, 4, 6  T2, 4  T3 & 6  T2, 4, 6 | Teachers  SLT  SEND Team |
| **Governors:**   * Become familiar with national and school data. * Attend training where possible or receive training resources. * Termly committee meetings to track and monitor progress against target. * Review outcome of school’s monitoring – lessons, moderated writing and work samples and end of year data. * Termly governor link visits to review progress against target. | Ongoing  Termly  Termly  T6  T2, 4, 6 | Q of E  FGB | * Governors are able to make realistic judgements on pupils’ performance relative to national standards. * Governors knowledgeable of procedures and standards in literacy, | Governor visit reports.  Q of E committee notes.  Data analysis report | |
| **Impact / Review of priority** | | | | | |
| **Term 1 & 2:**  **Term 3 & 4:**  **Term 5 & 6:** | | | | | |
| **Priority 2 Intent:**  To improve the standardised scores of SEND and less-able children in reading and maths so that a greater number reach the expected level by the end of the academic year. | | | | | |
| **Implementation** | When | Who | **Outcome: Success/Impact** | **Monitoring Evidence** | |
| **Training:**   * Staff training on literacy and numeracy interventions; * Train and support staff to write effective Pupil Profiles, including the introduction of online provision tracking; | T1  T1 | AM  SEN Team | Standardised scores improve.  Targeted children move to expected level by end of the year.  Children show progress within intervention programs.  TAs become more confident in delivering interventions.  Pupil Profiles are SMART.  Fewer children on SEN register. | * Staff training records and minutes of meetings. * SEN folders and provision maps. * Class intervention timetables and records. * Planning. * Intervention registers. * Pupil assessment data. | |
| **Identification & Provision:**   * Introduction of new interventions:   + SHINE literacy and maths interventions linked to test data;   + Numbersense maths intervention;   + Little Wandle catch-up sessions; * Use of established intervention programs:   + Clicker 8   + STILE trays   + Let’s Talk Maths   + Minute a Day   + Phonics Hero   + Spelling Frame * Flexible grouping of children to encourage independence; * Support from external agencies – where appropriate; * Additional teachers/ TAs deployed across the school to provide targeted support; * Designated staff to run specific interventions for which they will receive training; * Specified times for intervention groups across the school, including ‘Early Bird’ interventions for selected groups running from 8.30 am. | Ongoing – commencing T1 | SEN Team  Teachers |
| **Monitoring:**   * Monitor effectiveness of Pupil Profiles and intervention group teaching; * Develop system to track pupil progress during the course of intervention programs; * Termly tracking of pupil progress across the school | T2, 4, 6  T1  Ongoing | SEN team  NP/ SEN Team  SLT |
| **Governors:**   * Become familiar with school data & provision regarding SEN children. * Attend training where possible or receive training resources. * Review school’s SEND policy. * Termly meetings to track and monitor progress against target. * Review outcome of school’s SEND data at end of year. | Ongoing  Termly  T2  Termly  T6 | Q of E  FGB  Q of E | Governors are able to make realistic judgements on pupils’ performance relative to national standards.  Governors are familiar with the provision for SEND children. | Governor visit reports.  Q of E committee notes.  Data analysis report | |
| **Impact / Review of priority** | | | | | |
| **Term 1& 2:**  **Term 3 & 4:**  **Term 5 & 6:** | | | | | |
| **Priority 3 Intent:** To develop our curriculum to ensure that it is cohesive, age-appropriate, provides a balance of knowledge and skills, whilst being engaging, memorable and inspiring. | | | | | |
| **Implementation:** | When | Who | **Outcome: Success/Impact** | **Monitoring Evidence** | |
| **Training:**   * Staff training to review and evaluate the effectiveness of the whole curriculum; * Staff meeting on format and expectations for medium and short term planning across the school. | T1  T1 | ST  ST | Consistent long, medium and short term planning.  Positive pupil and parent voice feedback.  Increased % of children working at expected and greater depth levels.  Compilation of work to demonstrate skills, knowledge and progress.  Increase in hands-on, practical and relevant experiences. | * Record and minutes of staff meetings. * Shared planning folder. * Photographs of displays and events. * Register of ‘Fun Friday’ activities. * Curriculum planning. * Samples of pupil work. * Pupil and parent voice surveys. | |
| **Identification & Provision:**   * Develop a consistent planning format across the school; * All planning to include ‘Wow’ moments to show how learning will be taken beyond the classroom; * Curriculum coordinator to work with staff to help them create ‘Wow’ moments; * Audit of curriculum support resources and subject budget bids where appropriate; * Regular use of workshops, visitors, visits and artefacts within each topic; * Use of flexible timetabling to avoid learning becoming discrete and compartmentalised; * Regular use of the library for each class to enjoy choosing books and researching their topic areas/ interests; * Themed weeks to promote and celebrate subjects, including different cultures; * Careers day to explore and celebrate different jobs; * Class and curriculum display boards to reflect work being undertaken in classes and in different subject areas across the school; * Provision of interactive ‘exploration’ areas within classrooms; * Class assemblies to showcase work to parents of individual year groups; * Development of the curriculum section of the school website; * *Fun Friday* weekly enrichment activity sessions; * Shared OneDrive folder for all planning; | Ongoing – commencing in T1 | Teachers  ST  Coordinators  Teachers  Coordinators  TvP & ST  Teachers/  Coordinators |
| **Monitoring:**   * Monitoring of planning by DH and curriculum coordinators; * Parent and pupil voice surveys; * Lesson observations/ Learning walks; * Book / work sampling by subject coordinators. | T1, 3, 5  T3 & 6  T1 - 6  T3 & 5 | ST, coord’s  TvP & ST  SLT, coord’s  Coordinators |
| **Governors:**   * Link governors meet with subject coordinators and carry out visits to observe activities, attend appropriate training. * Review developments within subjects at committee meetings. * Governors review curriculum policies and progression of skills documents. | Termly  Termly  T2 | All govs    FGB / Q of E | * Governors aware of content and strategies of teaching & learning within their linked subjects. | Committee / FGB notes  Gov visit reports.    Reviewed policies. | |
| **Impact / Review of priority** | | | | | |
| **Term 1&2:**  **Term 3&4:**  **Term 5&6:** | | | | | |
| **Leadership and Management** | | | | | |
| **Priority 1 Intent:** There is effective leadership and promotion by coordinators of their curriculum subjects leading to consistency in planning, provision and tracking. | | | | | |
| **Implementation:** | When | Who | **Outcome: Success/Impact** | **Monitoring Evidence** | |
| * Increase non-contact time for deputy to work with subject coordinators, carry our monitoring exercises, to work on NPQH qualification and individual projects e.g. garden. Also to have more regular time to meet with head teacher * SLT to clear resource areas so can clearly see what resources there are. * Coordinators to audit resources for their subjects and ask staff what resource they think they need to deliver their topics. * Coordinators produce budget bid for their subject areas. * Staff meeting to develop consistent medium/long/short term planning for all subjects across the school. * Coordinator checklist compiled so coordinators know what is expected of them as leaders. * Monitor curriculum coverage through tracking long/ medium term plans * Coordinator non-contact time to collect and collate evidence. * Coordinators to go through a deep dive * Review how the environment supports teaching & learning. Classes set up specific ‘Exploration Tables’ for children to try hands on experiences linked to subjects. * Coordinators plan themed weeks / special activities to promote their subject. * Display boards around school on each of the curriculum subjects. * Coordinator non-contact time to carry out pupil voice surveys. * Tracking for maths and literacy to be completed T2, 4 and 6. * Tracking for foundation subjects to be completed T6. * Analyse end of year data. | T1 – T6  T1  T1  T1  T1  T1  T2, 4, 6  T1, 3, 5  T3, 6  T2, 4 & 6  Ongoing  Termly  T6  T2, 4 & 6  T6  T6 | TvP / ST  SLT  Coordinators  Coordinators  ST  ST  Coordinators / ST  ST / Coord  ST / Coord  TvP / ST  Coordinators  Coordinators  St / Coord  AK / AM  Coord  TvP / Coord | Coordinators are knowledgeable about and are able to evidence standards within their subjects.  Coordinator confidence improves.  Quality of teaching across all subjects is good or better.  Provision / resources within subjects improves with a clear plan for future development.  Governors have relevant knowledge of their linked curriculum areas and the wider curriculum. | Tracking against key objectives in coordinator’s folder.    Coordinator file contains samples, photographic evidence, monitoring reports, tracking.  Monitoring visits reports.  Assessment tracking across the school for subject areas. | |
| **Governors:**   * Link governors meet with subject coordinators and carry out visits to observe activities, attend appropriate training. * Review developments within subjects at committee meetings. * Governors review curriculum policies and progression of skills documents. | Termly  Termly  T2 | All govs    FGB / Q of E | Governors aware of content and strategies of teaching & learning within their linked subjects. | Committee / FGB notes  Gov visit reports.    Reviewed policies. | |
| **Impact / Review of priority** | | | | | |
| **Term 1&2:**  **Term 3&4:**  **Term 5&6** | | | | | |
| **Priority 2 Intent:** Topromote and support the well-being of all staff | | | | | |
| **Implementation:** | When | Who | **Outcome: Success/Impact** | **Monitoring Evidence** | |
| * School to appoint a well-being champion for the staff. * Review staff well-being policy * Ensure long term overview for year takes in to account staff’s workload (spread activities, assessments etc. out). * Weekly meeting during lunchtime on a Monday to go through that week. * Regular TA meetings to support with training and to improve communication on school procedures, events etc. * Well-being to be regular standing item on weekly staff meeting. * Staff to have non-contact time proportionate to role. * Make staff aware of OH and refer staff where necessary. * ‘Well-being- box for confidential communication. * Staff team building session. * Performance management cycle to ensure staff have opportunity to discuss their role and concerns. * Celebrate during staff meetings – meet in a different room each week and share something that has gone well during that week. * ‘Downtime’ informal meetings - termly | T1  T1  T1  Ongoing  Termly  Ongoing  Termly  T1  T1  T2  T1  Ongoing  Termly | TvP  TvP  TvP / ST  TvP / ST  TvP / NP  TvP / ST  ST / Coord  TvP  TvP  ST  TvP / ST  TvP / ST  TvP / ST | Staff have a better work – life balance  Staff have more of an opportunity to discuss concerns.  Better communication at all levels and staff feel there is good communication. | Staff stress at work survey  Staff survey at end of year | |
| **Governors**   * Governing body to appoint a specific governor to monitor and support staff well-being and work load. * Review school staff well-being policy * Monitor staff workload through work hours survey | Term 1  Term 2  Term 3 | FGB  FGB  B & W | Staff feel governors are supportive of their workload and reducing stress. |  | |
| **Impact / Review of priority** | | | | | |
| **Term 1&2:**  **Term 3&4:**  **Term 5&6:** | | | | | |
| **Behaviour and Attitude** | | | | | |
| **Priority 1 Intent:** To support children and their families with extreme challenging behaviour | | | | | |
| **Implementation** | **When** | **Who** | **Outcome: Success/Impact** | **Monitoring Evidence** | |
| * Ensure there are enough resources to support individual needs e.g. headphones, weighted blanket, fiddle toys etc. * Withdrawal spaces for children to have some time out e.g. sensory room, physical room. * Continue with the Kalm Kid sessions (children have one session a week for 6 weeks). * All children to have access to forest school sessions on a fortnightly basis. * Create a sensory trail which can be offered to give children a sensory break. * Team Teach training to be offered to a further 12 members of staff * Targeted support to be placed in classes where there are higher needs. * Individuals to be offered alternative provision within school where specific difficult times are identified e.g. cookery, extra forest school sessions, gardening etc. * Where appropriate individualised timetables to be created. * Where necessary seek the support and advice from outside agencies. * Ensure there is good communication with parents and regular meetings to review progress. * Write clear behaviour plans and risk assessments with strategies that are shared with all staff. * Meet regularly with staff involved to check on their well-being. * Older children acting as buddies during break times. | Ongoing  Ongoing  Ongoing  Ongoing  T2  T2  T1  Ongoing  T1 – ongoing review  Ongoing  Ongoing  T1, 3 & 5  Termly  Ongoing | SEN team  TvP  SSh / TvP  TvP / SH  SEN team  TvP  TvP  SEN team  Teachers  SEN team  Staff  SEN team  SEN team  Staff | Reduction in the number of suspensions.  Decrease in number of incidents of physical / verbal abuse towards staff.  Individuals more able to stay working in the class.  Less incidents which impact upon other learners. | Record kept of suspensions and serious behaviour incidents. | |
| **Governors:**   * Review of behaviour incidents, safeguarding concerns, attendance. * Review of interventions and impact | Termly  Termly | B&W  B&W | Positive feedback from parents / pupils. | Behaviour logs & ‘My Concern’ reports.  Committee notes | |
| **Review of priority / Impact** | | | | | |
| **Term 1&2:**  **Term 3&4:**  **Term 5&6:** | | | | | |
| **Priority 2 Intent:** To improve whole school and individual attendance | | | | | |
| **Implementation** | **When** | **Who** | **Outcome: Success/Impact** | | **Monitoring Evidence** |
| * Use last year’s data to check children with regular lateness and low percentage attendance for the year. * Make admin team aware these children need to be monitored and to make phone calls when register shows N code. * Inclusion manager to check registers daily that all absences recorded have a reason. If no reason given, chase up with a phone call. * Review school’s attendance policy and send out to parents. * Make parents aware of the impact poor attendance has on a child’s learning. * Promote good attendance through termly attendance awards. Prize for those who have 100% for the whole year. * When concerns are flagged, meet with parents to share these concerns and create a joint plan on how we can all improve attendance / lateness. * Support children who find coming to school difficult with alternative provision when they first come in e.g. different entrance (less busy), time in sensory room before going to class, 1:1 meet and greet. * Refer to outside agencies if support is required elsewhere e.g. Early Help, OCC attendance team. * Termly review of whole school and individual attendance data. Follow up with meetings with class teachers where there are concerns. Parents to be informed of these concerns too. * Track reasons for low attendance when carrying out termly review e.g. period of illness, hospital appointments, lateness, holiday etc. * Assemblies to highlight why attendance at school is important | T1  T1  Ongoing  T1  T1  Ongoing  Ongoing  Ongoing  Ongoing  Termly  Termly  Ongoing | TvP  TvP  JW  TvP  TvP  TvP / ST  TvP / Staff  Staff  TvP / ST  TvP / ST  TvP  TvP / ST | Fewer children are causing concern for being regularly late.  Fewer children have an attendance below 90%.  Children, who caused concern last year, have an improved attendance over the course of the year. | | Termly attendance data.  Attendance plans (if any).  Record of meetings with parents / children. |
| **Governors:**   * Review attendance policy and strategies * Review of behaviour incidents, safeguarding concerns, attendance. * Review of interventions and impact. * Attend any training set up for parents (if appropriate) | Term 2  Termly  Termly | B&W  B&W | Positive feedback from parents / pupils. | | Behaviour logs & ‘My Concern’ reports.  Committee notes |
| **Review of priority / Impact** | | | | | |
| **Term 1&2:**  **Term 3&4:**  **Term 5&6:** | | | | | |
| **Personal Development** | | | | | |
| **Priority 1 Intent:**  To foster a love of different subjects by providing a range of opportunities across the curriculum and celebrating individual success, no matter what that is. | | | | | |
| **Implementation** | **When** | **Who** | **Outcome: Success/Impact** | **Monitoring Evidence** | |
| * Weekly Friday celebration assemblies; * Stars gallery on school website to celebrate successes across the whole curriculum; * Celebration board at the front of school to promote individual successes; * Community Champion awards; * Extra-curricular opportunities offered, eg: cooking, gardening, etc. * Fun Friday enrichment activities to further broaden curricular opportunities; * Use of workshops, visits and visitors to enhance learning experiences and bring subjects to life; * Topic-related enrichment tables/ displays for independent interaction by children; * Promotion of outdoor learning and learning beyond the classroom; * Forest School sessions for everyone; * Use of experienced sports coaches | Ongoing – commencing T1  Termly  Ongoing | TvP & ST  ST  TvP & ST  TvP  SH, ST  Teachers  SH & LW  BD | Pupil and parent voice feedback is positive and demonstrates a keen appetite for learning.  Increased opportunities across the wider curriculum.  Increased number of awards and celebration opportunities.  More learning taking place outside of the classroom. | Stars gallery on school website  Whole school record of rewards  Register of extra-curricular activities.  Forest school registers.  Lesson observations.  Photographs of events and displays.  Results of pupil and parent voice surveys. | |
| **Governors:**   * Attend events etc. where possible and write visitor report. * Review what school offers beyond the normal curriculum. | T1 – 6  Termly | FGB  FGB | AS above | Committee notes.  Results of pupil survey. | |
| **Impact / Review of priority** | | | | | |
| **Term 1&2:**  **Term 3&4:**  **Term 5&6:** | | | | | |
| **Priority 2 Intent:** To support children and families with emotional and/or mental health difficulties. | | | | | |
| **Implementation** | **When** | **Who** | **Outcome: Success/Impact** | **Monitoring Evidence** | |
| * Early identification of families requiring support. * Complete Early Help forms with families to help identify needs and if further support is required. * Referrals to LCSS and MASH where necessary. * Work and engage with outside agencies to support vulnerable children e.g. virtual school, social services, communication and interaction team, complex needs team. * Use of ‘My Concerns’ to record and track any concerns. * Termly review of My Concerns by DSLs * Signpost support for families through individual face to face meetings or newsletters highlight what support is out there. * Continue with the school shop providing household items e.g. food, toiletries and the second hand uniform store. * Provide in-house support for children through Kalm Kids, YogaBugs, Play therapy, alternative provision such as gardening, cooking. * Introduction of ‘Fun Friday’ to make end of week less stressful. * 1:1 or group pastoral support sessions * Provide home visits where necessary. * Provide parenting groups e.g. anxiety, dieting, sleep, EBSA * Monthly online safety newsletter sent to parents. * QCA checklist used to identify and target children needing support. | Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Termly  Ongoing  Ongoing  Ongoing  T1  Ongoing  Ongoing  T3 – 5  Monthly | ST / TvP  Staff  TvP / ST  Staff  Staff  ST / TvP  TvP / ST  TvP / ST  Staff  Staff  SSh  SEN team  SEN team  TvP  TvP | Improved QCA scores for individuals.  Reduced school avoidance, attendance, lateness.  Reduction in number of recorded incidents on ‘My Concerns’  Appropriate support found for families. | Attendance  Records on My Concerns | |
| **Governors:**   * Termly review of strategies and support for children and families * Termly review of safeguarding concerns | T2,4 & 6 | B & W | Percentage of children with low score at start of year decreases by end of year. | QCA checklist at start and end of year. | |
| **Review of priority / Impact** | | | | | |
| **Term 1&2:**  **Term 3&4:**  **Term 5&6:** | | | | | |

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| **Governor Priorities** | | | |
| **Intent** | **Implementation: how** | **Implementation: when** | **Outcome** |
| **Self-knowledge** of national standards, school policies and plans | Led by the Leadership and Management Committee:   1. Focus on developing understanding of OFSTED and expectations for OFSTED attendance. 2. Develop the new governors and identify skills paths to fill identified gaps from skills audit. | 1. T1-2. 2. Identify progression path T1-2.   Implement T3-6 | 1. Preparedness for OFSTED.   Increased effectiveness of Gov Board. |
| **Involvement in** **monitoring** through evidence-based data collection. | Led by Quality of Education Committee.   1. Agree and support the school with a clear approach to monitoring performance using consistent tools that are used throughout the year. 2. Use of these tools to feedback performance to Governors, to enable easy comparisons to previous years data. | 1. T1-3 Monitor implementation of new evidence capture methods.   T3-6 Identify further opportunities to expand evidence capture and use to monitor school performance. | Improved ability to monitor and evidence school performance throughout the pupil journey. |
| **Improve Governor / Parent Communication**  Improve governor ability to monitor mental health and wellbeing outcomes | Led by Behaviour and Wellbeing Committee.   1. Develop school website to provide central repository for parents to access policies, observe school activities and improve knowledge of school, staff and governors. 2. Monitoring outcomes from initiatives that are underway within the school to support wellbeing/mental health for children, teachers, parents. | 1. T1-2 work with the school website lead to establish priority areas for update.   T3-4 implement and update site.  Ongoing monitoring of mental health initiatives and impacts. | Parents and community have an improved understanding of the school, including the role of governors and how we support the school while holding to account and ensuring the best outcomes for the children. |

Monitoring the Curriculum: 2023-24 Cycle

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|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Maths**  Ali | * Planning the curriculum * Team display board * Budget bids * Action plans * Resource audit & cull | * Moderation of planning * Collect examples of work * Update subject tracking folders | * Analysis of data * Moderation of assessments * Book sampling * Formal observations | * Moderation of planning * Update subject tracking folders | * Update team display board * Collect examples of work | * Analysis of data and yearly report * Moderation of planning * Moderation of assessments * Update subject tracking folders |
| **Phonics, Spelling & Reading**  Amanda, Nicky | * Team display board * Budget bids * Action plans | * Moderation of planning * Collect examples of work * Learning Walks – Phonics and Reading * Update subject tracking folders | * Analysis of data * Moderation of assessments | * Moderation of planning * Update subject tracking folders | * Update team display board | * Analysis of data and yearly report * Moderation of planning * Moderation of assessments * Update subject tracking folders |
| **Writing**  Amanda | * Team display board * Budget bids * Action plans | * Moderation of planning * Collect examples of work * Update subject tracking folders | * Analysis of data * Moderation of assessments * Book sampling * Formal observations | * Moderation of planning * Learning Walk * Update subject tracking folders | * Update team display board * Collect examples of work | * Analysis of data and yearly report * Moderation of planning * Moderation of assessments * Update subject tracking folders |
| **SEND**  Jackie, Tineke, Nicky | * Pupil Profiles and Provision Map * Action plans * Resource audit & cull | * Learning Walk - Observations of interventions | * Review Pupil Profiles and Provision Map | * Learning Walk - Observations of interventions | * Pupil Profiles and Provision Map | * Evaluation of success of interventions |
| **Expressive Arts**  Mandy | * Team display board * Budget bids * Action plans * Resource audit & cull * Learning walk | * Moderation of planning * Collect examples of work * Update subject tracking folders | * Book sampling * Analysis of floor books | * Moderation of planning * Collect examples of work * Update subject tracking folders | * Update team display board * Drop-ins | * Analysis of data and yearly report * Moderation of planning * Planning the curriculum * Analysis of floor books * Update subject tracking folders |
| **Culture Club**  Suzie / Imy | * Team display board * Budget bids * Action Plans * Resource audit & cull | * Moderation of planning * Collect examples of work * Update subject tracking folders | * Book sampling | * Moderation of planning * Collect examples of work * Update subject tracking folders | * Update team display board * Drop-ins | * Analysis of data and yearly report * Moderation of planning * Planning the curriculum * Learning Walk * Update subject tracking folders |
| **Sciences**  Nicky | * Team display board * Budget bids * Action Plans * Resource audit & cull | * Moderation of planning * Collect examples of work * Update subject tracking folders | * Book sampling * Analysis of floor books | * Moderation of planning * Collect examples of work * Update subject tracking folders | * Update team display board * Learning Walk | * Analysis of data and yearly report * Moderation of planning * Planning the curriculum * Analysis of floor books * Update subject tracking folders |
| **Curriculum Lead**  Sam | * Classroom Learning Walk – general/art * Overview of the quality of marking * SDIP with HT * Performance management of support staff | * Oversee moderation of planning and progression across the school * Update central displays * Update whole school overview & overview of enrichment activities * Review SDIP * Support coordinators with learning walks | * Produce whole school analysis of data * Book sampling alongside coordinators * Support coordinators with learning walks | * Update central displays * Update overview of enrichment activities * Review SDIP * Support coordinators with learning walks * Mid-year PM review for support staff | * Follow-up book sampling alongside coordinators * Monitor effectiveness of tuition groups * Support coordinators with learning walks | * Produce whole school summative analysis of data * Review SDIP * Moderation of planning * Update & overview of enrichment activities * Support coordinators with learning walks |

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| Rationale for Monitoring Cycle |
| * Support staff in helping them develop professionally as teachers; * Improve coordinator knowledge of their subjects throughout the school; * Provide evidence to show the impact on children’s attainment and progress; * To judge the effectiveness of our curriculum and use to further develop it. |