



# **Hamstreet Primary Academy Improvement Action Plan**

From September 2022

## Hamstreet Primary Academy Improvement Plan 2022/2023

This plan has been developed by staff and other stakeholders to support the development of Hamstreet Primary in September 2022. Now that restrictions have eased, it is our intention to get back to our school routine and practices that children enjoy and which create a stimulating and supportive learning environment for all. This will be an important move back towards normal life for many children and families.

We want all children to learn in a safe and secure environment where they will continue to feel confident and be enthusiastic successful learners. By developing and delivering this action plan the whole school community are committing to ensuring that we continue to support all children to make good progress and support any gaps they may have as a result of the past 18 months of disruption to their education.

### Hamstreet Vision

At Hamstreet our vision is to create a happy, supportive and welcoming whole school community for our staff, children, parents and local community. We believe that by offering an engaging curriculum, that meets the needs of every child, children will be inspired to become lifelong learners. We will achieve this through offering creative, fun, adventurous and inclusive learning opportunities. Our priority is to nurture children in a kind and caring environment so that they are prepared for the next steps in their education and equipped with the skills needed for life.

**Be P R O U D and be the best - you can!...**

**P** ositive  
**R** espectful  
**O** utstanding  
**U** nderstanding  
**D** etermined

We want Hamstreet Primary Academy to be the best place for the children who come here to learn; where they are surrounded by adults who are positive and show a love for learning; where we dare to be bold and different!

All who work at our academy believe that it is vital that we are all responsible for improving the basic skills of all children and we wish to improve the quality of education for all.

**ACE Values  
(Aspire, Create, Excel)**



Our Values:

Be Respectful  
Be Adventurous  
Be Understanding  
Be Resilient  
Be Inspired  
Be Creative  
Be Enquiring

Be the best - you can!

## 2022/23 Key Actions

<p><b>1. Leadership &amp; Management</b></p> <ul style="list-style-type: none"> <li>- Focus on driving consistency throughout the school</li> <li>- Enhance opportunities for staff to share expertise across the school (CPD – SEN, Behaviour, Attitude to learning, Pupil Premium)</li> <li>- Further develop Subject Curriculum Leadership (ACE Curriculum)</li> </ul>
<p><b>2. Personal development/Behaviour &amp; attitudes</b></p> <ul style="list-style-type: none"> <li>- Focus on children's behaviour, Wellbeing and attitude to learning</li> <li>- Focus on monitoring attendance and punctuality</li> <li>- Focus on Learner's broader development</li> <li>- Develop new practices to reduce staff workload and encourage efficient ways of working</li> </ul>
<p><b>3. Quality of Education:</b></p> <ul style="list-style-type: none"> <li>- Planning and delivering an appropriate curriculum which addresses the gaps and re-establishes good progress</li> <li>- Embed our ACE Curriculum</li> <li>- Identifying gaps in children's knowledge and skills, close gaps and accelerate progress (use of new NTS assessments / SHINE Software)</li> <li>- Extend our MABLE learners</li> <li>- Planning and delivering an appropriate curriculum which addresses the gaps and re-establishes good progress</li> </ul>
<p><b>4. Teaching &amp; Learning</b></p> <ul style="list-style-type: none"> <li>- Quality first teaching</li> <li>- Accelerate learning and support children who have fallen behind as a result of Lockdown</li> <li>- Focus on SEN &amp; Pupil premium children – identify and plan good quality support to accelerate progress</li> <li>- English</li> <li>- Maths</li> <li>- Computing</li> <li>- Sport</li> <li>- Focus on ensuring progress of different groups MABLE, SEN &amp; Pupil Premium children</li> </ul>
<p><b>5. EYFS</b></p> <ul style="list-style-type: none"> <li>- Create a fun, engaging and sympathetic environment that supports children in their transition into school</li> <li>- Plan, introduce and adapt the EYFS curriculum as necessary</li> <li>- Identify children who are not on track to achieve GLD and plan accelerated support</li> <li>- Focus on Characteristics of Effective Learning (Playing and Exploring, Creating and Thinking Critically, Active Learning)</li> </ul>

### Key Performance Indicators (From Ace Strategic Plan)

1. Pupil outcomes show the progress and attainment of the majority of our pupils is in line with or exceeding national benchmarks. (Statutory Assessment, Internal Data) **(KPI1)**
2. Governance and leadership at all levels is strong and is effective in delivering the Trust's aims and objectives. (Ofsted, DfE/RSC feedback, external and internal audits, academy self-evaluation) **(KPI2)**
3. The majority of teaching is good with an increasing proportion outstanding. (Internal and external reviews) **(KPI3)**
4. Open and active communications with parents and the wider community demonstrates satisfaction in the Trust. (Surveys, comments, forums) **(KPI4)**
5. The MAT is able to grow and demonstrate successful outcomes in all areas that meets the needs of the pupils and communities that it serves. **(KPI5)**
6. The MAT has reserves that allows the Trust to support innovation and collaboration and individual schools demonstrate balanced budgets over a three-year period. **(KPI6)**

**Termly Themes & Main Priority**

	<b>HIP Focus / BLP</b>	<b>Value</b>	<b>British Value</b>
<b>Term 1</b>	<b>Read to Achieve!</b>	<b>Friendship</b>	<b>Mutual Respect Empathy</b>
<b>Term 2</b>	<b>Maths – Everyone Can!</b>	<b>Cooperation</b>	<b>Tolerance/ Empathy</b>
<b>Term 3</b>	<b>New Year, New Goals!</b>	<b>Thoughtfulness</b>	<b>Mutual Respect / Empathy</b>
<b>Term 4</b>	<b>Back to School and Ready to Grow!</b>	<b>Quality</b>	<b>Democracy</b>
<b>Term 5</b>	<b>Up, Up &amp; Away!</b>	<b>Freedom</b>	<b>Individual Liberty</b>
<b>Term 6</b>	<b>There's no Smart Without Art !</b>	<b>Understanding</b>	<b>The Rule Of Law</b>

<b>1. Leadership &amp; Management</b>			<b>Priorities as identified in SEF/OFSTED:</b> <ul style="list-style-type: none"> <li>• Focus on driving consistency throughout the school</li> <li>• Enhance opportunities for staff to share expertise across the school</li> <li>• Further develop Subject Curriculum Leadership (ACE Curriculum)</li> <li>• Further develop opportunities for more efficient working practices to support staff work load and wellbeing</li> </ul> <b>(Promote – Bullying and Behaviour policy with parents (Questionnaire)</b> <b>Office development (Questionnaire)</b> <b>ACE Curriculum (Communicate to parents (Questionnaire)</b> <b>SEN parent communication (Questionnaire)</b>			
<b>Area of development</b>	<b>Intent</b>	<b>Timing</b>	<b>Implementation</b>	<b>Monitoring (by who &amp; when)</b>	<b>Impact</b>	<b>Next steps</b>
Consistency across the school <b>(KPI3)</b>	LMT will consistently drive the HIP and engage with learners, staff and parents to ensure we provide the best possible education for all children	<b>Termly Reviews – LMT to review impact and next steps.</b>	<ul style="list-style-type: none"> <li>• KS Managers to work closely together to ensure they drive HIP in each phase effectively. Shared agendas, regular discussions, regular monitoring visits within each phase by KS Leaders.</li> <li>• Subject Leaders to follow the timetabled release time on the shared calendar to monitor and drive improvement in their subjects.</li> </ul>	<b>CT</b> ↓ <b>Middle Leaders</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		
Enhance opportunities for staff CPD <b>(KPI2) (KPI5)</b>	To prioritise CPD in Maths, English and behaviour management, SEN and Pupil Premium.	<b>Termly Monitoring (Deputy Head of School Nikki Bolton)</b>	<ul style="list-style-type: none"> <li>• Identify staff expertise across the school and plan a CPD timetable which makes effective use of in house training.</li> <li>• To attend Accelerated Reading Training during Term 1 (HOS / English Lead)</li> <li>• ACE SEN Training (Term 1 Lorraine Peterson).</li> <li>• LMT to plan ways to effectively share areas of expertise across the school / in house CPD (using National College also).</li> <li>• <b>Introduce Training using The National College – staff encouraged to learn together and discuss/implement training in their teams. Allocate CPD to staff and monitor staff training to improve quality of teaching and learning for all pupils.</b></li> </ul>	<b>Deputy Head (ACE)</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		

<p>Subject/ Curriculum leadership <b>(KPI1)</b></p>	<p>To enhance subject leader's awareness and understanding of their subject in the new ACE curriculum. <b>(KPI2)</b></p> <p>To support leaders new to role. <b>(KPI2)</b></p> <p>To develop assessment strategies (formative and summative) across foundation subjects.</p>	<p>ACE curriculum team leaders' meetings throughout the year – staff meeting time allocated</p> <p>Subject/ curriculum team leaders</p> <p><b>Termly Monitoring (HOS / Deputy Head of School)</b></p>	<ul style="list-style-type: none"> <li>• Leaders understand their subject story and links throughout the curriculum- complete links to previous learning in theme overviews</li> <li>• Leaders understand curriculum coverage by knowing which themes contain which subjects and where skills appear throughout the curriculum</li> <li>• Lorna Priddle &amp; Ruth Swailes (Educational Consultants to support Subject Leader Development) – Subject Leaders to follow Subject Leaders Guide.</li> <li>• Leaders understand their subject coverage within the ACE themes.</li> <li>• Review AfL during lesson visits and share best practice in their subjects.</li> <li>• New NTS tests to be completed to assess gaps in Term 2, 4 &amp; 6</li> <li>• Subject Leaders to use time allocated in Staff Meetings to communicate expectations and drive consistency.</li> <li>• Bromcom to be used to gather summative assessment data across subjects.</li> </ul>	<p><b>Subject Leaders</b></p> <p>↓</p> <p><b>LMT</b></p> <p>↓</p> <p><b>Head of School</b></p>		
<p>Staff Working Practices, Workload &amp; Wellbeing <b>(KPI2) (KPI5)</b></p>	<p>To drive more manageable working systems across the school to enable staff to have a greater work – life balance. <b>(KPI2)</b></p>	<p>Termly Monitoring</p> <p>Key Stage Leaders Maggie Keenan, Michelle Maddison, David Lukehurst</p>	<ul style="list-style-type: none"> <li>• To get back to more manageable systems - Emails, working hours, staying late after school, manage meetings effectively to enable classroom management and planning time.</li> <li>• Consider whether emails after 6pm are essential.</li> <li>• To organise early and late days during the week to establish more of a work life balance.</li> <li>• To make best use of live marking and feedback opportunities in class.</li> <li>• KS Meetings to share successful working practices and encourage a greater work life balance throughout the week.</li> <li>• To give a larger window for Assessment completion and analysis to enable teachers to plan how to best use their time.</li> </ul>	<p><b>Key Stage Leaders</b></p> <p>↓</p> <p><b>LMT</b></p> <p>↓</p> <p><b>Head of School</b></p>		

To embed ACE TRUST VISION & VALUES within the school (KPI2) (KPI4)	To promote the ACE Vision and Values within the school	Termly Monitoring  Key Stage Leaders Maggie Keenan, Michelle Maddison, David Lukehurst	<ul style="list-style-type: none"> <li>Promote ACE Values in classes and link to the ACE Curriculum.</li> <li>Award ACE Trophy to celebrate a class demonstrating ACE Values each term.</li> <li>Promote through newsletters and parent workshops. (KPI4)</li> </ul>	<b>Key Stage Leaders</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		
<b>2. Personal development/Behaviour &amp; Attitudes</b>				<ul style="list-style-type: none"> <li>Focus on children's behaviour, Wellbeing and attitude to learning</li> <li>Focus on monitoring attendance and punctuality</li> <li>Focus on Learner's broader development</li> <li>Positive staff, pupil &amp; parent relationships</li> <li>Develop new practices to reduce staff workload and encourage efficient ways of working</li> </ul>		
<b>Area of Development</b>	<b>Intent</b>	<b>Timing</b>	<b>Implementation</b>	<b>Monitoring</b>	<b>Impact</b>	<b>Next Steps</b>
Behaviour and attitude to learning(KPI3)	<p>To have high expectations for Learners' behaviour and conduct.</p> <p>To teach children the importance of developing strong learning attitudes (Link to PROUD &amp; ACE Values(KPI2)).</p>	<p>Termly Monitoring</p> <p>Key Stage Leaders Maggie Keenan, Michelle Maddison, David Lukehurst</p> <p>Head of School to drop in and monitor throughout the week (Ongoing)</p>	<ul style="list-style-type: none"> <li>All classes have clear rules and children respect them.</li> <li><b>All classes follow the 'Good to be Green' behaviour system.</b> Class teachers to communicate clear expectations to children about behaviour and teach children how to develop strong attitudes to learning as they move through the school.</li> <li>The behaviour system is suitably adapted for children who need a different approach (SEN etc) and class teachers take the lead on this. (KPI5)</li> <li>BLP displays are clear and used regularly in the classroom.</li> <li>Children understand and follow the Hamstreet Presentation Policy.</li> </ul>	<b>Key Stage Leaders</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		



			<ul style="list-style-type: none"> <li>• To ensure all children wear full school uniform – support to be offered to families through ‘pre-loved clothes rail’.</li> <li>• Children to use the corridors calmly and quietly – teachers to encourage children to show respect for learning as they walk around the school.</li> <li>• Promote Sports Council / Playground Champions</li> <li>• School Council</li> <li>• House Captains</li> <li>• Table Heads</li> <li>• Librarians</li> <li>• Classroom Monitors</li>   <li>• Provide further staff CPD to develop strong systems of behaviour management throughout the school to create consistency – use of bad language letters, communication with parents, Use of paired classes, Use of Pastoral Support Plans. Pupil Progress meetings to discuss children’s behaviour and attitude development. <b>(KPI5)</b></li>   <li>• Children to follow the Hamstreet Presentation Policy when recording their learning in their Learning Journals, Maths books and Art books.</li>   <li>• Parent Workshop on Behaviour &amp; Bullying Working</li> </ul>			
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Attendance	<p>All learners have high attendance and are punctual.</p> <p>The attendance of SEN &amp; Pupil Premium Children is at least in line with National data.</p>	<p><b>Weekly monitoring by FLO and Head of School</b></p>	<ul style="list-style-type: none"> <li>• To support Learners to have high attendance and be punctual in class through discussions with children and parents.</li> <li>• Closely monitor the attendance of PP &amp; SEN children and offer timely support to families. Discussions &amp; Meetings to be held by the PP Lead promptly if issues arise.</li> <li>• First day calling (office).</li> <li>• Class teachers follow up attendance issues with parents and put in the necessary support in the first instance.</li> <li>• 8:30 – 8:45 rolling registration activities to encourage children to be punctual.</li> <li>• Work with outside agencies when support is needed for families.</li> </ul>	<p><b>FLO / Head of School</b></p>		
<p>Learners' Broader Development <b>(KPI3)</b></p>	<p>To plan Curriculum opportunities and extra-curricular activities that aim to develop our children's, attitudes to learning, interests and talents.</p> <p>To consider the cost of living crisis when organising trips and additional learning activities.</p>	<p>Termly Monitoring of the curriculum and weekly planning monitoring (Head of School &amp; Deputy Head of School)</p>	<ul style="list-style-type: none"> <li>• PPA used to consider how to plan class trips and visitors to enhance the curriculum and engage children's interests.</li> <li>• Lessons are planned to teach children about BLP and how to build their Resilience, Independence &amp; Confidence.</li> <li>• All classes have a working BLP display</li> <li>• ACE Academy Extra-Curricular Programme – promote the ACE Masterclasses and School extra-curricular clubs. <b>(KPI2)</b></li> <li>• Phase leaders to be mindful of cost when organising trips to enhance the curriculum – think of ways in which we can continue to enhance our curriculum offer.</li> </ul>	<p><b>LMT</b> ↓ <b>Head of School</b></p>		

	To support the mental health and wellbeing of the whole school community. <b>(KPI2)</b>	FLO Termly Monitoring (PPA Sessions)	<ul style="list-style-type: none"> <li>To ensure that Children are taught about the importance of staying mentally healthy and techniques to help them be successful in life.</li> <li>Staff wellbeing sessions to be planned each term.</li> <li>Emotional barometers used effectively in class.</li> <li>Wellbeing lessons (PSHE) and assemblies. Key Stage Leaders and CT to prioritise children's wellbeing as and when needed.</li> <li>Parents to be offered on site meetings for support (wellbeing – FLO , CT, outside agencies as and when needed.</li> </ul>	<b>FLO / Class teachers/ Managers / KS</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		•
	To teach children how to be responsible citizens who contribute positively to society. <b>(KPI3)</b>	FLO Termly Monitoring (PPA Sessions)  Key Stage Assemblies	<ul style="list-style-type: none"> <li>ECO club H.E.L.P</li> <li>PSHE Lessons taught regularly and focus on equipping children with key life skills and preparing them for the next steps in their future.</li> <li>Assemblies cover British values and Hamstreet PROUD / ACE values. <b>'Be the best you can!'</b></li> </ul>	<b>FLO / Key Stage Leaders</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		

<b>3. Quality of Education:</b>	<b>Priorities as identified in SEF/OFSTED:</b>
	<ul style="list-style-type: none"> <li>Assessment Tests (NTS Rising Stars)</li> <li>Reading - Systematic Synthetic Phonics</li> <li>GPS</li> <li>Maths</li> <li>Sport</li> <li>Computing</li> </ul>

				<ul style="list-style-type: none"> <li>• Further embed our ACE Curriculum through Quality First Teaching</li> <li>• Identifying gaps in children’s knowledge and skills, close gaps and accelerate progress</li> <li>• Extend our MABLE learners, SEN &amp; PP children</li> <li>• Planning and delivering an appropriate curriculum which addresses the gaps and re-establishes good progress</li> </ul>		
Area of Development	Intent	Timing	Implementation	Monitoring	Impact	Next Steps
<p>Reading (KPI1) (KPI3)</p> <p><b>(Term 1 focus – ‘Read to Achieve!’)</b></p>	<p>The teaching of reading develops confidence and enjoyment in reading which enables all children to make good progress.</p> <p>To accelerate progress in Reading to close the gap that occurred during Remote learning.</p>	<p>From Sept 2022</p> <p><b>Termly Reviews – LMT to review impact and next steps.</b></p>	<ul style="list-style-type: none"> <li>• RWI phonics programme introduced and implemented successfully across the school.</li> <li>• English lead to support staff to deliver the programme and provide training.</li> <li>• Weekly RWI staff training delivered by English lead – teachers Wednesdays 3.30pm, LSAs Thursdays 2.30pm.</li> <li>• To introduce RWI phonic – First four weeks in KS1 children will be assessed and placed into broad teaching groups. Reception children will start learning a sound a day from their first day in and be baselined assessed. The children will then be assessed and group with assessment 1 and placed into groups and then assessed every 6-8 weeks.</li> <li>• 1:1 sessions to be put into place for children needing to keep up.</li> <li>• Children who are working towards in reading in years 3 and 4 will be assessed and received 1:1 tutoring depending on their need.</li> <li>• Fresh Start year 5 and 6 – children assessed as working</li> </ul>	<p>Daily monitoring and support</p> <p>continuous assessment</p> <p>Weekly discussions</p> <p>Lesson observations</p> <p>Data analysis termly.</p> <p>Termly monitoring with weekly intervention if required.</p> <p>Planning checks</p> <p>Check reading folders</p> <p>Check PATTs to identify gaps</p> <p>Pupil voice</p> <p><b>English Coordinator Jackie Samson</b></p> <p>↓</p> <p><b>LMT</b></p> <p>↓</p> <p><b>Head of School</b></p>		

			<p>towards to receive 1:1 tutoring depending on their need.</p> <ul style="list-style-type: none"> <li>• To introduce Accelerated Reader in years 2-6 (From Term 3)</li> <li>• Every child is listened to by an adult at least once a week.</li> <li>• Paired reading between reception, infants and juniors which will take place on a Friday afternoon for 2.35 – 2.55. Raise the profile of reading.</li> <li>• Listen to readers daily (up to 8 a day – children below ARE every day)</li> <li>• Class text maps to be completed in phases to show texts used throughout the year – fiction and non-fiction texts and poetry.</li> <li>• Bromcon to be updated and reviewed regularly and used to inform teachers planning – identify the gaps and prioritise teaching and learning in those areas. <b>(KPI5) SUPPORT TERM 2 (New Bromcom system)</b></li> <li>• English Leader to closely track and support progress of Reading in Yr 6 cohort to accelerate progress.</li> <li>• English leader to ensure year 6 teachers identify children who need accelerating in Writing and are extending MABLE learners.</li> </ul>			
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			<ul style="list-style-type: none"> <li>• Class text maps to be completed by phases with the support of the English lead and to ensure class texts match to themes.</li> <li>• To teach the skills of comprehension using VIPERS</li> <li>• Reading comprehension exercises completed weekly.</li> <li>• Termly Comprehension Assessments to identify any gaps in learning – these to be addressed in planning (Rising Stars) (KPI5)</li> <li>• Poetry to be included every term in the children’s learning and these added to class text map.</li> <li>• Paired reading between reception, infants and juniors to take place each week.</li> </ul>			
Writing (KPI1) (KPI3)	Teaching of writing develops confidence and enjoyment in writing which enables all children to make good progress.	From Sept 2022  <b>Termly Reviews – LMT to review</b>	<ul style="list-style-type: none"> <li>• An independent weekly write to take place each week. This will be marked in the classroom as the children are working. Live Marking and immediate feedback to be used.</li> <li>• Introduce the write with a stimulus and give opportunities to build on ideas together as a class.</li> <li>• Teachers to follow Hamstreet Progression Writing Grid and Genre Progression.</li> </ul>	Termly assessments (Rising Stars NTS)  Weekly discussions  Lesson observations  Data analysis termly.  Termly monitoring with weekly intervention if required.		

		<p><b>impact and next steps.</b></p>	<ul style="list-style-type: none"> <li>• Bromcom to be updated and reviewed regularly and used to inform teachers planning – identify the gaps and prioritise teaching and learning in those areas. <b>(KPI5) Term 2</b></li> <li>• English Leader to closely track and support the progress of writing across KS2. <b>(KPI5)</b></li> <li>• English leader to ensure year 6 teachers identify children who need accelerating in Writing and are extending MABLE learners.</li> <li>• Class text - each term the class text is used for a weekly independent write (narrative) - LOs should be taken from Bromcom. Use the skills and knowledge ladders from the ACE share point under English. Ensure all genres are covered that you need to cover in your phases.</li> <li>• Non narrative texts are included each term through the themes but skills will need to be taught incl. poetry. Phases to complete class text maps to ensure coverage.</li> <li>• Cursive handwriting programme introduced in year 2, which will allow children to earn their pen licence by the end of year 2.</li> <li>• Children will be taught to edit their writing.</li> </ul>	<p>Planning checks Check reading folders Check PATTs to identify gaps Pupil voice</p> <p><b>English Coordinator</b> <b>Jackie Samson</b></p> <p>↓ <b>LMT</b></p> <p>↓ <b>Head of School</b></p>		
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			<ul style="list-style-type: none"> <li>Share books in PPA for consistency of work.</li> <li>All writing in Learning Journals to be of a high expectation.</li> </ul>			
Grammar Punctuation and Spelling (GPS) (KPI1) (KPI3)	Teaching of GPS is regular and effective, enabling children to make good progress.	From Sept 2022 <b>Termly Reviews – LMT to review impact and next steps.</b>	<ul style="list-style-type: none"> <li>GPS to be planned and sequenced to link with writing (Lorna Priddle)</li> <li>RWI spelling programme (year 2- 6)</li> <li>High expectation in spelling books of how work is set out.</li> <li>Using the GPS skills ladder.</li> <li>Adding GPS skills and knowledge to theme overviews.</li> <li>Each class to display the grammar and punctuation for their year group.</li> <li>To use dictation sentences from Twinkl which have the statutory spellings for the phase from year 2-6. To be written into learning journals, good handwriting practice opportunity too.</li> </ul>	<p>Termly assessment</p> <p>Weekly discussions</p> <p>Lesson observations</p> <p>Data analysis termly.</p> <p>Termly monitoring with weekly intervention if required.</p> <p>Planning checks</p> <p>Check reading folders</p> <p>Check PATTs to identify gaps</p> <p>Pupil voice</p> <p><b>English Lead Jackie Samson</b></p> <p>↓</p> <p><b>LMT</b></p> <p>↓</p> <p><b>Head of School</b></p>		
Oracy (KPI3)	To plan regular opportunities to teach Oracy during daily lessons.		<ul style="list-style-type: none"> <li>Continue to use Oracy across all curriculum areas with carefully planned talk tasks and sentence stems to support children.</li> <li>Clear expectation</li> </ul>	<p><b>English Lead Jackie Samson</b></p> <p>↓</p> <p><b>LMT</b></p> <p>↓</p> <p><b>Head of School</b></p>		



			<ul style="list-style-type: none"> <li>Oracy display with sentence starters.</li> </ul>			
ACE Curriculum <b>(KPI2) (KPI4)</b>	To further enrich the quality of the ACE curriculum offer for all children. <b>(KPI2) (KPI4)</b>  <b>(Working party – DH Nov 2022)</b>	Curriculum team meetings throughout the year built in to staff meetings.  Week 1 staff meeting (Sept) – Subject Leads to set expectations for the year and offer support.	<ul style="list-style-type: none"> <li><b>Embed language/ use of ACE threads and ACE learning values</b></li> <li><b>Discrete subject expectations made clear by leaders to teaching staff in: Computing, Music, MFL, RE, PE and PSHE</b></li> <li><b>Ensure vocabulary listed on theme overviews is sorted to ‘exposed to’ and ‘know and use’</b></li> <li><b>Complete subject knowledge statements for all themes where the following subjects are taught: Art, DT, Geography Humanities (Lorna Priddle)</b> <ul style="list-style-type: none"> <li>To develop knowledge grids for History and geography.</li> </ul> </li> <li><b>Art (Lorna Priddle)</b> <ul style="list-style-type: none"> <li>Some expectations in the Art Curriculum need to be developed further to close the gaps in children’s knowledge.</li> <li>KS1 -develop an Art portfolio to show the progression of knowledge from Early Years to the end of Year 2.</li> </ul> </li> <li><b>Resources audit against new curriculum</b></li> <li><b>Monitor impact on cultural capital (particularly for SEN/PP chn)</b></li> </ul>	LMT (on-going)- lesson visits/ pupil voice/ learning environment  Subject teams/ curriculum team leaders PP Leader & SENCo JM  (on-going) <b>Deputy Head</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		
(Quality of Teaching) <b>(KPI1) (KPI3)</b>	To ensure that all children are engaged and on task throughout the lesson.  To plan and differentiate lessons to maximise progress	<b>Termly Reviews – LMT to review impact and next steps.</b>	<ul style="list-style-type: none"> <li>Planning shows differentiation for children of differing abilities (incl. MABLE).</li> <li>Classroom staff to scan the class for involvement and encourage on task behaviours. <b>(KPI2)</b></li> <li>Differentiation to address the needs of all children. <b>(KPI3)</b></li> </ul>	<b>Key Stage Leaders</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		

	<p>To plan how support staff can be used more effectively to support pupil progress</p> <p>To develop staff skills in nurture within the classroom.</p>		<ul style="list-style-type: none"> <li>• SEN Team to consider fresh working practices and timetabling.</li> <li>• Nurture training CPD throughout the year (ACE CPD) Jo R, EW and HG</li> </ul>	<p><b>SENCO</b> ↓ <b>LMT</b> ↓ <b>Head of School</b></p>		
<b>Area</b>	<b>Intent</b>	<b>Timings</b>	<b>Implementation</b>	<b>Monitoring</b>	<b>Impact</b>	<b>Next Steps</b>

<b>Of Development</b>						
<p>Maths <b>(KPI1) (KPI3)</b></p>	<p>To ensure consistency and continuity of maths teaching is of a high standard across the school to enable clear progress for all pupils.</p> <ul style="list-style-type: none"> <li>• Staff to become confident in using 'Power Maths' text books to deliver high quality maths lessons with progress clearly evident (Second year of use)</li> <li>• To develop the Mathematics in Ham Street further, the subject lead will undertake a series of CPD for all staff: -</li> <li>• To continue to follow the White Rose maths plan to ensure consistency in approach which is aligned with Power Maths.</li> <li>• To continue to take a practical approach to maths with the concrete-pictorial-abstract approach where applicable.</li> <li>• Children provided with opportunities to reason and explain</li> </ul>	<p><b>Termly Reviews – LMT to review impact and next steps.</b></p>	<p><u>Maths (Lorna Priddle)</u></p> <ul style="list-style-type: none"> <li>• Role model lessons in all classes including EY.</li> <li>• Complete a learning walk termly which will include pupil and staff voice.</li> <li>• Lead a whole school book scrutiny of Maths books/ How is the Power of Maths improving outcomes for all groups of children.</li> <li>• Complete a staff training 'refresher' session on the 'Power of Maths' in the first few weeks of Term 1.</li> <li>• Complete lesson observations by the end of Term 2. Looking at how teacher's questioning encourages learning and enquiry.</li> <li>• White Rose medium term plans used and followed for all year groups</li> <li>• Power Maths books to be used regularly across the school as our 'main teaching tool' to deliver high quality and challenging maths lessons</li> <li>• School assessment system to be updated regularly, identifying gaps and teachers planning to close these through same-day intervention, 'keep up' intervention groups, pre-teaching or post-teaching<b>(KPI5)</b></li> </ul>	<p><b>Dave Lukehurst (Maths Leader)</b> ↓ <b>LMT</b> ↓ <b>Head of School</b></p>		

	<p>their mathematical learning through problem solving</p>		<ul style="list-style-type: none"> <li>Teachers to ensure mathematical equipment is readily available and explicitly modelled to support learning and the critical 'concrete' stage of our teaching approach</li> <li>Maths displays to aid the teaching and language through exposure of rich mathematical vocabulary and 'aids' to independently support the children's learning</li> <li>Daily mental maths lessons focusing on core number skills, the four operations and securing the foundations of previously taught learning.</li> </ul>			
<p>Maths Times Tables <b>(KPI1)</b> <b>(KPI3)</b></p>	<p>To implement a systematic times tables system to ensure retention and secure understanding in relevant years – What will this look like throughout the school? Year 4 Children are taught times tables weekly and teachers address any gaps in knowledge through small group teaching</p> <ul style="list-style-type: none"> <li>Class teachers in years R to 4 understand the expectation of learning times tables facts and see these as 'non-negotiables'</li> <li>Teachers to understand the pedagogy of times tables teaching</li> <li>Times tables to be taught regularly and consistently across the school</li> <li>Teachers use the tools, digital resources and materials available to</li> </ul>	<p><b>Termly Reviews – LMT to review impact and next steps.</b></p>	<ul style="list-style-type: none"> <li>TT Rockstars to be part of homework from year 1 and used regularly in school – challenges and data to be celebrated to promote progress and attainment.</li> <li>To develop a times tables challenge to raise the profile of times tables across the school</li> <li>Year 4 children to use a variety of online tools such as Twinkl Go in preparation for the MTC and to secure times tables learning up to 12 x 12</li> <li>To run a parent workshop to raise the profile of times tables and the importance of retaining the facts and being able to retrieve them quickly and efficiently</li> <li>Times tables to form part of the weekly teaching and most daily mental maths lessons.</li> <li>Regular assessment opportunities and tailored</li> </ul>	<p><b>Dave Lukehurst (Maths Leader)</b> ↓ <b>LMT</b> ↓ <b>Head of School</b></p>		

	teach retention of times tables		teaching and support to close the gaps.			
<b>Area of development</b>	<b>Intent</b>	<b>Timings</b>	<b>Implementation</b>	<b>Monitoring</b>	<b>Impact</b>	<b>Next Steps</b>
Computing	<p>Support children to become confident, competent users of the technology in our world today.</p> <p>Prioritise teaching knowledge and skills in the three core areas in Computing (Computer Science, Information Technology and Digital Literacy)</p> <p>Staff to develop greater confidence in their delivery of the curriculum, using up-to-date equipment.</p>	From Term 1 – Termly Monitoring	<ul style="list-style-type: none"> <li>iPads and laptops purchased to use across the school. Range of apps to be installed to support children’s learning.</li> <li>iPads to be used in KS1 and laptops to be used in KS2 to teach Computing and support other areas of learning across the curriculum.</li> <li>Instructions given to staff and children to ensure the new equipment is handled with care. All equipment to be collected and put away by an adult.</li> <li>Online booking system to ensure wide usage across the school / all children to have regular opportunities to use during lessons.</li> <li>Weekly Computing lessons should be timetabled and visible on Weekly Plans.</li> </ul>	<p><b>Michaela Paget (Computing Leader)</b></p> <p>↓</p> <p><b>LMT</b></p> <p>↓</p> <p><b>Head of School</b></p>		
Sport / PE	To deliver high quality Physical Education lessons which enable pupils to achieve their personal best.	From Term 1 – Termly Monitoring	<ul style="list-style-type: none"> <li>Engage and enthuse pupils of all ages in PE, Sport &amp; Physical Activity twice a week.</li> </ul>	<p><b>Keir Starley (Sports Coach)</b></p> <p>↓</p> <p><b>LMT</b></p>		

	<p>Children take part in competitive sport using their strong learning attitudes and displaying good sportsmanship.</p>		<ul style="list-style-type: none"> <li>• Increase pupil confidence and engagement in all areas of PE to ensure they are driven towards achieving their best (Link to whole school focus on BLP)</li> <li>• Teach children the life skills they learn in PE that help them develop in to confident and successful learners.</li> <li>• Develop and nurture talented athletes through the ACE Sports Academy Programme. (KPI4)</li> <li>• Raise the profile of PE through cross curriculum links and parental involvement. (KPI4)</li> <li>• Once a term – hold Healthy School's Day to educate children and promote healthy lifestyles and the importance of physical activity. These theme says to Improve pupils' understanding of how to lead healthy, active lifestyles</li> <li>• Create a best practice lesson framework to be followed during each lesson. Progress driven.</li> <li>• Ensure staff are following high quality PE lesson plans</li> <li>• Work with teachers and LSAs during sports sessions to develop staff expertise and confidence – raise the profile of PE Lessons.</li> <li>• Teach pupils how to keep themselves self during sport and exercise.</li> </ul>	<p>↓ <b>Head of School</b></p>		
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			<ul style="list-style-type: none"> <li>Develop children's resilience, self-belief and determination to achieve their own personal best while supporting others to do the same.</li> </ul>			
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<b>4. EYFS</b>			<ul style="list-style-type: none"> <li>Create a fun, engaging and sympathetic environment that supports children in their transition into school</li> <li>Plan, introduce and adapt the EYFS curriculum as necessary Implement the new Reception baseline assessment and use to identify children's starting points.</li> <li>Focus on Characteristics of Effective Learning (Playing and Exploring, Creating and Thinking Critically, Active Learning)</li> </ul>
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<b>The quality of education: EYFS</b>	<b>Priorities as identified in SEF/OFSTED:</b> <ul style="list-style-type: none"> <li>To plan opportunities to address barriers that may prevent children from achieving GLD (Term 6 2023)</li> <li>To track the progress of all children regularly and review termly. (KPI1)</li> </ul>					
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Area of development	Intent	Timing	Implementation	Monitoring (by who & when)	Impact	Next steps
<b>Baseline</b>	To deliver Baseline	Early Term 1	Implement Government computer based/testing baseline.	EY Lead Term 1		
<b>Transition</b>	To support children during the initial transition period time to feel comfortable to walk into Sandcastles.  To greet adults confidently  To understand basic rules and routines of school	Term 1 onwards As required	Adult support on playground initially during Term 1  Develop relationships with children through a play environment.  Introduction of visual timetables and aids alongside verbal instructions.  Develop initial relationships with parents.	EY Lead  All Adults  Daily discussions		

			Provide clear, consistent routine with all classroom adults.				
<b>Staff Training (KPI2)</b>	All staff to look in detail at newest aspects of the curriculum e.g. Self-regulation, number, speaking  Anna Freud – Argument Pizza and helping children to mentalise.  All staff to be build on RWI training – online CPD	Term 1  Term 1  Term 1 / 2	Training sessions – unpick each area. Discuss what it means in daily practice.  Chantelle Willows to deliver training based on new research.  As the learning progresses, keep up to date with RWI CPD online.	EY Lead and Teacher  EY Lead			
<b>Progress Monitoring (KPI1)</b>	To track the progress of all children regularly and review termly.  To plan opportunities to address barriers that may prevent children from achieving GLD (Term 6 2023)	Termly  Weekly Sessions PPA	<ul style="list-style-type: none"> <li>EY Leader to monitor progress termly, identify issues and areas for development and support EY Team to plan interventions to support children to achieve GLD (Term 6).</li> <li>GIP to be written using Provision Mapper and reviewed termly.</li> <li>Identify PP children and ensure they are able to learn alongside children who model good learning attitudes.</li> <li>Identify MABLE children and ensure lessons and learning opportunities are differentiated to extend their learning.</li> </ul>	EY Lead and all teaching staff  Trust/Head of school/EY Lead			



			<ul style="list-style-type: none"> <li>Identify children who need provision plans and plan how best to support their progress.</li> </ul>				
<b>PSED</b>	<p>To focus on all three areas of PSED – self-regulation, building relationships, managing self.</p> <p>Children need to regulate their own behaviour. Children to show resilience. Children need to play co-operatively</p>	Term 1	<p>Observational assessment to quickly highlight children requiring support</p> <p>Set up Regular Social/Emotional coaching small group until end of Term 1 (2 x weekly) if required.</p> <p>Weekly group times – focus on developing strong PSED skills in all children through games, discussions and social stories.</p> <p>Play alongside and model good social play</p> <p>Set up collaborative play opportunities.</p> <p>Ensure Early Excellence ethos is adhered to (ie 1 of everything to encourage Social skills) both indoors and out</p> <p>Social Detective</p> <p>Zones of Regulation</p> <p>Feelings barometer.</p>	<p>EY Lead</p> <p>All Adults</p> <p>Daily discussions and feedback from play sessions.</p>			
<b>Communication and Language</b>	<p>To encourage children to listen and respond appropriately.</p> <p>To encourage children to participate in discussions and express their ideas and feelings</p>		<p>NELI Programme delivered to children through group time.</p> <p>Speech link and Language link assessments – if identified as necessary.</p> <p>Co-ordinate with SENCO for referrals</p>	<p>EY Lead and CT to analyse data</p> <p>Observations of small groups by EY lead and CT</p>			

	To understand that some countries speak different languages.		<p>Deliver speech and language groups to ALL children</p> <p>Provide Oracy opportunities for speech development through use of chatterboxes, board games, turn taking games</p> <p>Modelling small world play using puppets.</p> <p>Introduce French and German in the form of small games, stories, vocabulary, songs.</p>	Term 1/2			
<b>Physical</b>	<p>To develop good strength, balance and co-ordination.</p> <p>To hold a pencil effectively.</p>	<b>From Term 1 onwards</b>	<p>Daily fizzy and clever hands activities</p> <p>Sensory hand writing practice</p> <p>Physical development through play e.g. monkey bars, digging area, bikes</p> <p>Reintroduce Write Dance to improve fine and gross motor skills</p> <p>Weekly PE lessons delivered by PE coach. Term 1 to focus on Gymnastics</p>	<p>EY Lead</p> <p>Weekly discussions</p> <p>T1 and T2</p> <p>PE coach/EY Lead</p>			
<b>Reading</b>	<p>To learn all phonemes and 10 digraphs.</p> <p>To read aloud simple sentences</p> <p>To develop and use a broader and deeper range of vocabulary.</p>	From Term 1 and ongoing during the year	<p>Deliver RWI</p> <p>Follow detailed daily plans</p> <p>Focus on Nursery Rhymes</p> <p>WOW word wall</p> <p>Follow the EY Mantle curriculum to develop themes with a strong focus on language and vocabulary.</p> <p>Modelling small world play using expressive language.</p>	<p>English Lead</p> <p>Weekly discussions</p> <p>Lesson observations</p> <p>Data analysis termly.</p> <p>Termly monitoring with close the gap intervention if required.</p>			

	To inform parents of how to support their child through RWI..		<p>Provide a range of high quality and varied reading material in class. E.g. poems, non-fiction, rhymes, stories</p> <p>Deliver Workshop</p> <ul style="list-style-type: none"> <li>•</li> </ul>	English Lead ?			
<b>Writing</b>	<ul style="list-style-type: none"> <li>• To develop children who are enthusiastic about writing and who are confident to give it a go.</li> </ul>	From Sept 2021	<ul style="list-style-type: none"> <li>• Develop fine and gross motor skills before expecting children to form letters.</li> <li>• Deliver RWI</li> <li>• Promote a sensory handwriting programme (Whole body approach to handwriting)</li> <li>• Make writing tasks that follow their interests (Mantle approach)</li> <li>• Writing during child initiated through writing stations, Message Centre, indoors and out.</li> </ul>	<p>Weekly discussions</p> <p>Lesson observations</p> <p>Data analysis termly.</p> <p>Termly monitoring with close the gap intervention if required.</p>			

<p><b>Maths</b></p>	<p>To embed the Number ELG.</p> <p>To speak as a whole staff to ensure that we all understand and follow the new White Rose Curriculum.</p> <p>To use Power Maths as a planning tool.</p> <p>To teach a deep understanding of number to 10</p> <p>Explore and represent patterns within numbers to 10.</p> <p>To embed the Numerical Patterns ELG</p>	<p>Term 1 onwards.</p>	<p>To provide a range of high quality maths resources that the children can access themselves.</p> <p>Short, daily whole class and small group teaching of specific skills.</p> <p>Close gaps quickly when identified.</p> <p>Maths vocabulary – Explicitly use maths vocabulary so that children become comfortably familiar with it.</p> <p>Deliver Number Workshops to parents</p>	<p>Weekly discussions</p> <p>Lesson observations</p> <p>Data analysis termly.</p> <p>Termly monitoring with close the gap intervention if required.</p> <p>T1/2</p>			
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