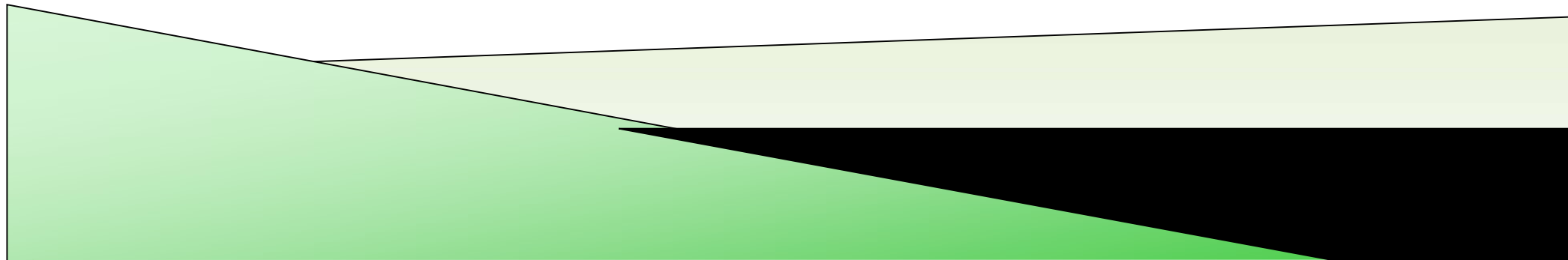


# **Hamstreet Primary Academy Improvement Action Plan**

From September 2021



## Hamstreet Primary Academy Improvement Plan 2020/2021

This plan has been developed by staff and other stakeholders to support the continued full opening of Hamstreet Primary in September 2021 to all year groups following the COVID-19 lockdown crisis which began in March 2020. 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.

Because of the lack of education many children have suffered, we have developed a HIP plan which prioritises the importance of supporting children to develop strong, positive attitudes to learning and which identifies the gaps our children have suffered in their learning. We have prioritised gaps in basic literacy and numeracy knowledge and will focus on accelerating learning in these areas. We recognise that time out of school has been detrimental for children's cognitive, social and academic development, particularly for disadvantaged children, which can affect both current levels of learning and children's future ability to learn.

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.

ACE Academy vision is:

Hamstreet Primary Academy will support local communities in the education of children to develop respect for themselves, each other, their families, and the environment. At Hamstreet Primary Academy our vision is to offer a rich, broad and balanced curriculum which provides pupils with a first class, exciting and creative experience. We will develop thoughtful and responsible young people with high self-esteem and with the motivation, skills and knowledge to succeed in 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.



## 2021/22 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>- Positive staff, pupil &amp; parent relationships</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</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>- Focus on Characteristics of Effective Learning (Playing and Exploring, Creating and Thinking Critically, Active Learning)</li> </ul>

**Termly Themes & Main Priority**

	HIP Focus / BLP	Values	British Value
<b>Term 1</b>	<b>Read to Achieve!</b>	<b>Happiness</b>	<b>Mutual Respect</b>
<b>Term 2</b>	<b>Maths – Everyone Can!</b>	<b>Honesty</b>	<b>The Rule Of Law</b>
<b>Term 3</b>	<b>New Year, New Goals!</b>	<b>Humility</b>	<b>Individual Liberty</b>
<b>Term 4</b>	<b>Back to School and Ready to Grow!</b>	<b>Love</b>	<b>Tolerance</b>
<b>Term 5</b>	<b>Up, Up &amp; Away!</b>	<b>Patience</b>	<b>Democracy</b>
<b>Term 6</b>	<b>There's no Smart Without Art !</b>	<b>Peace</b>	

1. Leadership & Management				Priorities as identified in SEF/OFSTED:		
				<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>		
Area of development	Intent	Timing	Implementation	Monitoring (by who & when)	Impact	Next steps
Consistency across the school	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> </ul>	<b>CT</b> ↓ <b>Middle Leaders</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		
Enhance opportunities for staff CPD – (in house)	To prioritise CPD in Maths, English and behaviour management, SEN and Pupil Premium.	<b>Termly Monitoring (Deputy Head (ACE) Joe McGuire)</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>• ACE SEN Training (Term 1).</li> <li>• LMT to plan ways to effectively share areas of expertise across the school / in house CPD</li> </ul>	<b>Deputy Head (ACE)</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		
Subject/ Curriculum leadership	<p>To enhance subject leader's awareness and understanding of their subject in the new ACE curriculum.</p> <p>To support leaders new to role.</p> <p>To understand changes to the revised EYFS framework and how this affects their subject(s).</p> <p>To develop assessment strategies (formative and summative) across foundation subjects.</p>	<p>ACE curriculum team leaders' meetings throughout the year (with JM)</p> <p>Subject/ curriculum team leaders</p> <p>JM</p> <p>(on-going)</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>• Leaders understand their subject coverage within the EYFS ACE themes.</li> <li>• Review AfL during lesson visits and share best practice</li> </ul>	<b>Subject Leaders</b> ↓ <b>Deputy Head (ACE)</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		

		<b>Termly Monitoring (Deputy Head (ACE) Joe McGuire)</b>				
Staff Working Practices, Workload & Wellbeing	To drive more manageable working systems across the school to enable staff to have a greater work – life balance.	Termly Monitoring  Key Stage Leaders Maggie Keenan, Michelle Maddison, David Lukehurst	<ul style="list-style-type: none"> <li>To get back to more manageable systems (as we had pre Covid). 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> </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	<p>To have high expectations for Learners' behaviour and conduct.</p> <p>To teach children the importance of developing strong learning attitudes.</p>	Termly Monitoring  Key Stage Leaders Maggie Keenan, Michelle Maddison, David Lukehurst	<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> </ul>	<b>Key Stage Leaders</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		

		Head of School to drop in and monitor throughout the week (Ongoing)	<ul style="list-style-type: none"> <li>• The behaviour system is suitably adapted for children who need a different approach (SEN etc) and class teachers take the lead on this.</li> <li>• BLP displays are clear used regularly in the classroom.</li> <li>• To promote and celebrate good attitudes to learning and behaviour.</li> <li>• Children understand and follow the Hamstreet Presentation Policy.</li> <li>• To ensure all children return to wearing full school uniform.</li> <li>• Children to return to using the corridors calmly and quietly – teachers to encourage children to show respect for learning as they walk around the school.</li> <li>• Class cloakrooms to be moved inside each classroom so that children can take responsibility of their own possessions and learn to organise their belongings.</li> <li>• To reintroduce: <ul style="list-style-type: none"> <li>• Playground Champions</li> <li>• School Council</li> <li>• House Captains</li> <li>• Table Heads</li> <li>• Librarians</li> <li>• Classroom Monitors</li> </ul> </li> <li>• Provide further staff CPD to develop strong systems of behaviour management throughout the school to create consistency.</li> <li>• Children to follow the Hamstreet Presentation Policy when recording their learning in their</li> </ul>			
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			Learning Journals, Maths books and Art books.			
	To provide children in year 1 with opportunities to be active and interactive through teaching skills of learning together.		<ul style="list-style-type: none"> <li>• Year 1 Teachers to identify the children who did not make good progress in PSED last year. EY Leader to support.</li> <li>• To plan in regular opportunities for children to develop their skills in all three areas of PSED from Term 1 to enable every child to develop resilience, confidence and self – assurance.</li> <li>• EY Lead to identify CPD opportunities for EY / Year 1 Team in Term 1.</li> <li>• Support and teach children to regulate their own behaviour. – focusing on self-regulation, building relationships, managing self.</li> <li>• Support and teach children to show resilience.</li> <li>• Support and teach children to play co-operatively.</li> <li>• Observational assessment to quickly highlight children requiring support and planned interventions begin in Term 1 to accelerate progress.</li> <li>• Set up Regular Social/Emotional coaching small group until end of Term 1 (2 x weekly) for any child who needs it.</li> </ul>			

Attendance	<p>All learners have high attendance and are punctual.</p> <p>The attendance of Pupil Premium Children is at least in line with National data.</p>	<b>Weekly monitoring by FLO and Head of School</b>	<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 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>Reintroduce 8:30 – 8:45 rolling registration activities to encourage children to be punctual.</li> </ul>	<b>FLO / Head of School</b>		
Relationships	Relationships between children and staff are positive and professional.	Termly Key Stage Leaders	<ul style="list-style-type: none"> <li>All staff to encourage a culture of mutual respect and support for all pupils across the school and maintain positive relationships.</li> <li>Follow Good to be Green system</li> <li>Use praise and reward systems (adapting as needed for specific children's needs)</li> <li>Use effective and timely constructive / development feedback to children when needed.</li> <li>Build strong, professional and supportive relationships with pupils.</li> </ul>	<b>Key Stage Leaders</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>  <b>Head of School drop ins and learning walks.</b>		
Learners' Broader Development	To plan Curriculum opportunities and extra-curricular activities that aim to develop our children's, attitudes to learning, interests and talents.	Termly Monitoring of the curriculum and weekly planning monitoring (Deputy Head (ACE))	<ul style="list-style-type: none"> <li>PPA used to consider how to reintroduce 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> </ul>	<b>Deputy Head (ACE)</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		

			<ul style="list-style-type: none"> <li>All classes have a working BLP display</li> <li>ACE Academy Extra-Curricular Programme</li> </ul>			
	To support children's mental health and wellbeing.	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>FLO to use Forest school sessions in LJ and UJ to teach Life Skills and Mental Health awareness.</li> </ul>	<b>FLO / Class teachers/ KS Managers</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		
	To teach children how to be responsible citizens who contribute positively to society.	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 values.</li> </ul>	<b>FLO / Key Stage Leaders</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		
Wellbeing of Children, Parents & Staff	To prioritise the wellbeing of the whole school community as we return to more normal working practices.	Resilience Team to Monitor wellbeing and meet once a term to discuss Pupil Wellbeing Surgery and termly Wellbeing Staff Meeting.  David Lukehurst Maggie Keenan Michelle Maddison Jackie Samson Helen Glancy Becca Daynes	<ul style="list-style-type: none"> <li>Wellbeing – PPA sessions in LJ and UJ delivered by FLO Becca Daynes</li> <li>Wellbeing is a key focus in class and wellbeing and involvement is regularly evaluated by class staff.</li> <li>Emotional barometers used effectively in class.</li> <li>Wellbeing teacher lessons (PSHE) and assemblies. Key Stage Leaders and CT to prioritise children's wellbeing as and when needed.</li> <li>Parents to recommence on site meetings for support (wellbeing – FIO , CT, outside agencies as and when needed.</li> </ul>	<b>Resilience Team</b> ↓ <b>Head of School</b>		

			<ul style="list-style-type: none"> <li>• Staff Well Being Meetings planned for each term.</li> </ul>			
<div> <div>3. Quality of Education:</div> <div> <ul style="list-style-type: none"> <li>• Further embed our ACE Curriculum</li> <li>• Identifying gaps in children's knowledge and skills, close gaps and accelerate progress</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> </div> </div>						
Area of Development	Intent	Timing	Implementation	Monitoring	Impact	Next Steps
ACE Curriculum	To offer our children an exciting ACE Curriculum which focuses on building key skills and knowledge and enables all children to make good progress.	Joe McGuire  Key Stage Leaders	<ul style="list-style-type: none"> <li>• All year groups to follow the full ACE curriculum plan &amp; Roadmap. Familiarise with new ACE threads and Values – (See roadmap).</li> <li>• PATTs used as a planning and assessment tool which informs planning and tracks all children's learning.</li> <li>• Regularly review the PATT and adapt planning accordingly to support progress.</li> <li>• The curriculum is differentiated effectively to support SEN children to make progress.</li> <li>• KS Leaders to discuss progress and planning at KS meetings.</li> <li>• PPA sessions to use to plan the delivery to pupils – careful planning to ensure good coverage and differentiation.</li> </ul>	<b>Deputy Head (ACE)</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		

			<ul style="list-style-type: none"> <li>Emphasise to the children the focus on key real life skills when teaching.</li> <li>Plan opportunities to revisit key skills, check knowledge retention and build confidence at a deeper level as the year progresses.</li> </ul>			
	Children learn in an engaging environment which supports their learning and supports their progress.	Termly	<ul style="list-style-type: none"> <li>Classroom environments are planned carefully to maximise learner's potential and independence</li> <li>To ensure classroom environments are consistent across the school – Reading Corners, BLP, Organised resources, Good to be Green system</li> </ul>	Head of School Monitoring		
	To identify gaps in children's knowledge and plan Catch Up sessions to close the gaps and accelerate learning.	<p>Kirsty Samson</p> <p>Class teachers</p> <p>Pupil Progress Meeting to review progress and adapt if needed</p>	<ul style="list-style-type: none"> <li>Identify gaps in children's knowledge and plan Catch Up sessions to close the gaps and accelerate learning.</li> <li>To focus on checking retention and revisiting key skills / knowledge.</li> <li>Catch Up Sessions planned to support children who have fallen behind during Lockdown / not achieved ARE</li> <li>Classroom cloakrooms to be moved inside the classroom to maximise additional learning space outside of the classroom for group and individual teaching.</li> </ul>	<p><b>Kirsty Samson</b></p> <p>↓</p> <p><b>LMT</b></p> <p>↓</p> <p><b>Head of School</b></p>		

	To extend the knowledge and skills of our MABLE, PP, and SEN children, providing them with challenge and stimulation to accelerate progress.	Termly Monitoring of PATs by Pupil Premium Champion Emma Stammers, MABLE teacher Mrs Dunn and SEN Coordinator Esther Witts.	<ul style="list-style-type: none"> <li>MABLE, PP &amp; SEN children to be quickly identified in each class.</li> <li>PATTs to be updated and reviewed regularly and used to inform teachers planning – identify the gaps and prioritise teaching and learning in those areas.</li> <li>MABLE, PP &amp; SEN groups to be planned to accelerate and deepen learning for MABLE children.</li> <li>To offer PP children working at ARE the opportunity to learn at an accelerated pace with other MABLE children.</li> </ul>	<b>Kirsty Samson, Dianne Dunn, Esther Witts (SENDCo), Emma Stammers (Pupil Premium Lead)</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		
ACE Curriculum	To further enrich the quality of the ACE curriculum offer for all children.	Staff meeting- Term 1  Curriculum team meetings throughout the year (see seperate. agenda)	<ul style="list-style-type: none"> <li>Embed language/ use of ACE threads and ACE learning values</li> <li>Discrete subject expectations made clear by leaders to teaching staff in: Computing, Music, MFL, RE, PE and PSHE</li> <li>Ensure vocabulary listed on theme overviews is sorted to 'exposed to' and 'know and use'</li> <li>Complete subject knowledge statements for all themes where the following subjects are taught: Art, DT, Geography and History</li> <li>Develop short term mantle planning for each theme- develop a bank of plans/ resources/ strategies</li> <li>Resources audit against new curriculum</li> <li>Monitor impact on cultural capital (particularly for SEN/PP chn)</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 (ACE)</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		
<b>4. Teaching &amp; Learning</b>			<ul style="list-style-type: none"> <li>Quality first teaching</li> <li>English</li> <li>Maths</li> </ul>			

				<ul style="list-style-type: none"> <li>• Computing</li> <li>• Sport</li> <li>• Focus on ensuring progress of different groups MABLE, SEN &amp; Pupil Premium children</li> </ul>		
Area Of Development	Intent	Timings	Implementation	Monitoring	Impact	Next Steps
Reading	<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>	Term 1 – throughout the year	<ul style="list-style-type: none"> <li>• Term 1 focus across the school 'Read to Achieve'.</li> <li>• PATTs to be updated and reviewed regularly and used to inform teachers planning – identify the gaps and prioritise teaching and learning in those areas.</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> <li>• To continue to build on our good practice in Phonics teaching in KS1 and review our strategies of teaching phonics throughout the year.</li> <li>• Reorganisation of book shelves to promote the books in the classroom.</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> </ul>	<p>English Leader Weekly discussions</p> <p>Lesson observations</p> <p>Data analysis termly English Coordinator.</p> <p>English Leader/ English curriculum team.</p> <p>Weekly discussions lesson observations planning checks book looks pupil voice Termly data analysis Checking of PATs to identify gaps</p> <p><b>English Coordinator Jackie Samson</b> ↓ <b>LMT</b> ↓ <b>Head of School</b></p>		

			<ul style="list-style-type: none"> <li>• Listen to readers daily (up to 8 a day – children below ARE every day)</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)</li> <li>• Hamstreet book list created and staff to read each book before sharing with the class daily.</li> <li>• Comprehension skills and questions verbally discussed in daily class reading sessions.</li> <li>• Children to learn poems twice a term to promote fluency and these can be shared in phases.</li> <li>• Weekly comprehensions to be completed using the wealth of resources we have. English Lead to explore whole school resource.</li> <li>• To encourage children to read at home regularly and celebrating their successes individually and as a class for doing this.</li> <li>• Continual development of Oracy through class discussions of books, characters, settings.</li> <li>• Conitnue to use VIPERS skills weekly.</li> <li>• Dictionaries to be placed on children's desks and taught to use</li> </ul>			
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			<p>appropriately. (A key skill to underline vocabulary they are unsure about and to look up in the dictionary).</p> <ul style="list-style-type: none"> <li>• Develop inference skills across the school – use of teacher questioning to develop inference skills.</li> <li>• Ensure reading is cross curricular and should take place in all lessons.</li> </ul>			
Writing	Teaching of writing develops confidence and enjoyment in writing which enables all children to make good progress.	Term 1 – throughout the year	<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>• Teachers to follow ACE Writing Standards Grid.</li> <li>• PATTs to be updated and reviewed regularly and used to inform teachers planning – identify the gaps and prioritise teaching and learning in those areas.</li> <li>• English Leader to closely track and support the progress of writing across KS2.</li> <li>• English leader to ensure year 6 teachers identify children who need accelerating in Writing and are extending MABLE learners.</li> <li>• Focus on genre knowledge when planning a range of writing</li> </ul>	<p>English Leader Weekly discussions lesson observations planning checks book looks pupil voice Termly data analysis Checking of PATs to identify gaps English curriculum team.</p> <p><b>English Coordinator Jackie Samson</b> ↓ <b>LMT</b> ↓ <b>Head of School</b></p>		

			<ul style="list-style-type: none"> <li>• Focus on pace and fluency of writing (Confidence improving)</li> <li>• Link writing strategies to daily class reading texts</li> <li>• To develop children's stamina in writing.</li> <li>• Teachers/LSAs and pupils will have a clear expectation as to what is expected in this piece of writing.</li> <li>• Continual development of Oracy for writing - discussions of books, characters, settings, writing techniques etc.</li> <li>• Develop the use of the six forms of dramatic imagination sound/silence; movement/stillness; darkness and light.</li> <li>• Use drama to evoke children's imagination for writing.</li> <li>• Share good practise in phases through weekly book share at PPA.</li> <li>• Continue to develop cursive handwriting 1 – 6</li> <li>• Writing produced from Mantle of the Expert to be of high quality.</li> </ul>			
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Grammar, Punctuation & Spelling GPS	Teaching of GPS is regular and effective, enabling children to make good progress.	<b>Term 1 – throughout the year</b>	<ul style="list-style-type: none"> <li>At the beginning of each term refer to the alphabet which the children will have written into the front of their spelling books in Term 1.</li> <li>PATTs to be updated and reviewed regularly and used to inform teachers planning – identify the gaps and prioritise teaching and learning in those areas.</li> <li>Continue with a weekly spelling programme (Twinkl for term 1 and 2)</li> <li>To use dictation sentences for statutory spellings.</li> <li>To write corrected spellings into vocabulary books – year 3 onwards.</li> <li>Children to read unfamiliar words to an adult.</li> <li>Whole school system of using blue and red pens when writing spellings to learn vowels (red) and consonants (blue).</li> <li>Use outdoor areas to write spellings such as chalk on the playground.</li> <li>Termly coverage of grammar and punctuation for your year group.</li> <li>Each class to display the grammar and punctuation for their year group.</li> <li>To find a spelling programme for whole school use for low ability spellers.</li> </ul>	<p>English Leader</p> <p>Weekly discussions lesson observations planning checks book looks pupil voice Termly data analysis Checking of PATs to identify gaps</p> <p>English curriculum team.</p> <p><b>English Coordinator</b> <b>Jackie Samson</b> ↓ <b>LMT</b> ↓ <b>Head of School</b></p>		
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Oracy	To plan regular opportunities to teach Oracy during daily lessons.	<b>English Lead and English Curriculum team to monitor from Term 1 – termly monitoring, pupil voice, lesson observations</b>	<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>Discussion guidelines created/shared with the class and clear expectations for partner and group talk in the classroom</li> <li>Oracy display with sentence starters</li> <li>All children to answer questions in full sentences</li> <li>To effectively use oracy during mantle lessons.</li> <li>To give children the opportunity to talk through ideas for writing.</li> </ul>	<b>English Coordinator Jackie Samson</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		
Maths	<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.</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> </ul>	<p><b>Maths Lead and Maths Curriculum team to monitor from Term 1 – termly monitoring, pupil voice, lesson observations</b></p> <p>Staff meeting in term 1 to introduce Power Maths text book resources and share maths expectations.</p> <p>Term-on-term monitoring to</p>	<ul style="list-style-type: none"> <li>Power Maths text books used regularly in all classes as a teaching tool to deliver high quality and challenging maths lessons.</li> <li>White Rose maths medium and long term plans used.</li> <li>PATTs to be updated and reviewed regularly and used to inform teachers planning – identify the gaps and prioritise teaching and learning in those areas.</li> <li>Maths Leader to closely track and support teaching and progress in Maths in years 3 &amp; 5</li> </ul>	<b>Dave Lukehurst (Maths Leader)</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		

	<ul style="list-style-type: none"> <li>Children provided with opportunities to reason and explain their mathematical learning through problem solving</li> <li>Year 4 Children are taught times tables weekly and teachers address any gaps in knowledge through small group teaching</li> </ul>	<p>assess implementation and impact.</p> <p>Throughout the year</p> <p>Maths Leader to monitor how children are doing</p>	<ul style="list-style-type: none"> <li>Maths leader to ensure year 6 teachers build on Maths progress made in year 5 – identify children who need accelerating and extending.</li> <li>Small steps followed to ensure maths teaching is systematic and builds upon previous concepts and foundations.</li> <li>Children to be provided practical equipment to use during lessons to secure their understanding of the mathematical concept (concrete).</li> <li>Children encouraged to use mathematical language during lessons to reason and explain their findings and learning.</li> <li>Problem solving problems used to stretch learning and allow children to reason their understanding.</li> <li>Daily mental maths lessons in addition to daily maths lessons</li> </ul>	<b>Year 4 MTC</b>		
Maths (Cont.)	To close gaps in mathematical understanding through careful planning and assessment.		<ul style="list-style-type: none"> <li>Teachers and support staff to follow the mantra 'Maths Everyone Can'.</li> <li>Regular assessment and use of the PATT to ensure gaps are addressed.</li> <li>Use a range of methods to address gaps such as; same day intervention, pre-teaching, post-teaching, use of manipulatives, concrete-</li> </ul>	<b>Dave Lukehurst (Maths Leader)</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		

			<p>pictorial-abstract approach and QFT.</p> <ul style="list-style-type: none"> <li>Teachers to be positive role models in the process of teaching maths and to raise confidence and belief in maths, especially with the girls.</li> <li>Maths to have a significant teaching time allowance in the daily and weekly timetable to allow for same day interventions and 'booster' sessions to address gaps.</li> <li>Teachers to use the PATT regularly to assist with gap analysis and future planning.</li> </ul>			
Area of development	Intent	Timings	Implementation	Monitoring	Impact	Next Steps
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>	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> </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>		

	Staff to develop greater confidence in their delivery of the curriculum, using up-to-date equipment.		<ul style="list-style-type: none"> <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>			
Sport / PE	<p>To deliver high quality Physical Education lessons which enable pupils to achieve their personal best.</p> <p>Children take part in competitive sport using their strong learning attitudes and displaying good sportsmanship.</p>	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> <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.</li> <li>• Raise the profile of PE through cross curriculum links and parental involvement.</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</li> </ul>	<b>Keir Starley (Sports Coach)</b> ↓ <b>LMT</b> ↓ <b>Head of School</b>		

			<p>says to Improve pupils' understanding of how to lead healthy, active lifestyles</p> <ul style="list-style-type: none"> <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> <li>• Develop children's resilience, self-belief and determination to achieve their own personal best while supporting others to do the same.</li> </ul>			
<b>5. 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>		



Area of development	Intent	Timing	Implementation	Monitoring (by who & when)	
<b>EYFS</b>					
<b>New Reception Baseline Assessment</b>	<p>To implement the new Reception Baseline Assessment</p> <p>To take into account each child's starting points as they begin their learning journey.</p>	Term 1	<ul style="list-style-type: none"> <li>EYFS team to complete Reception Baseline Assessment training. (ePortal)</li> <li>Term 1 – Carry out Reception Baseline Assessments</li> <li>Review strengths &amp; Areas of Development of our new entrants.</li> <li>To identify the impact of Lockdown on development and address these gaps in planning &amp; teaching</li> </ul>	EY Lead Term 1	
<b>Transition</b>	<b>To build relationships which support, enhance and invite a child's curiosity, confidence and individual ability to learn and make progress, regardless of their background or needs.</b>	Term 1 onwards As required	<ul style="list-style-type: none"> <li>To support children during the initial transition period time to feel comfortable to walk into Sandcastles.</li> <li>To greet adults confidently</li> <li>To understand basic rules and routines of school</li> <li>Adult support on playground initially during Term 1</li> <li>Develop relationships with children through a play environment.</li> <li>Introduction of visual timetables and aids alongside verbal instructions.</li> <li>Develop initial relationships with parents.</li> <li>Provide clear, consistent routine with all classroom adults.</li> </ul>	EY Lead  All Adults  Daily discussions	

<b>New Curriculum</b>	To implement the EYFS ACE Curriculum in order to enable our EY children to be: 1.Competent and creative learners. 2.Secure and confident. 3.Skillful Communicators.	Term 1	<ul style="list-style-type: none"> <li>• Training sessions delivered by EY Lead so that all staff understand the focus and content – Threads and Values.</li> <li>• All staff to understand the new framework and its implications</li> </ul>	EY Lead and Teacher	
<b>Progress Monitoring</b>	<p>To track the progress of all children regularly and review termly.</p> <p>To plan opportunities to address barriers that may prevent children from achieving GLD (Term 6 2022)</p>	<p>Termly</p> <p>Weekly PPA Sessions</p>	<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>		
<b>PSED</b>	To provide children with opportunities to be active and interactive through teaching skills of learning together.	Term 1	<ul style="list-style-type: none"> <li>• To focus on all three areas of PSED from Term 1 to enable every child to develop resilience, confidence and self – assurance.</li> <li>• EY Lead to identify CPD opportunities for EY Team in Term 1.</li> </ul>	<p>EY Lead</p> <p>All Adults</p> <p>Daily discussions and feedback from play sessions.</p>	

			<ul style="list-style-type: none"> <li>• Support and teach children to regulate their own behaviour. – focusing on self-regulation, building relationships, managing self.</li> <li>• Support and teach children to show resilience.</li> <li>• Support and teach children to play co-operatively.</li> <li>• Observational assessment to quickly highlight children requiring support.</li> <li>• Set up Regular Social/Emotional coaching small group until end of Term 1 (2 x weekly).</li> <li>• Play alongside and model good social play.</li> <li>• Set up collaborative play opportunities.</li> <li>• Ensure Early Excellence ethos is adhered to (ie 1 of everything to encourage Social skills) both indoors and out.</li> <li>• Social Detective</li> <li>• Zones of Regulation</li> </ul>		
<b>Communication and Language</b>	To support children with their Communication and Language and enable children to develop in to learners who listen and respond appropriately.		<ul style="list-style-type: none"> <li>• EY Lead to identify CPD opportunities for EY Team in Term 1.</li> <li>• NELI Language training to be completed by EY staff.</li> <li>• Use NELI Assessments</li> </ul>	<p>EY Lead and CT to analyse data</p> <p>Observations of small groups by EY lead and CT</p>	

			<ul style="list-style-type: none"> <li>• Co-ordinate with SENCO for any referrals (if needed).</li> <li>• Deliver high quality speech and language teaching to ALL children and track progress termly.</li> <li>• Provide Oracy opportunities for speech development through use of chatterboxes, board games, turn taking games</li> <li>• Modelling small world play using puppets.</li> </ul>		
<b>Physical Development</b>	To provide opportunities for children to develop good strength, balance and co-ordination.	<b>From Term 1 onwards</b>	<ul style="list-style-type: none"> <li>• Daily fizzy and clever hands activities</li> <li>• Sensory hand writing practice</li> <li>• To hold a pencil effectively.</li> <li>• Physical development through play e.g. monkey bars, digging area, bikes</li> <li>• Reintroduce Write Dance</li> </ul>	Weekly discussions	
<b>Reading</b>	The teaching of reading develops confidence and enjoyment in reading which enables all children to make good progress.	From Term 1 and ongoing during the year	<ul style="list-style-type: none"> <li>• To learn all phonemes and 10 digraphs.</li> <li>• To read aloud simple sentences</li> <li>• To develop and use a broader and deeper range of vocabulary.</li> <li>• Identify PP children and ensure they are able to learn alongside children who are making good progress in reading and model good learning attitudes.</li> <li>• Identify MABLE children and ensure Reading lessons and learning</li> </ul>	Weekly discussions Lesson observations Data analysis termly. Termly monitoring with close the gap intervention if required.	

			<p>opportunities are differentiated to extend their learning.</p> <ul style="list-style-type: none"> <li>• Focus on Nursery Rhymes</li> <li>• WOW word wall</li> <li>• Follow the EY Mantle curriculum to develop themes with a strong focus on language and vocabulary.</li> <li>• Modelling small world play using expressive language.</li> <li>• Provide a range of high quality and varied reading material in class. E.g. poems, non-fiction, rhymes, stories</li> </ul>		
<b>Writing</b>	To develop children who are enthusiastic about writing and who are confident to give it a go.	From Sept 2021	<ul style="list-style-type: none"> <li>• Develop fine and gross motor skills before expecting children to form letters.</li> <li>• Promote a sensory handwriting programme (Whole body approach to handwriting)</li> <li>• Create writing tasks that follow Learners' interests (Mantle approach)</li> <li>• Writing encouraged during child initiated through writing stations indoors and out.</li> <li>• Identify PP children and ensure they are able to learn alongside children who are making good progress in Writing and model good learning attitudes.</li> <li>• Identify MABLE children and ensure writing lessons and learning opportunities are differentiated to extend their learning.</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>	

<b>Maths</b>	<p>To ensure consistency and continuity of maths teaching is of a high standard in EYFS to enable clear progress for all pupils.</p> <ul style="list-style-type: none"> <li>• To continue to follow the White Rose maths plan to ensure consistency in approach.</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 their mathematical learning through problem solving</li> </ul>	<p>Term 1 onwards.</p>	<ul style="list-style-type: none"> <li>• To become really familiar with the new Maths ELG.</li> <li>• To ensure that the EY team understand and follow the new White Rose Curriculum.</li> <li>• To teach a deep understanding of number to 10 Explore and represent patterns within numbers to 10. To provide a range of high quality maths resources that the children can access themselves.</li> <li>• Short, daily whole class and small group teaching of specific skills.</li> <li>• Close gaps quickly when identified.</li> <li>• Maths vocabulary – Explicitly use maths vocabulary so that children become comfortably familiar with it.</li> <li>• Identify PP children and ensure they are able to learn alongside children who are making good progress in Maths and model good learning attitudes.</li> <li>• Identify MABLE children and ensure Maths lessons and learning opportunities are differentiated to extend their learning.</li> <li>• Trial EY 'Power Maths' text books to deliver high quality maths lessons with progress clearly evident.</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>	
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