



# SCHOOL IMPROVEMENT PLAN and SELF EVALUATION FORM

Living our Vision and Values 2023-2024

## St Day and Carharrack Community School

*We are the **CHANGE-MAKERS** of OUR WORLD!*

### OUR VISION

**ENJOYING, ENGAGING, EXCELLING**

Happy, healthy children, **enjoying** learning for life - surrounded by kind, respectful relationships and **engaging** in rich learning experiences. **Together** we will enable and encourage **ALL** our children to discover their unique gifts of character, talents and abilities. Our children will enthusiastically contribute to society, **excelling** in all they choose to do. They will communicate confidently, listen openly, think critically and question respectfully – our children will be the responsible **Change-Makers of Our World**.

### OUR SCHOOL AIMS:

*to live our vision and values through our behaviours It starts with every one of us!*

**People** – placing kindness at the centre of our community to grow healthy, trusting, listening relationships to enable everyone to be responsible, respectful, self-sufficient, valuable members of our local, national and global communities

**Place** - creating a safe learning environment both in and out of the classroom where children's voices are heard, the bravery, risk-taking and uniqueness of everyone is encouraged and celebrated - to grow our 'CHANGE –MAKERS'

**Purpose** - living our values of **ENJOYMENT, ENGAGEMENT** and **EXCELLENCE** to deliver high quality, inclusive education in order that all learners achieve and exceed their personal best – to **be brilliant**.

## LIVING OUR VALUES:

### ENJOYMENT

*Laughing  
Loving  
Learning*

### ENGAGEMENT

*Communicating  
Collaborating  
Contributing*

### EXCELLENCE

*Be your best  
Be even better  
Be brilliant*

# School Improvement- Priorities for the year 2023-2024

## 1. Quality of Education: Every Child, Every Day – a Reader

With our 'Every Child, Every Day' offer, all children will be equipped with the skills of fluency and comprehension alongside an ever-growing enjoyment of reading. As a result, our children will be able to competently and confidently access all areas of learning across our bespoke curriculum, enabling them to know more, remember more and be able to do and understand more – both now and in readiness for the next steps in their education.

## 2. Behaviour and Attitudes: Motivated Minds

Our children succeed when they feel valued by those around them as they undertake purposeful roles and are active participants in all aspects of school life. Children who are in school, on-time, every day, contribute consistently within school and the wider community. They are motivated and show commitment to their learning. In strong partnership with parents, school staff hold high expectations for children's behaviour and engagement in learning. Our children are equipped with an understanding of how to learn effectively and navigate challenges positively with increasing confidence and independence.

## 3. Personal Development: Valuing All

Each child's unique identity will be recognised and celebrated, to appreciate difference and diversity – through valuing all and developing kind, respectful, restorative relationships. Preparation for life in a diverse, global world is key for our children to be successful. Opportunities are provided for our children to explore their own strengths and talents. Our children will hold high aspirations for themselves – through identifying longer-term goals and considering the steps they need to take to achieve them. Our children are supported to understand mental health and well-being approaches – for themselves and others, enabling them to become self-sufficient adults in the future.

## 4. Leadership and Management: Securing Success

Collective leadership at every level across the school drives the shared vision of securing the best outcomes for all children ensuring timely interventions to actively advantage all of our children. Children will meet age-related expectations, or better, in reading, writing and maths through living the school values and in partnership with families. Shared leadership is focused on securing success and continued improvement for everyone throughout the school. Subject Leaders are the champions, guardians and experts in their subject areas ensuring children enjoy, engage and excel in all areas of the curriculum.

## 5. Early Years Education: Strong Starts

An immersive, interactive, safe environment encourages our children to feel motivated, excited to learn, communicate, play and explore their world – creating and encouraging strong starts. Positive parent partnership relationships are made a priority to support a relentless focus on the development of early literacy, a love of reading and development of oracy skills to prepare every child for a successful learning journey in our school. Our children will be taught how to self-regulate and to enjoy, engage and excel in their learning.

**Whole School Context Overview:****NOR: 133 – 9 January 2024**

Class Numbers	Class Gender profile Boys/Girls	Year Group Numbers	Year Gender profile	SEND SchS% Sch Support /EHCP	On Alert	Pupil Premium FSM/ SPP- Service PP/ PLAC	GRT and EAL GRT Gypsy Romany Traveller EAL English additional Language
Reception - Opal (VH) 10 – YrR + 1 – Yr1 11	4/7	Reception 10	3/7	2/10 = 20% (1xEHCP)	0	5 FSM 5/10 = 50%	0 GRT 0 EAL
Year 1 Jade (HP) 18	8/10	Year 1 19	9/10	6/20 = 30%	0	9 FSM 9/19 = 47%	3 GRT (15%) 0 EAL
Year 2 Amber (SH) 20 – Yr2 1 – Yr3 21	9/12	Year 2 20	9/11	5/20 = 25%	0	7 FSM 7/20 = 35%	1 GRT (5%) 1 EAL
Year 3/4 Emerald (AH) 18 – Yr3 6 – Yr4 1 – Yr5 25	14/11	Year 3 19	10/9	1/19 = 5%	0	6 FSM 6/19 = 32% 1 PLAC	1 GRT (5%) 0 EAL
		Year 4 16	9/7	2/16 = 13% (x2 EHCP)	0	8 FSM 8/16 = 50%	2 GRT (13%) 1 EAL (6%)
Year 4/5 Sapphire (CC) 10 – Yr4 19 – Yr5 29	13/16	Year 5 20	8/12	6/20 = 30% (x1 EHCP)	0	12 FSM 12/20 = 60% 1 SPP	3 GRT (15%) 1 EAL (5%)
Year 6 Turquoise (BP) 29	15/14	Year 6 29	15/14	7/29 = 24% (x3 EHCP)	0	10 FSM 10/29 = 35% 1 PLAC	1 GRT (4%) 0 EAL
133	63/70 133		63/70 133	29/133 22% 7/133 5% EHCP	0%	57/133 = 43% FSM 1/133 = 1% SPP 2/133 = 1% PLAC	11/133=8% 3/133 = 2% EAL

## **DATA SUMMARY- end of 2023**

### **Early Years Foundation Stage (EYFS – Reception) – Good Level of Development**

	2018	2019	2020	2021	2022	2023
<b>St Day and Carharrack</b>	64%	62.5	COVID	(48%)	70%	58%
<b>National</b>	72%	72%	COVID	COVID	65%	67%

### **Phonics Screening Check (PSC) – Year 1**

	2018	2019	2020	2021	2022	2023
<b>St Day and Carharrack</b>	68%	70%	COVID	(33%)	65%	70%
<b>National</b>	82%	82%	COVID	COVID	76%	79%

### **End of Key Stage 1 – Expected Standard**

	2018		2019		2020		2021		2022		2023	
	School	National	School	National	School	National	School	National	School	National	School	National
<b>Reading</b>	40%	75%	73%	75%	COVID		(36%)	COVID	60%	67%	27%	68%
<b>Writing</b>	40%	70%	65.4%	69%			(28%)		20%	58%	18%	60%
<b>Maths</b>	60%	76%	77%	76%			(17%)		66.7%	68%	59%	70%

**End of Key Stage 1 – Greater Depth Standard**

	2018		2019		2020		2021		2022		2023	
	School	National	School	National	School	National	School	National	School	National	School	National
Reading	24%	26%	12%	25%	COVID		COVID		20%	18%	9%	19%
Writing	16%	16%	8%	15%					0%	8%	0%	8%
Maths	16%	22%	4%	22%					20%	15%	6%	16%

**End of Key Stage 2 – Expected Standard**

	2018		2019		2020		2021		2022		2023	
	School	National	School	National	School	National	School	National	School	National	School	National
Reading	70%	75%	79%	74%	COVID		(55%)	COVID	79%	74%	72%	73%
Writing	66.7%	78%	75%	79%			(66%)		62.5%	69%	72%	71%
SPaG	75%	78%	92%	79%			-		66.7%	72%	72%	72%
Maths	58%	76%	92%	79%			(61%)		62.%%	71%	72%	73%

**End of Key Stage 2 – Greater Depth Standard**

	2018		2019		2020		2021		2022		2023	
	School	National	School	National	School	National	School	National	School	National	School	National
Reading	33.3%	28%	46%	27%	COVID		COVID		33.3%	28%	21%	29%
Writing	8.3%	27%	4%	20%					12.5%	13%	7%	13%
SPaG	20.8%	35%	42%	36%					16.7%	28%	34%	30%
Maths	16.7%	24%	46%	27%					29.2%	22%	14%	24%

## 1. QUALITY OF EDUCATION – Every Child, Every Day - a Reader

With our 'Every Child, Every Day' offer, all children will be equipped with the skills of fluency and comprehension alongside an ever-growing enjoyment of reading. As a result, our children will be able to competently and confidently access all areas of learning across our bespoke curriculum, enabling them to know more, remember more and be able to do and understand more – both now and in readiness for the next steps in their education.

### STRENGTHS include (Evidence taken from Challenge Partners Visit – May 2023):

- Clear school vision and values which are fully embedded and drive every decision made – underpinned by a Rights Respecting School's approach
- A staff team who love reading and have up-to-date knowledge of high quality children's texts
- A dedicated reading subject lead who has capacity to ensure the reading offer is accurately matched to the strengths and needs of all cohorts
- A bespoke curriculum offer; this has been evaluated, subsequently updated and is now embedding. New History and Geography curriculums launch in the autumn term and are robust in meeting the requirements of the National Curriculum alongside the school's progression maps. A strong, collaborative team of teachers and leaders continue to lead to improvements within the curriculum.
- On-going strong end of Key Stage 2 outcomes across Reading, Writing and Maths which are in line with national outcomes
- Staff have had continued access to quality curriculum CPD through the use of the Local Authority's curriculum advisory team
- A dedicated intervention teacher who is leading a range of interventions across Reading, Writing and Maths

### Continued BARRIERS include:

- Low outcomes across Reading, Writing and Maths in Key Stage 1 – impact of no schooling during covid years
- Lower than national outcomes in the PSC. It has been identified that there has been some inconsistency in the implementation of teaching strategies aligned to the SSP programme – RWInc. Additional training implemented immediately to ensure fidelity to the scheme.

<b>INTENT</b> Target	<b>IMPLEMENTATION</b> Specific Actions	<b>IMPACT</b> Intended Outcomes	<b>Evidence</b>	<b>Responsible Leaders</b>	<b>*Monitoring and Evaluation + Timescale</b> <b>*see MONITORING CALENDAR</b>
<b>1.1</b>  <b>Year 1 2024 PSC outcomes will be in line with national PSC outcomes.</b>  <b>"Every child, every day"</b>	<ul style="list-style-type: none"><li>• Phonics lead consistently monitoring the delivery of RWInc for full fidelity to the scheme (weekly) with staff training follow up and feedback which includes the utilisation of the online subscription (model video lessons)</li><li>• RWI teaching and groups – analysed half termly by Phonics Lead and timely adaptations made to meet emerging reading need</li><li>• Increased tutoring targeting children who need to 'keep up' as identified through half termly</li></ul>	<ul style="list-style-type: none"><li>• Year 1 Children can read fluently at an age-expected level, enabling them greater access to the wider curriculum and preparing them for the demands of year 2 and beyond.</li><li>• The Year 1 cohort will achieve at least National% in the PSC in 2024.</li></ul>	<ul style="list-style-type: none"><li>• On-going RWInc data</li><li>• PSC checks data</li><li>• RWInc monitoring findings</li><li>• RWInc training sessions</li></ul>	<ul style="list-style-type: none"><li>• SLT</li><li>• Reading Lead HB</li><li>• Writing Lead BP</li><li>• All reading teachers</li></ul>	

	<p>assessments – specific challenge points. Allocation of a specific expert LSA to undertake the role of developing and securing early reading within Year 1 and Reception target children</p> <ul style="list-style-type: none"> <li>Phonics lead implement parent workshop sessions</li> <li>Updated reading policy to reflect current guidance and advice on best teaching and learning around early reading (DfE Reading Framework 2023)</li> </ul>		<ul style="list-style-type: none"> <li>Parent attendance at workshops</li> <li>2024 PSC outcome</li> </ul>		
<p><b>1.2</b></p> <p><b>Children read competently and confidently for meaning through the consistent effective teaching of comprehension skills and strategies.</b></p> <p><i>"Every child, every day"</i></p>	<ul style="list-style-type: none"> <li>Subscription to CLPE – supporting teacher workload around building sequences of reading teaching</li> <li>Implementation of VIPERS as a structure to develop comprehension</li> <li>Implementation of recommended high quality recommended text lists, linked to the curriculum</li> <li>VIPERS staff training</li> <li>Implementation of the Reading Planet scheme to ensure children are reading texts closely matched to their reading ability</li> <li>Updated reading policy to reflect current guidance and advice on best teaching and learning around early reading (DfE Reading Framework 2023)</li> <li>Utilisation of reading platforms to support daily child and parent engagement – Boom Reader, Rockerbox and EdShed</li> <li>Implementation of the Collins half-termly reading tests to check progress and ensure timely response to changes in reading need</li> <li>Access to high quality texts which support the growth of children's appreciation of diversity</li> <li>On-going promotion and celebration of books and reading – through weekly reading assembly, whole school reading events, Reading Champions role</li> <li>Lowest 20% are targeted for support</li> </ul>	<ul style="list-style-type: none"> <li>Children can read to an age-expected level (Yr6 National 2023 = 72%, St D + C 2023 = 73%)</li> <li>Children develop an enjoyment and love of reading, reading widely and often</li> <li>Children have increased access to the wider curriculum indicated by progress being made</li> <li>Children understand VIPERS and can explain how it supports their understanding with reading.</li> <li>Children receive timely intervention support to keep up.</li> </ul>	<ul style="list-style-type: none"> <li>Mappix data</li> <li>Interventions data</li> <li>Half termly test data</li> <li>Pupil Progress information</li> <li>Pupil voice</li> <li>Reading Planet tracking</li> <li>End of year reading outcomes</li> <li>Reading monitoring findings</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>Reading Lead HB</li> <li>Writing Lead BP</li> <li>All reading teachers</li> </ul>	
<p><b>1.3</b></p> <p><b>The children most disadvantaged attain age-related expectations in reading, writing</b></p>	<ul style="list-style-type: none"> <li>Rescheduled Pupil Progress meetings in place with an additional early summer term meeting to ensure swift response to emerging need</li> <li>Parent Partnership – working with parents to support in and out of school</li> <li>Introduction of children's Reading Champions who advocate reading across the school</li> </ul>	<ul style="list-style-type: none"> <li>Our children considered to be the most disadvantaged are afforded the same access to the curriculum as their peers. They are equipped to meet its demands and will be ready to undertake the next step in their</li> </ul>	<ul style="list-style-type: none"> <li>Mappix data</li> <li>Interventions data</li> <li>Half termly test data</li> <li>Pupil Progress information</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>All teachers</li> <li>Intervention teacher</li> </ul>	

<b>and maths alongside their peers.</b>	<ul style="list-style-type: none"> <li>• Implementation of 'Fresh Start' to support reading and writing progress in year 5 and 6</li> <li>• Implementation of 'Fast track tutoring' to secure reading fluency in year 3 and 4</li> <li>• Intervention teacher targeting key children in year 3, 4 and 5 in-class during maths lessons</li> <li>• LSAs are knowledgeable as to the most disadvantaged children in their classes and are proactive in seeking to understand and remove barriers to learning</li> <li>• New maths assessments to baseline and track progress</li> </ul>	education. They will achieve the same outcomes as their peers – closing the disadvantage gap.	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Teacher's planning</li> </ul>	<ul style="list-style-type: none"> <li>• LSAs</li> </ul>	
<b>1.4</b>  <b>Implementation of a bespoke foundation subject assessment system</b>	<ul style="list-style-type: none"> <li>• Liaison with county recommended best practice – St Mary's School in Truro – to trial History assessment</li> <li>• Development of our own best practice which reflects our bespoke curriculum all the while being mindful of unnecessary workload burdens for staff or learners around assessment</li> <li>• Staff training sessions to ensure consistent administration of assessment and collection of data</li> <li>• Re-evaluation of the effectiveness and usefulness of Mappix. Consideration of other assessment systems.</li> <li>• Subject Leaders to attend cluster meetings and undertake CPD around assessment of foundation subjects</li> <li>• Subject Leaders to support the development of an assessment system through exploration of practice using the external links with other schools already in place</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers can check understanding to inform teaching ensuring children know more, remember more and can do and understand more (progress!)</li> <li>• Subject leaders know how progress is best measured and tracked within the subject areas; they know which evidence to gather to ascertain this information</li> <li>• Subject leaders know what progress is being made within their subjects; they are responsive to this ensuring the quality of curriculum, teaching and learning meets the needs of the children across the cohorts</li> <li>• End of year attainment across the foundation subjects can be reported with gaps identified</li> <li>• Children are prepared to undertake the next step in their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Foundation subject assessment system and data</li> </ul>	<ul style="list-style-type: none"> <li>• LV</li> <li>• All subject leaders</li> <li>• All class teachers</li> </ul>	
<b>1.5.</b>  <b>Development and implementation of a coherently planned and</b>	<ul style="list-style-type: none"> <li>• Subject Leader to devise sequences of learning to enable teachers to teach high quality Art, Design and Technology learning linked to the St D + C curriculum.</li> <li>• Subject Leader release time to undertake this work</li> </ul>	<ul style="list-style-type: none"> <li>• Children cumulatively build sufficient knowledge and skills ready for the next step in their Art, Design and Technology learning – they make progress</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculums for Art and Design and DT</li> <li>• Teacher voice</li> <li>• Pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>• LV</li> <li>• Art and Design and DT Lead</li> </ul>	



<b>sequenced Art and Design, and Design and Technology curriculum – in line with updated History and Geography curriculums</b>	<ul style="list-style-type: none"> <li>• Staff training sessions to ensure all teachers report feeling confident and equipped to implement the curriculums</li> <li>• Subject resources audit + purchase of new equipment where necessary to facilitate the effective delivery of the curriculums</li> <li>• Links made to key foundation subjects to ensure children experience rich cultural diversity and inclusion. This will be through exploring a range of carefully selected art and artists which support the development of children's local, national and global knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Children's appreciation of diversity and inclusion continues to grow through art</li> <li>• Teachers are skilled implement the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Learning outcomes – sketch books</li> <li>• Teacher's medium term planning</li> <li>• Subject Leader monitoring for Art and Design and DT</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>	
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**Progress made:  
Autumn term**

**1.1 + 1.2**

Actions	Impact
<p>Early reading and RWI parent meeting held 27<sup>th</sup> Sept for EYFS and Y1</p> <p>Supporting reading at home information sent out to Y3 parents via class email.</p> <p>Teaching of Guided Reading timetabled and made a priority</p> <p>Reading for Pleasure 5 session training started Sept/Oct '23 – SL attending all.</p> <p>Audit and strategic plan for RfP written and implemented.</p> <p>Reading for Pleasure training through The Literacy Trust secured including £400 of books for school and library/ reading area resources – 2 staff to attend (1 teacher 1 LSA)</p> <p>Bid for £11,000 library submitted.</p> <p>Ongoing RWI practice and coaching for all RWI teachers.</p> <p>RWI monitoring happening weekly</p> <p>2 X competitions run for reading – ‘Guess the Book’ and Reading Everywhere photo competition. – Waterstones gift card prize and Guinness World Record 2024 book</p> <p>Weekly reading assemblies – all teachers led an assembly promoting reading and new books.</p> <p>Book Club Corner and display established in the hall for children access reading at lunchtimes.</p> <p>Reading Champions in place and reading with y1 buddy class, promoting books in the Library and updating the Book Club Corner in the hall. – impact – more children reading every day – sharing books, RfP.</p> <p>Reading Monitoring – Pupil Voice collected Oct 2023</p>	<p>Increased progress in reading. Higher % of children meeting expectations at this point in the year.</p> <p>More children achieving Expected in Aut 2 Collins reading assessment including target intervention children.</p> <p>Profile of reading raised across the school.</p> <p>Raised profile of RfP – CPD for staff on Children's literature.</p> <p>All children including spotlight children and SEN making progress. 91% of children on track in RWI in EYFS</p> <p>Raised profile and love of reading across the school.</p> <p>Children regularly accessing books at lunch time, increased daily reading practice and RfP</p> <p>Children able to talk confidently about reading across the curriculum.</p>

**PSC Mocks held Nov – results:**

Year 1 70% on-track to achieve PSC in June 2024

Year 2 40% on-track to achieve PSC in June 2024

**1.3**

See separate summary attainment data document for Reading, Writing, Maths at December 2023

**1.4**

- History SL has trialled a new model to gather summative assessments of history learning outcomes. This will be implemented again in Spring 2024 to gather further evidence of their purpose and value – if this model proves useful and effective, next steps are to implement across other subjects where assessment tracking is needed.
- November 2023 – all teachers had a further training session, led by Nicky Hepworth, on assessment across foundation subjects.

**1.5**

- The Art and Design curriculum has been constructed by the Subject Leader – absolutely bespoke to our school and linked to our Personal Development focuses (celebration of diversity and cultures) and wider curriculum themes across Science, History and Geography. This has

	been shared with teachers with further CPD offered if required. Teachers are implementing in Spring 2024 and this will be monitored by the Subject Leader.
<b>Progress made: Spring Term</b>	
<b>Progress made: Summer Term</b>	

## 2. BEHAVIOUR AND ATTITUDES: Motivated Minds

Our children succeed when they feel valued by those around them as they undertake purposeful roles and are active participants in all aspects of school life. Children who are in school, on-time, every day, contribute consistently within school and the wider community. They are motivated and show commitment to their learning. In strong partnership with parents, school staff hold high expectations for children's behaviour and engagement in learning. Our children are equipped with an understanding of how to learn effectively and navigate challenges positively with increasing confidence and independence.

### **STRENGTHS include (Evidence taken from Challenge Partners Visit – May 2023):**

- The nurture provision continues to positively evolve in how it best supports children who require additional provision. A third of the school are accessing bespoke nurture support over a week. The nurture provision is having a significant impact on behaviour and attitudes across the school and is now being used by other schools as an example provision model.
- The 'Zones of Regulation' continues to grow as a common language across the school supporting children to develop independent self-regulation
- Restorative Justice and Rights Respecting Schools are embedded approaches to support the development of positive behaviours for learning and respectful relationships
- Consistent application of the 'Respectful Relationships – behaviour for learning' policy is supporting a reduction in incidences of disruptive or harmful behaviour. There has been a drop in the number of suspensions issued for behaviours which sit outside of the school's Golden Rules.
- The leadership team work tirelessly to secure the right provision for children who require 'additional to' or 'different from' that of their peers. The leadership team implement 'best endeavours' to do this – including working proactively with external agencies despite available provision and financial barriers
- Leaders have worked exceptionally hard to engage with their community. They have developed strong relationships with parents and carers, and this has impacted key areas such as pupil attendance and engagement with learning at home and attendance at school events.
- Staff have positive, meaningful relationships with the children and hold high expectations for conduct and engagement in learning
- There is a clear focus on staff development so that staff have the required strategies and skills to deal with increasingly complex needs. Staff have received training in areas such as speech and language, and autism awareness. LSAs feel well supported and skilled to adapt their support to meet the needs of different pupils. There is a strong team culture where staff support one another to effectively manage the needs of the most challenging pupils within the setting. Staff members place children at the centre of all decision making and have a strong passion for pupils being educated alongside their peers.

**Continued BARRIERS include:**

- Timely access to external support for those families facing challenging adverse circumstances
- Groups within the wider community can demonstrate a lack of understanding and empathy towards each other – this can be seen to play out in school also
- Some children still require adult support to motivate and engage them in the process of learning; self-esteem and self-belief can be low. In some cases, children need to be encouraged to take a positive approach towards their learning.

<b><u>INTENT</u></b> <b>Target</b>	<b><u>IMPLEMENTATION</u></b> <b>Specific Actions</b>	<b><u>IMPACT</u></b> <b>Intended Outcomes</b>	<b>Evidence</b>	<b>Responsible Leaders</b>	<b>*Monitoring and Evaluation + Timescale</b> <b>*see</b> <b>MONITORING CALENDAR</b>
<b>2.1</b>  <b>All Children are equipped with the problem-solving skills to overcome challenge within learning. All children present with a positive 'can-do' attitude.</b>	<ul style="list-style-type: none"> <li>• Development and introduction of a common language around learner self-awareness. This will support children to identify their feelings and experiences of learning (comfort, stretch + growth – to pass 'panic'). This can be based on the ZoR model.</li> <li>• Development and introduction of a common language around a toolkit of strategies children can implement at each stage of the learning process to support with self-regulation and sustaining engagement. This will be with adult guidance initially before application within independent practice</li> <li>• Staff training sessions to acquire necessary knowledge of metacognition – see EEF guidance</li> <li>• Implementation of the Change Model of Learning</li> <li>• Within the lesson structure, teachers to model and verbalise their thought processes – CHANGE model</li> <li>• Mistakes and resilience to making mistakes are encouraged - inspected, respected and corrected. This is reflected within learning environments which are celebratory of the learning processes as much as the outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Children are self-regulated learners who are aware of their strengths and weaknesses and are self-motivated to engage in and improve their learning</li> <li>• Children report having high expectations of themselves and can confidently communicate how they overcome challenge within learning</li> <li>• A reduction in behaviours which seek to avoid engagement in learning leading to low-level disruption requiring adult intervention. The daily smooth running of the school is not interrupted</li> <li>• Meta-cognition approaches are developed in and out of school</li> <li>• Children develop life-long learning habits</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Parent voice</li> <li>• Staff voice</li> <li>• Productivity within learning</li> <li>• Progress within learning</li> <li>• Pupil outcomes data</li> <li>• CPOMS behaviour data</li> <li>• Motional data</li> <li>• Suspensions data</li> <li>• Participation data – clubs, roles of responsibility</li> </ul>	SLT to lead  All staff to implement	

	<ul style="list-style-type: none"> <li>• Inform families of our meta-cognition approaches.</li> </ul>				
<b>2.2</b>  <b>School are swift in implementing effective action to ensure pupils have high attendance and arrive on time</b>	<ul style="list-style-type: none"> <li>• Implement new attendance policy and procedures – increased expectation and clarity for all.</li> <li>• Teachers to adopt a pastoral supportive role with families – attendance discussed informally</li> <li>• HT daily 'meet and greet'</li> <li>• Children are attendance HEROs – Here Every day Ready and On time – incentives to support attendance of 96% and above</li> <li>• Weekly newsletter updates and celebrations alongside increased communication to families about individual attendance concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved attendance leading to improved outcomes for individuals</li> <li>• Reduction in families requesting term time absence</li> <li>• Timely support offered to at risk families</li> <li>• Understanding of procedures by all stakeholders</li> <li>• Children understand the importance of being an attendance HERO and want to be in school to learn, EEE.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly attendance data– office and HT</li> <li>• Attendance letters sent termly to parents</li> <li>• Newsletter updates on attendance</li> <li>• Termly meeting for families at risk of reaching PA.</li> </ul>	Headteacher  Office Staff  All class teachers	

**Progress made:  
Autumn Term**

**2.1**

- Year 5 – 'Empathy and Sympathy' workshops implemented led by Zoe O'Daire – EMHP. Proforma shared to support RJ processes.
- Year 5 – Mini Police week
- CHANGE Model updated and implemented using child-friendly speak
- Targeted groups of children receiving ZoR intervention within the nurture space
- SPACE parenting session linked to ZoR implemented this autumn term
- ZoR across the school – further work needed to develop this as a common language with all staff and children using alongside the language of the RRS – including implementation of the 'Size of the Problem'. Do older children need further nuance around the Zones language – breaking each zone down further?
- Anecdotal evidence of children with SEND using language to share their feelings
- Mental Health Day – Hello Yellow
- Anti-bullying week ending with children in Need
- Trips – behaviour on trips has been exemplary including a whole school trip
- Development of Personal Development Curriculum
- Updated RSE Curriculum

**2.2**

- Attendance shared with all families at October's Parent Partnership meetings
- November 2023 – Supportive punctuality meetings with targeted families led by HT. Offer of breakfast club use for those who need additional support with punctuality – improvement observed from all targeted families.

**Progress made:  
Spring Term**

### **3. PERSONAL DEVELOPMENT: Valuing All**

Each child's unique identity will be recognised and celebrated, to appreciate difference and diversity – through valuing all and developing kind, respectful, restorative relationships. Preparation for life in a diverse, global world is key for our children to be successful. Opportunities are provided for our children to explore their own strengths and talents. Our children will hold high aspirations for themselves – through identifying longer-term goals and considering the steps they need to take to achieve them. Our children are supported to understand mental health and well-being approaches – for themselves and others, enabling them to become self-sufficient adults in the future.

#### **STRENGTHS include (Evidence taken from Challenge Partners Visit – May 2023):**

- Children hold a range of key roles of responsibility within school which support the school's vision and values – sports leaders, reading champions, rights respecting change-makers
- Leaders place a heavy emphasis on ensuring that pupils are exposed to a wide range of experiences to begin to remove any cultural capital barrier. Pupils enjoy adventure learning week where they are exposed to water based sports and activities such as sailing, surfing that they may otherwise not get the opportunity to do.
- Restorative practices in place alongside Rights Respecting Schools
- A robust PSHE and RSE curriculum which supports children's understanding of how to keep physically and mentally healthy
- Pupil voice opportunities
- RRS working towards silver award

#### **Continued BARRIERS include:**

- Children's knowledge and understanding of the opportunities available to them as they grow older
- Wider opportunities to participate in and access local clubs, events and activities
- Transport and cost

<b><u>INTENT</u></b> <b>Target</b>	<b><u>IMPLEMENTATION</u></b> <b>Specific Actions</b>	<b><u>IMPACT</u></b> <b>Intended Outcomes</b>	<b>Evidence</b>	<b>Responsible Leaders</b>	<b>*Monitoring and Evaluation + Timescale *see MONITORING CALENDAR</b>
<b>3.1</b>  <b>Successful introduction of Careers Related Learning opportunities across the curriculum.</b>	<ul style="list-style-type: none"> <li>• All staff are proactive in seeking to reduce societal biases and commonly accepted stereotypes around careers. All staff foster an attitude of: If you can dream it, you can do it!</li> <li>• School staff are knowledgeable as to how the labour market is predicted to evolve and the skill set children will need to be successful within this</li> <li>• School staff draw upon their own connections and the local community to source people who work across a range of sectors and can share their experiences with the children (once a month – assembly)</li> <li>• Subject Leaders to consider where CRL opportunities sit within their curriculums and champion these.</li> <li>• Displays around school promote CRL – learning is explicitly linked to careers – showing the importance of reading and maths skills in all careers</li> </ul> <a href="https://primary-careers.careersandenterprise.co.uk/">https://primary-careers.careersandenterprise.co.uk/</a>	<ul style="list-style-type: none"> <li>• Children’s horizons are broadened. They communicate enthusiastically about their futures knowing they have choices and are empowered to make these. They hold aspirations for themselves.</li> <li>• Increased motivation within learning – children are working towards their own goals</li> <li>• Children can communicate the relevance of their learning now, to their aspirations of the future</li> <li>• Every child is a reader – understanding the purpose and impact of being able to confidently read</li> <li>• Parent Partnerships – key reading and maths skills are practised daily in and out of school.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Community voice</li> </ul>	All staff	
<b>3.2</b>  <b>All children have knowledge of, and can communicate the school’s Rights Respecting School approach using an agreed common language.</b>  <b>(Raising the profile of RRS)</b>	<ul style="list-style-type: none"> <li>• Continued targets towards the Silver RRS Award</li> <li>• Fully established Year 6 Rights Respecters who are supported to take the lead on weekly communication of RRS articles and their current projects with all classes</li> <li>• Class teachers are proactive in sharing the chosen article for each half term with their classes and make links to this throughout teaching and learning</li> <li>• Displays around school promote and champion the RRS agenda</li> <li>• VH to lead staff training/CPD around developing and agreeing a common language with which to share with the children. VH to share practical examples around how the articles can be</li> </ul>	<ul style="list-style-type: none"> <li>• All children know why we adopt a RRS approach and what this means to them as an individual, as a member of the school community and wider world</li> <li>• All children can talk about their rights and responsibilities, linked to the articles within their everyday experience of school life</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Voice</li> <li>• Outcomes of community based events – parent voice</li> </ul>	VH MS  Year 6 RRs  All staff	

	linked to the Golden Rules and the CHANGE model of learning <ul style="list-style-type: none"> <li>• VH to implement the RRS pupil questionnaire at the start and end of the year to elicit their views around Pupil Voice linked to RRS</li> <li>• VH to implement the RRS staff questionnaire</li> <li>• Use of assemblies to promote the articles</li> <li>• Use of calendared events to highlight Rights</li> </ul>				
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<b>Progress made: Autumn Term</b>	<b>3.1</b> <ul style="list-style-type: none"> <li>• HB attendance at Geothermal Site building links with their education officer</li> <li>• Ogden Trust funding used by Redruth School to implement high quality Science teaching linked to careers (Science fayre in the future)</li> <li>• DT Curriculum – initial plans to use careers related learning opportunities to drive the DT curriculum (Real outcomes)</li> <li>• Year 3/4 – Visit to meet a local historian in the local church</li> <li>• Year R/1 – Visit to the farm</li> <li>• Year 2 - Explorer visit to school</li> <li>• Year 6 – x2 online author visits</li> </ul> <b>3.2</b> <ul style="list-style-type: none"> <li>• Silver Award achieved in November 2023 – see report. Staff feel strongly that the RRS approach is becoming fully embedded and is filtering out across the school as a common language used to underpin respectful relationships and support behaviour for learning</li> </ul>
<b>Progress made: Spring Term</b>	
<b>Progress made: Summer Term</b>	

#### 4. LEADERSHIP AND MANAGEMENT – Securing Success

Collective leadership at every level across the school drives the shared vision of securing the best outcomes for all children ensuring timely interventions to actively advantage all of our children. Children will meet age-related expectations, or better, in reading, writing and maths through living the school values and in partnership with families. Shared leadership is focused on securing success and continued improvement for everyone throughout the school. Subject Leaders are the champions, guardians and experts in their subject areas ensuring children enjoy, engage and excel in all areas of the curriculum.



**STRENGTHS include (Evidence taken from Challenge Partners Visit – May 2023):**

- The school has a clear vision, and staff are resolute in ensuring that the children at St Day are fully prepared for their next stage in education and are given the life experiences to support them in their own personal journeys.
- Leaders have created an inclusive environment where everyone can achieve, by being exposed to quality first curriculum and teaching, intensive intervention to 'keep up, not catch up' and exposure to a wider curriculum.
- Leaders are clear about the local community they serve and the deprivation that some children experience. However, the school culture, vision and ethos ensure that as many barriers to learning are removed early on so that pupils can achieve the very best outcomes possible.
- Leaders have created a highly engaged, positive staff team, who clearly have strong 'buy-in' to school improvement. Many staff, including learning support assistants (LSAs) are hugely invested in delivering the very best school experience for all pupils.
- Subject Leaders have evolved into a competent team of middle leaders who take ownership for their curriculum areas.

**Continued BARRIERS include:**

- Whole school profile has the potential to impact on staff wellbeing; high levels of complex need requires staff stamina and resilience
- A relatively small staff have responsibility for all National Curriculum Subjects
- Timely access to wider SEN provision beyond school

<b><u>INTENT</u></b> <b>Target</b>	<b><u>IMPLEMENTATION</u></b> <b>Specific Actions</b>	<b><u>IMPACT</u></b> <b>Intended Outcomes</b>	<b>Evidence</b>	<b>Responsible Leaders</b>	<b>*Monitoring and Evaluation + Timescale *see MONITORING CALENDAR</b>
<b>4.1</b>  <b>Fully embed the 'Challenge Partners' initiative as part of regular school practice</b>	<ul style="list-style-type: none"> <li>• All SLT to attend a QAR at a different school across the year</li> <li>• All subject leaders develop their confidence in sharing actions, impact, next steps within their subjects</li> <li>• SENCO and nurture lead capture work done to support local schools implement their own nurture base alongside the continual offer of support as an 'Area of Excellence'</li> <li>• SLT attendance at both hub and national CPD events</li> <li>• SLT utilise the CP website to support whole school CPD e.g. through use of the 'Area of Excellence' support</li> <li>• Use of the CP tool for school leadership (SLT and governors) to make strategic decisions and bring about improvement</li> </ul>	<ul style="list-style-type: none"> <li>• School is externally supported and challenged to ensure the best evidence informed provision is in place and the best outcomes are secured for the children – standards are continually raised</li> <li>• School are confident in knowing they are accessing high quality CPD which carries impact</li> <li>• All staff and governors continue on the cycle of improvement</li> </ul>	<ul style="list-style-type: none"> <li>• CP feedback and report</li> <li>• SLT attendance at QAR</li> <li>• Internal monitoring information</li> </ul>	SLT Governors	
<b>4.2</b>  <b>Increase parent engagement with children's learning – continue to instil high expectations of all and live our Vision and Values</b>	<ul style="list-style-type: none"> <li>• Using the findings from the Parent Carer Action Plan, implement strategies trialled last year which supported an increase in parental engagement. Incorporate these onto the school calendar and monitor the effectiveness of them (raffle, mini marathon, cake sale – use these to engage with learning events)</li> <li>• All teachers to ensure families with children who are considered to be disadvantaged prioritise the focus on engaging them with reading</li> <li>• Elicit parent voice at regular opportunities – school to be responsive to the opinions and views of parents</li> </ul>	<ul style="list-style-type: none"> <li>• School and parents have a shared priority in delivering the best outcomes to all children; to enjoy, engage and excel with an increased understanding and focus on key reading and maths skills</li> <li>• Parents are actively involved in school life sharing their knowledge and expertise to support the school's on-going journey moving forward</li> <li>• Parents share high expectations of positive behaviour for learning and respectful relationships</li> <li>• Parents report feeling valued and welcomed – they speak positively about what they and their child experience within school</li> </ul>	<ul style="list-style-type: none"> <li>• Increased uptake in completing parent voice</li> <li>• Parent voice</li> <li>• Parent attendance at events</li> <li>• Use of Boom Reader</li> </ul>	SLT	
<b>4.3</b>	<ul style="list-style-type: none"> <li>• Evaluate the current utilisation and effectiveness of the CHANGE model of learning</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching and learning in school is at 'good' or better</li> </ul>	<ul style="list-style-type: none"> <li>• Internal monitoring information –</li> </ul>	SLT Subject Leaders All teachers	

<b>Further develop the 'CHANGE' model of teaching and learning</b>	<ul style="list-style-type: none"> <li>Consider the incorporation of the 'Primary Principles of Better Practice' in order that all aspects of teaching and learning in school is completely evidence based</li> <li>Establish links between a recommended lesson structure and meta-cognition and learner self-awareness (2.1)</li> </ul>	<ul style="list-style-type: none"> <li>Best outcomes are secured for the children. All children make progress as they know more, remember more and can do and understand more.</li> </ul>	learning walks/observations <ul style="list-style-type: none"> <li>On-going Mappix data</li> <li>Pupil Progress meeting information</li> </ul>		
<b>4.4</b>  <b>Staff report feeling valued and cared for, supported to manage their workload.</b>	<ul style="list-style-type: none"> <li>SLT continue to make strategic and logistical decisions balancing needs of children with pressures already on staff</li> <li>CPD and staff training programme supports staff</li> <li>On-going opportunities are planned in order that staff can share their views and opinions with those responsible responding accordingly</li> <li>On-going access to SAS for all staff</li> </ul>	<ul style="list-style-type: none"> <li>Staff are able to fulfil their expected duties without it impacting on their overall wellbeing</li> <li>Staff manage their wellbeing; they prioritise workload and communicate concerns seeking support when needed</li> <li>Staff report enjoying coming to work</li> </ul>	<ul style="list-style-type: none"> <li>Staff voice</li> <li>Staff absence rates</li> </ul>	SLT Governors	
<b>4.5</b>  <b>Subject Leaders monitor and evaluate the progress children make across their subject, taking swift decisive action where needed to ensure best outcomes.</b>	<ul style="list-style-type: none"> <li>Subject Leaders participate and contribute to the development of a foundation subject assessment system in order that progress can be tracked within their subjects</li> <li>Subject Leaders undertake CPD to secure their understanding of what best teaching and learning practice within their subject looks like in order to secure best outcomes for pupils – they use this knowledge to inform their response to assessment data</li> <li>Subject Leaders use the tracking information to identify strengths and challenges within the planning and delivery of their curriculum areas – using this data to respond in a timely manner</li> <li>Subject Leaders report on the outcomes within their curriculum areas to support teachers with their planning</li> <li>Subject Leaders remain critical of the assessment system and evaluate its effectiveness</li> <li>SLT ensure assessment system does not create unnecessary workload</li> </ul>	<ul style="list-style-type: none"> <li>Children are progressively able to know more, remember more and be able to do and understand more</li> <li>Teachers are confident in responding to tracking data and adjusting planning and assessment accordingly</li> <li>Subject Leaders are confident in reporting on the current 'picture' for their curriculum areas</li> </ul>	<ul style="list-style-type: none"> <li>Tracking data-pupil outcomes</li> <li>Teacher planning</li> <li>Lesson monitoring</li> </ul>	SLT (LV) Subject Leaders	

**Progress made:****Autumn Term****4.1**

- LV attended external CP review + actions shared with SLT (school with a similar context was recently graded 'good' in July)
- SS booked onto external CP review for May 2024 (school recently graded 'outstanding' for Personal Development)
- SS meeting with Stithians School – DHT organised to visit StD+C in the New Year to share nurture good practice

**4.2**

- Open Classrooms – end of September 2023
- Parent voice taken October 2023 at earlier parent's evening to support parental engagement. Evening structured differently with offer of food tasting (teacher follow-up?)
- KS1 Harvest Festival – high parent attendance – singing + food on offer
- Mini Marathon – well attended by parents
- Weekly Newsletter focus continues to be 'Every Child, Everyday a Reader'
- Weekly class emails
- Future plans for converting an outdoor space alongside RJ Working partnership
- KS1 and KS2 Christmas Performances
- SPACE training implemented
- Homework club
- SEN Tea and Talk
- Phonics workshop
- Choir attendance at St Day Xmas fayre
- EYFS 2024 – walk arounds

**4.3**

- CHANGE model updated using 'Principles of Better Practice' document adapted from another school (based on the Great Teaching Toolkit. This has been simplified for children + supports the processes of resilience, independence and meta-cognition

**4.4**

- Wellbeing staff training led by Zoe O'Daire (EMHP) in October – staff shared their views around the results of the wellbeing audit.

**4.5****Monitoring undertaken:**

- History + Geography curriculum implementation + monitoring
- History – assessment opportunities planned through plenaries
- R.E curriculums for Year R, 1 and 2 being implemented
- Monitoring for Science – November 2023
- Reading – see actions from 1.1 and 1.2
- Writing moderation – December – TAFs
- X2 rounds of Maths monitoring + feedback
- Support from Nicky Hepworth for Maths
- Governor visits for SEN, Early Years, Science, Maths
- Subject Leadership CPD led by Nicky Hepworth – NOV 2023
- Personal Development curriculum constructed

	<ul style="list-style-type: none"> <li>• PSHE Policy updated</li> <li>• RSE curriculum updated</li> <li>• Subject specific trips – Year3/4 met with a historian in the local church</li> </ul>
<b>Progress made: Spring Term</b>	
<b>Progress made: Summer Term</b>	

## **5. EARLY YEARS EDUCATION – Strong Starts**

An immersive, interactive, safe environment encourages our children to feel motivated, excited to learn, communicate, play and explore their world – creating and encouraging strong starts. Positive parent partnership relationships are made a priority to support a relentless focus on the development of early literacy, a love of reading and development of oracy skills to prepare every child for a successful learning journey in our school. Our children will be taught how to self-regulate and to enjoy, engage and excel in their learning.

### **Strengths include (Evidence taken from Challenge Partners Visit – May 2023):**

- Children in the Early Years Foundation Stage are exposed to a strong curriculum underpinned by a heavy focus on the development of oracy and early reading skills.
- Children are highly engaged in the re-telling of stories and, as a result, a love of reading is developed early on.
- Indoor continuous provision is planned for effectively, allowing children to develop their learning in the different areas of the classroom. The structured approach to the curriculum enables a calm and purposeful learning environment.

### **Continued barriers include:**

- Children joining school with limited language skills / limited experiences. Children joining with below age-expected behaviours e.g. toileting habits
- No prior schooling/access to Nursery provision for some children
- No prior exposure to reading / books. High exposure to online games for some children. Lack of communication skills with others

<b><u>INTENT</u></b> <b>Target</b>	<b><u>IMPLEMENTATION</u></b> <b>Specific Actions</b>	<b><u>IMPACT</u></b> <b>Intended Outcomes</b>	<b>Evidence</b>	<b>Responsible Leaders</b>	<b>*Monitoring and Evaluation + Timescale</b> <b>*see</b> <b>MONITORING CALENDAR</b>	
<b>5.1</b>  <b>All children make sufficient progress across the year in order to meet the 'Literacy' Early Learning Goal</b>	<ul style="list-style-type: none"> <li>Utilisation of reading platforms to support daily child and parent engagement – Boom Reader</li> <li>Children read every day (to a teacher/intervention/library books/shared together) – 'Every Child, Every Day'</li> <li>The environment is continually updated to immerse children in 'book talk'</li> <li>Continuous provision plans are adapted and enhanced on a weekly basis to provide stimulating experiences in line with core text and children's interests</li> <li>Organised trips to the library and exciting adventures stimulate and develop an early love of books and reading</li> </ul>	<ul style="list-style-type: none"> <li>Children foster positive attitudes to reading and are secure within their early reading skills in preparation for transition and the expectations of Year 1</li> </ul>	<ul style="list-style-type: none"> <li>RWInc tracking data</li> <li>Termly ELG tracking data</li> <li>Pupil voice</li> </ul>	EYFS Lead + Teacher  Reading Lead  SENCO		
<b>5.2</b>  <b>All children make expected or better than expected progress including disadvantaged pupils and those with additional needs</b>	<ul style="list-style-type: none"> <li>Early identification of need and continued liaison with LV SENDCO – adaptation of need</li> <li>On-going work with outside agencies to support identified needs</li> <li>A review of evidence and practitioners on-going observations and knowledge of the individual child inform written next steps</li> <li>The learning environment to offer rich varied, imaginative and appropriately demanding experiences organised to promote independence especially designed around the <u>context of the child</u></li> <li>Subject Leaders to ensure support for the EYFS teachers in the identification of best early years practice within their subject areas</li> </ul>	<ul style="list-style-type: none"> <li>Children will feel valued, safe and secure in the school environment</li> <li>Children follow established routines and are motivated, excited to learn</li> <li>All children make expected or better than expected progress across EYFS.</li> <li>Home/School partnership is strengthened and parents know how to support their child effectively e.g. RWI, reading, number games</li> </ul>	<ul style="list-style-type: none"> <li>RWInc tracking data</li> <li>Assessment data – tracking of ELG</li> <li>Parent voice</li> </ul>	EYFS Lead + Teacher  Subject Leaders		
<b>5.3</b>  <b>Continued collaboration with</b>	<ul style="list-style-type: none"> <li>Complete NSA baseline assessments and review workshops based on outcomes</li> <li>EYFS teacher review RWInc workshops with Preschool staff and manager throughout the year. Evaluate and plan next steps for staff</li> </ul>	<ul style="list-style-type: none"> <li>Children settle quickly into their new school environment, communicating their needs and wants safely and effectively</li> </ul>	<ul style="list-style-type: none"> <li>Baseline assessments and on-going formative and summative assessments</li> </ul>	EYFS Lead and Teacher  SENCO		

<b>the feeder preschool to support with the early acquisition of literacy and oracy skills</b>	<ul style="list-style-type: none"> <li>• Comprehensive transition programme for 24-25 cohort – building positive relationships</li> <li>• SENCO + EYFS teacher work closely to identify and respond to need early June 2024</li> <li>• Parent partnerships to build early May 2024 with available workshops within transition programme</li> </ul>	<ul style="list-style-type: none"> <li>• Trusted parental home-school relationships built before transition</li> <li>• Trusted teacher-child relationships in place</li> </ul>	<ul style="list-style-type: none"> <li>• Preschool staff feedback</li> <li>Parent feedback</li> </ul>	SLT		
<b>Progress made: Autumn Term</b>	<p><b>5.1 (Literacy – Comprehension, Word Reading and Writing)</b></p> <ul style="list-style-type: none"> <li>• Progress across all areas of literacy being made</li> <li>• RWInc data evidences progress with reading – all children reading at least daily across the class teacher and the LSA</li> <li>• All children taking library books home each week</li> <li>• Daily reading happening in the classroom</li> <li>• Continuous provision on offer to support literacy development</li> <li>• Most families accessing Boom Reader + Evidence Me</li> <li>• Reading linked to real experiences – Bear Hunt</li> </ul> <p><b>5.2 (42% of the class are eligible for FSM 5/12) (17% of the class are SEN 2/12)</b></p> <ul style="list-style-type: none"> <li>• Progress for those who are disadvantaged and do not have SEN is in line with the rest of the group</li> <li>• Daily implementation of Pen Disco intervention</li> <li>• Farm Visit – October – developing communication skills and learning about the world around us.</li> <li>• Harvest Festival – cooking and parent engagement</li> <li>• Writing linked to real experiences with development of oracy in preparation for writing</li> <li>• Children In Need – Mini Marathon – linked to being a RRS.</li> <li>• Outright Campaign – trip to the Post Office and understanding the impact of using our voice to bring change</li> <li>• Use of the local community for Geography and History learning</li> <li>• Visit from Daya to celebrate Sikhism and understand diversity</li> <li>• Maths – daily continuous provision (WRM) + practical application of Maths</li> </ul> <p><b>5.3</b></p> <ul style="list-style-type: none"> <li>• EYFS external baseline moderation occurred – October 2023</li> </ul>					
<b>Progress made: Spring Term</b>						
<b>Progress made: Summer Term</b>						