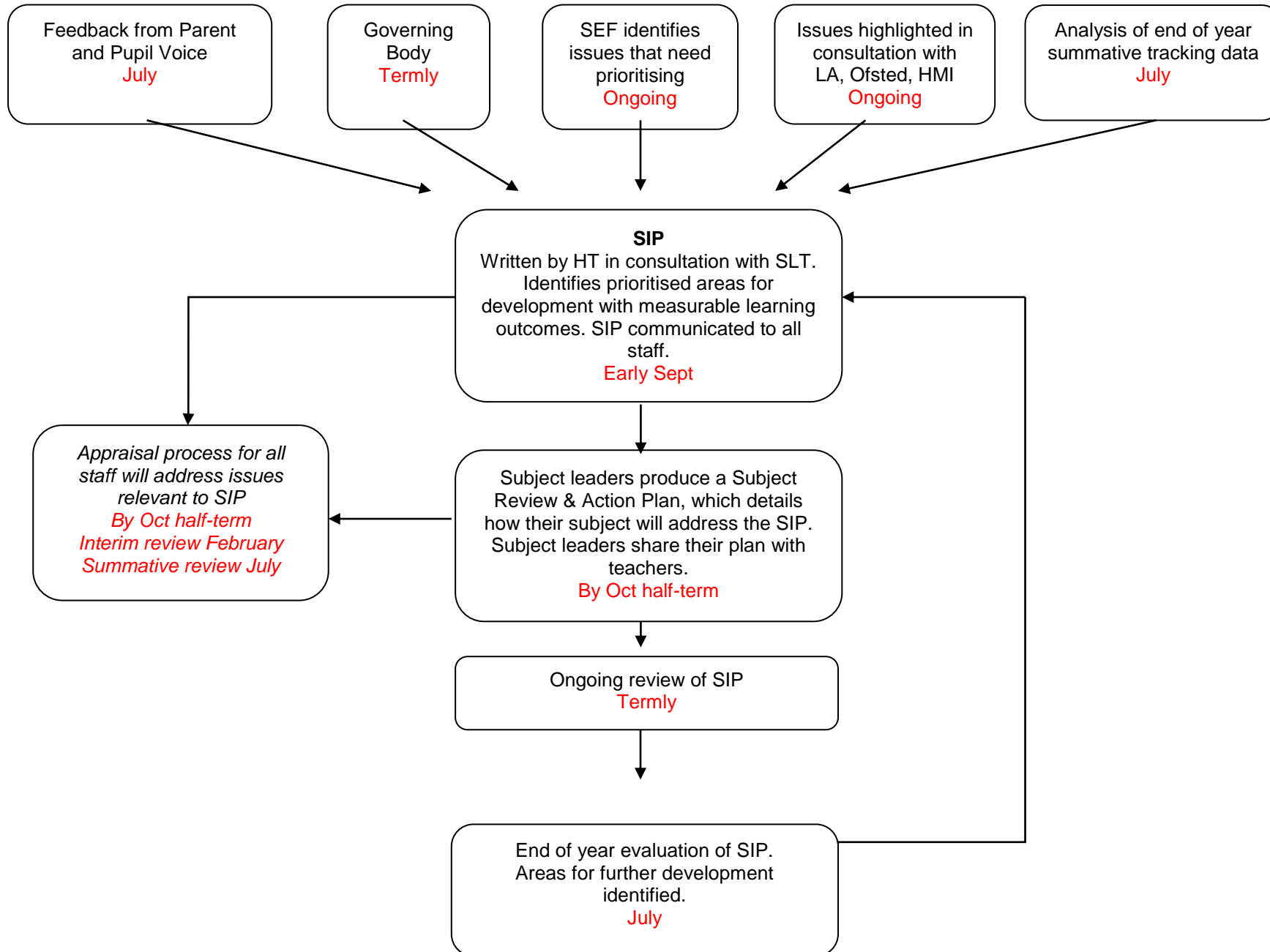


The SIP process: An integrated framework for continued improvement



St Day and Carharrack Action Plans 2020 – 2021 *Exceptional Circumstances* Covid-19 Lockdown March 2020

***UPDATE *Exceptional Circumstances* Covid-19 Lockdown January 2021**

Context: *School closed March 2020. School re-opened September 2020. SIP to be read in conjunction with our policy on 'UNIVERSAL CATCH-UP FUNDING STRATEGY' + 'REMOTE LEARNING'.. Challenge Partners + planned October visit to 'outstanding' Foxfield – now on hold.*

- Due to Lockdown 2020, SIP has been evaluated with many actions carried over. The primary focus of implementing a **quality first curriculum** remains a priority. In normal circumstances, action plans run from September 2020 to July 2021.
- Data drop November 2020 – to evaluate the impact of 'Lockdown' and to adapt the curriculum to meet individual needs, based on EEF strategies for best use of funding.
- Due to Lockdown 2020 and the response needed to meet new needs and challenges, there were significant, unplanned achievements, which will drive improvement in 2021- namely community cohesion and trusting relationships between school and home. See the 'Rolling Record' September 2020 where the school response to Lockdown is documented.
- The school's Pupil Premium Action Plan – will move to the 3 year plan - should be read alongside this SIP.
- There is an action plan for each focus area of the Ofsted framework to show an explicit link between the SIP and whole school self-evaluation.
- The targets within the action plans are measurable, making evaluation straightforward and precise, and the specific outcomes of each target are given.
- Subject leaders produce Subject Action Plans, which detail how their subject addresses the targets contained in this SIP.
- The SLT will review this SIP termly (in December, March and July).
- Pupil and Parent Voice draws on feedback and suggestions given by pupils and parents in our annual survey. In addition, regular opportunities exist for pupil /parent focus groups at the end of REAL outcomes.

Abbreviations used within the action plans:

HT: Headteacher

DHT: Deputy Headteacher

DSL: Headteacher, Designated Safeguarding Lead

SENCO: Deputy Headteacher, Special Educational Needs Coordinator

SLT: Senior Leadership Team

GB: Governing body

SL: Subject leader

CT: Class Teacher

ACTION PLAN 1: The Quality of Education – ‘A Curriculum For All’

INTENT Target	IMPLEMENTATION Specific Actions	Responsible Leaders	Evidence	IMPACT intended Outcomes	*Monitoring and Evaluation + Timescale *see MONITORING CALENDAR – subject to change - LOCKDOWN
1.1 All pupils are able to read to an age appropriate level and fluency. EVERY CHILD A READER	<ul style="list-style-type: none"> English Hub Kernow extended to Yr2 -to focus on subject leader development to disseminate and embed the consistent delivery and teaching of the RWI programme through the coaching of all reading teachers (TAs included). Support staff lead additional RWI intervention sessions 10 min daily with targeted children using English Hub model RWI Freshstart intervention catch up – target groups in Yr6. Reading attainment assessments used to target individual gaps and support more able readers in KS1. NFER/SATs baseline assessments in place with end of year assessments undertaken to measure progress. Baseline assessments used to identify specific areas for development within reading skills. Daily reading for all includes – RWI, DERIC/ERIC, class novels and vocabulary collection and expectations- explicitly taught. Identify and implement a strategy to support readers finishing the RWI programme to continue developing their fluency and confidence as readers. Teachers planning reading using CLPE ‘The Power of Reading’ high quality text age-related recommendations for DERIC/ERIC daily sessions. (see English SL Action Plan) 	SLT SL-BP Phonics Lead-JP All staff at all times	RWI assessments NFER assessments Gov reports SL observations Interventions	-Consistent and sequential approach to the effective teaching of RWI phonics daily- secure foundations in EYFS and Yr 1. Lowest 20% progress - Improved Yr 1 phonics results in line with National. -Confident staff identify and close gaps swiftly in EYFS + target children receive additional support. -All children are able to read fluently and with comprehension. - Pupils reading at greater depth in KS1 increases in line with National. - Children enjoy reading, read widely and often – confident in accessing the full curriculum. -CLPE books link into cross-curricular learning. -KS2 readers tracked against CLPE reading profile and feel supported in their reading journey with guidance from ‘Accelerated Reader’ or equivalent. -Confidence in reading supports learning in all curriculum areas.	Aut1+2 -Phonics ‘Covid-19’ gap document undertaken by JP -8.10.2020 – JP monitoring RWI -12.10.2020 - JP + English Hub joint monitoring RWI -23.11.2020 – JP + English Hub joint monitoring RWI -14.12.2020 – JP + English Hub joint monitoring RWI
					Spr1+2 -KS2 Reading support package in place and used by all teachers. -All planning includes key vocabulary lists.
					Sum1+2 -Core Books aligned to new curriculum, purchased for Sep. -End of year assessments show progress for all children, in line with National expectations.

1.2 To implement an ambitious and sequential wider curriculum in line with EIF – Intent Implementation and Impact	<ul style="list-style-type: none"> • SLT and SL to adapt and implement the Inspire global curriculum thus ensuring progression of knowledge and skills in all subjects • Staff training opportunities for whole school identified gaps – PSHE, Art, Humanities, Writing (Jane Considine approach) • Gather and implement whole school community voice – What do the children of St D&C need? Use this as the focus for the local curriculum • As a team - create and publish our statement of curriculum Intent, Implementation and Impact based on the Inspire curriculum relevant to St Day and Caharrack • REAL projects to be embedded consistently with clear relevant and purposeful end points • Access training opportunities around curriculum development and implementation • Work alongside Nicky Hepworth – Curriculum Advisor for LA 	SLT All staff	<i>Curriculum overviews</i> <i>K+S REAL projects</i> <i>Lesson observations</i> <i>Learning audits</i> <i>Progress and attainment data</i>	- Clarity for all staff and children on knowledge and skills that pupils gain at each stage – explicitly taught and learned. – Challenging next steps build on prior learning. -Teaching is adapted to enable pupils to build their knowledge and to apply that knowledge as skills. Children will be able to remember more, know more and do more - Children achieve outcomes in line with National because they enjoy their learning and build on prior knowledge. -An exciting, accessible, challenging curriculum is embedded for all pupils to access with a focus on high quality teaching and learning. -Teachers’ subject knowledge consistently builds and develops over time; effective practice shared.	Aut1 9.10.2020 – SEC monitoring for HT and DHT Aut2 30.11.2020 – VH – PSHE monitoring 2.12.2020 – VR – History monitoring (progression across curriculum) 9.12.2020 – CC – Art monitoring (progression in skills) Spr1 -Clarity of vision and mission updated and shared with whole community – including III statement on website. Spr2 -Evidence of Metacognition CPD to support teachers to enable children to LEARN MORE. Assessments - scrutiny shows progress in K&S. Sum1 -P/M meeting -SL feel empowered and can lead confidently re progression in their subject area. Sound subject knowledge shows curriculum development across the school. REAL outcomes monitoring-see K&S applied. Sum2 -SL share IMPACT PROJECT. Clarity of purpose and SL impact demonstrated through individual contribution to quality first curriculum.
1.3 Consistently good or better teaching enables ALL	<ul style="list-style-type: none"> • Teachers implement a sequential quality first curriculum adapting teaching and learning to meet the needs of ALL learners. • Teachers on-going assessments identify individuals and groups of learners who require swift intervention 	HT DHT/SENDCo SLT	SLT learning scrutiny Pupil voice HT PPMs	-Children know more, remember more and can do more - building on progression in K&S -The attainment of all groups is in line or exceeds the same groups nationally. Yr 3 cohort make rapid progress gains.	Aut1 -Teacher Assessment – lockdown gaps? Re-build relationships and confidence. Aut2 24.11.2020 – BP monitoring progress in writing

<p>pupils to progress to reach age-related expectations at the end of the year in reading, writing and maths - to apply K&S across all learning</p>	<ul style="list-style-type: none"> • Use of Catch-Up funding for those with identified gaps hindering next stage of learning • Pedagogy -Non- negotiables and SPARKLE model of learning are fully embedded by all- children explicitly given opportunities to communicate, collaborate and contribute. • SL disseminate the latest EEF research and pedagogy. • Teachers explicitly teach pupils metacognitive strategies including how to plan, monitor and evaluate their own learning. • CPD + Research based solutions- Long- term memory + dual coding training for all staff- to move learning into long term memory. 	<p>All staff</p>	<p>County monitoring Gov link visits Lesson Obs CPD training file MAPPIX data gaps</p>	<p>-Pupils know next steps in learning- effective verbal or written feedback. -All staff will be able to meet the high expectations for T and L,, consistently. -Teachers pedagogical understanding is strengthened -EEF research -Pupils are self-aware- can self-regulate -independent learners. They communicate, contribute and collaborate – confidently. -Teaching helps pupils to remember long-term the content they have been taught and to integrate new knowledge into larger ideas. -Greater depth achieved</p>	<p>14.12.2020 – BP monitoring – review of progress in writing</p> <p>Spr1+2 -CPD undertaken by SL - to match principals of quality first curriculum so children LEARN more. -SL lead monitor the progression of K&S in their subject across the school.</p> <p>Sum1 +2 -Pupil voice – shows a greater understanding of learning across different subjects. -End of year NFER tests show progress.</p>
<p>1.4 To refine support for the most able and vulnerable pupils, including disadvantaged pupils and those with special educational needs to enable all to succeed.</p>	<ul style="list-style-type: none"> • COVID-19 impact – use of delayed assessments to gather baseline data. Data used to inform use of Catch-Up funding. • Full access to quality first curriculum. • Class based support staff deployed for class based interventions e.g. Precision Teach techniques in addition to curriculum offer. • Classroom based staff to use Friday PPA session to maintain improved and continued communication around children’s individual needs and relevant interventions • Teachers’ ‘grab file’ is used to track changes in circumstances with vulnerable children clearly highlighted • Classroom based staff to build on the relationships developed with parents during lockdown to share information about learning 	<p>DHT</p> <p>SLs</p> <p>SENDCo</p>	<p>Annual IMPACT review (document and meeting with SLT)</p> <p>Half termly MAPPIX progress data</p> <p>SEND IEPs reviewed and distributed by October half term.</p>	<p>-Intervention plans in place for all underperforming pupils and/or groups of pupils including disadvantaged, the most able and those with special educational needs so underachieving pupils are making progress by Dec 2020. -Closing the gap between vulnerable children and all pupils through access to quality learning experiences -Curriculum or assessment gaps are addressed in action plans by Oct 2020. -MAPPIX assessment system shows progress for disadvantaged pupils. -Pupil progress review meetings ensure no child is left behind. - Increased proportions of disadvantaged pupils achieve ARE and greater depth especially in Reading and Writing. -Improved home/school relationships support pupils to succeed.</p>	<p>Aut1 26.10.2020 – SENCO monitoring individual SEN plans</p> <p>Aut2 9.12.2020 – SENCO monitoring individual SEN tracking -Evidence of SMART targets</p> <p>Spr1+2 -Analyse covid catch-up data - Gov SM + DHT – learning walk – with focus on PP+SEND grab folder of interventions and impact.</p> <p>Sum1+2 -Pupil progress meetings with individual children – can talk about targeted provision and learning experiences.</p>

ACTION PLAN 2: Behaviour and Attitudes - 'Unity in CommUNITY'

<u>INTENT</u> Target	<u>IMPLEMENTATION</u> Specific Actions	Responsible Leaders	Evidence	<u>IMPACT</u> intended Outcomes	*Monitoring and Evaluation + Timescale <i>*see MONITORING CALENDAR</i>
2.1 For all adults and children to have HIGH EXPECTATIONS for pupils' behaviour and conduct within a positive and purposeful learning environment	<ul style="list-style-type: none"> • Unity in CommUNITY – information sharing from lockdown to continue with parents + sharing the positives! • Implement Covid-19 Risk Assessment measures – new expectations and routines as modelled by all members of staff at all times- shared with parents + linked to virtues • Routines and learning behaviours are followed, supporting well-being - using the language and consistency of Golden Rules – in class/ assembly/ newsletters/with parents • Swift parental communication continues to be in place- incident or achievement. • Restorative Justice to be embedded - support for pupils repeating the same behaviours. • Training in targeted approaches for pupils with more challenging needs – seek and work alongside external expertise • Implementation of the new CIOS PSHE curric • Weekly circle-time and assemblies address arising concerns and promote positive attributes linked to virtues • Interventions in place to support individual children with self-regulation skills and emotional literacy • Whole school continued TIS approaches embedded across classroom bubbles 	SLT All staff at all times	Pupil and parent voice – termly. CPOMS data– all low level disruption recorded and shared with parents. Staff survey. Reduction in behaviour incidents.	-Positive relationships with home, sharing the positives. Positive behaviour and conduct across the school at all times. -Pupils' behaviour does not disrupt learning. -Pupils understand the rewards and consequences and manage own behaviours. -All staff feel supported and confident to challenge negative behaviours. -Pupils respect all adults. -Consistency in how incidents are reported, recorded and consequences given. -Daily information sharing with parents. -Reduction in behaviour incidents. -Improved communication across school re. strategies for dealing with pupils who show challenging behaviours.	Aut1 -HT –implementing new safety measures. Behaviour, expectations, covid R/A and safety monitoring. -Continued weekly class emails to parents + information sharing with parents. -Parents' Evening – by phone. Responding to feedback eg. gaps in learning + strategies. Aut2 -Behaviour, safety and welfare monitoring – Pupil Voice -Analysis of CPOMS records -30.11.2020 – HT learning walk – the learning environment Spr1+2 -Children show greater resilience and independence in coping with challenges - practising virtues and RJ approaches- as recorded on cpoms. Sum1+2 -Data shows fewer behaviour incidents, improved parental engagement, attendance and reflective language of virtues + RJ support children to talk through challenging situations respectfully-making the right choices.

2.2 For all pupils to have high attendance – 96% or above	<ul style="list-style-type: none"> Families supported by school to follow government guidance around symptoms, testing and isolating – weekly updates R/A HT daily meet and greet – identify and support families causing concern. EWO joint termly meetings with target families. Inclusion EWO targets vulnerable identified group. Remind families of the school's policy – regular updates in the newsletter- swift action taken by school for PA, term-time holidays and lateness. 	HT Secretary CT	Ongoing Daily Weekly Half termly EWO meetings	<ul style="list-style-type: none"> Families feel supported – clear measures keep everyone safe. Attendance improves to be in line or above National expectation of 96%. Children are punctual Unauthorised absence due to term time holidays reduces. Children have a positive attitude to their education and are committed to their learning. 	Aut1+Aut2 -Weekly Briefing to monitor R/A -Supporting families with unique circumstances.
					Spr1+Spr2 -Review of Attendance Policy -EWO reports shared with Governors -EWO joint meetings with targeted families
					Sum1+Sum2 -Improved attendance. Children are in school learning and can communicate why this is important.

ACTION PLAN 3: Personal Development - 'Every Child a contributor'

INTENT Target	IMPLEMENTATION Specific Actions	Responsible Leaders	Evidence	IMPACT intended Outcomes	* Monitoring and Evaluation + Timescale <i>*see MONITORING CALENDAR</i>
3.1 Enriching opportunities to develop strength of character and virtues	<ul style="list-style-type: none"> Due to Covid-19 measures, enriching opportunities are driven by the curriculum planning e.g. Experience Days for writing and REAL project outcomes Fortnightly VIRTUE introduced in assembly and 'polished' through the week – with a focus on understanding and developing the school virtues of Self-Belief, Determination and Courage to... Weekly circle-time and assembly develops understanding of British values + pupils' SMSC Outdoor learning opportunities for every child TA- Forest Schools accreditation + Outdoor learning lessons – Sep 2020 book. Build on celebrating pupils' achievements out of school – continuation of lockdown. 	HT/DHT SLT All class teachers	<i>Club register</i> <i>Trips file</i> <i>Evaluation report by staff involved</i> <i>Parent feedback</i>	-Pupils are confident, resilient, responsible and independent. -Respectful citizens. - Increased confidence and resilience. - Talents and interests are developed and stretched. -Pupils' aspirations are raised. -Pupils' are inspired to continue with activities following input at school. - Application of knowledge and skills for a purpose.	Aut1+Aut2 -Pupil voice – impact of lockdown on experiences + well being? -Views on school since lockdown? Spr1+Spr2 -Monitor outdoor learning opportunities across all year groups. Progression of K&S? Class contributions to outdoor learning environment? Sum1+Sum2 -Community voice – impact of practising virtues captured. Next steps for Sep 2021 planned.
3.2 To embed new CIOS PSHE curriculum with a focus on healthy lifestyle choices for well-being.	<ul style="list-style-type: none"> Training for all staff to introduce PSHE curriculum Regular monitoring of implementation of curriculum Development of the skills and attributes needed to engage with local and global issues of significance e.g. a pandemic Introduction of assessment of PSHE 	DHT VH	Pupil voice Planning Staff survey <i>Timetable of activities</i>	-Age appropriate understanding of healthy relationships. -Pupils making healthy living choices. -80% of pupils engaged in physical activity at break/lunch once a day -Staff mental health is positive. -Pupils develop self-esteem.	Aut1+Aut2 -Whole school return to school – 'Here We Are' - impact of lockdown – pupil voice gathered. Planning monitored Spr1+Spr2 –Well-being survey for whole community analysed – widening gaps from lockdown? Sum1+Sum2 -Where are we now? -New PSHE curriculum embedded.
3.3 To develop the skills of communication in order to articulate ideas	<ul style="list-style-type: none"> Opportunities to rehearse and practise talk – use of sentence stems across subjects Explicit teaching of vocabulary Planning for opportunity of talk 	DHT CT	Pupil voice Planning	-Confident communicators – confident to be curious – to ask questions, to collaborate and use their voice to challenge -Improved vocabulary across all subjects improves learning outcomes	Ongoing -Termly scrutiny of planning- opportunities to communicate are built into every lesson

and express opinion at the heart of learning for all	<ul style="list-style-type: none"> • Use of the 'Communicating the Curriculum' guidance statements from The Communication Trust • Text rich environment – use of CLPE subscription to link the written and spoken word • Year R NELI intervention programme <p>https://voice21.org/</p> <p>http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communicating-the-curriculum/content/</p>		Staff survey REAL outcomes Class rooms Displays Pedagogy	-Spoken word improves, written also improves. -Every child contributes. -Every child is empowered to use their voice. Every child feels connected to their local community, contributes and can make global links	-Pupil voice – what opportunities have you had to debate? -Every child can talk about what they have contributed to.
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ACTION PLAN 4: Leadership & Management – ‘Shared Leadership – IMPACT’

INTENT Target	IMPLEMENTATION Specific Actions	Responsible Leaders	Evidence	IMPACT intended Outcomes	*Monitoring and Evaluation + Timescale *see MONITORING CALENDAR
<i>‘Readiness’ to respond to changing Covid-19 global pandemic circumstances by providing a safe learning and working environment</i>	<ul style="list-style-type: none"> • Providing a safe learning and working environment with a daily focus on well-being through launching PSHE. • Robust live R/A in place + daily briefings. • Focus on practising weekly ‘virtues’ + whole school ‘Here We Are’ return to school. • October baseline assessments + sequencing of lessons to meet needs. • Remote Learning Policy in place. • Catch-up Funding Policy - to improve standards and provision for all children including disadvantaged pupils and those with SEN. • PIVATS implemented 	HT DHT All CT GB	Policies: Online Catch-Up H&S R/A SEC report	-Children remain safe and positive with a healthy disposition. -Staff feel supported and able to fulfil their duties in a safe working environment. -ALL children continue to make learning gains and increased independence through identification of ‘gaps’ + practising virtues to support well-being and learning. -Children continue to be supported in school or at home. -ALL children have their needs met. - PIVATS measures small steps of PSED.	Ongoing by HT -Pupil, staff, parent voice -Weekly updates for whole community -H&S live R/A reviewed daily, updated and shared half termly. -Catch-Up monitoring- impact of 10 week plans – by SL + DHT
<i>4.1 Leaders have a clear and ambitious vision for providing an inclusive, high quality education for ALL pupils.</i>	<ul style="list-style-type: none"> • We meet the requirements of previous Ofsted- including curriculum focus to implement a quality first curriculum. • Key school drivers are identified from a rigorous analysis of data. • P/M meetings for ALL staff are linked explicitly to the key school drivers to maximise teaching and learning gains. • Review of P/M – all subject leaders to work towards an IMPACT project, based on latest EEF research. • All staff have a leadership role + commitment to quality CPD remains central. • TA fortnightly training + additional opportunities to upskill English and Maths through Cornwall Learning. • Engaging, supporting relationships with parents are developed. 	HT DHT All CT/SL	Appraisal SATs data SIP SEC report	-Clarity of quality first curriculum vision shared with community – everyone clear on role - ambitious outcomes for all children achieved. -Clear targets link explicitly to learning, raising outcomes for pupils. -Distributed leadership – all leaders have ownership and responsibility to CPD to drive effective T&L. - SL have high expectations of all children through increased knowledge of their subject and understanding of progression and sequences of lessons -TAs will be knowledgeable in supporting all children. -Children make progress – improved engagement between school and home – improved well-being and resilience to learning.	<div> Aut1+2 - SIP shared with all staff -Performance Management docs – IMPACT ideas shared with SLT- Rigorous + SMART leaders Action Plans -TA training skills outcomes HT </div> <div> Spr1+2 -CPD monitoring report to governors HT -SL progression documents -Planned v ‘experienced’ curriculum- pupil voice – SL monitoring + Gov meetings -TA learning walk observations DHT -Staff survey </div> <div> Sum1+2 -Review of provision + leadership HT -Parent + Pupil survey HT -NFER + end of year attainment </div>

4.2 To ensure that ALL pupils are included and successfully achieve in line with National expectations.	<ul style="list-style-type: none"> • DP + SEND are rigorously tracked half termly (progress, data and attendance) • A challenging inclusive curriculum is planned for more able children to achieve aspirational targets • Systematic tracking by class teacher – ‘grab files’ annotated and kept up to date • PP strategy is regularly reviewed and key actions identified for cultural capital gains. • To engage effectively with pupils and wider community – participate in local events to link learning to purposeful and local projects. 	HT SLT SENDCo	Grab File IEPs SATs data SIP SEC report	-All pupils are targeted with swift interventions. -Attainment gap for DP + SEND closes in line with National expectations. -An increase in Greater Depth standard achieved in writing and maths – to be in line with National. -PP strategy meets the needs of our most vulnerable and provides inspiring opportunities. -Pupils engage positively in learning and actively engage in local projects.	Aut1+2 -October data analysis DHT -SMART IEPs shared with families -Pupil progress meetings - Grab folders scrutiny–DHT+Gov -SEND parent voice Spr1+2 -Pupil progress meetings -PP review strategies + Gov SM -SEND-parent tea and chat +voice -SL monitoring – curriculum adapted so accessible for ALL? Sum1+2 -Pupil progress meetings -SATs outcomes + analysis
4.3 Further develop the role of middle leaders in monitoring delivery and assessment of their subjects - with enthusiasm and consistency.	<ul style="list-style-type: none"> • SL model good practice to guide teachers to plan for progression and sequencing of lessons using Inspire curriculum as starting point. • To develop all subject leaders through quality CPD + focus on SPARKLE model of learning • SLs to carry out half termly learning audits and work scrutiny with SLT leads. • Improve subject leaders’ knowledge of the curriculum area they lead through Maths and English Hubs support offer + joint shared practice with local outstanding school. • SLs to disseminate key training to TAs • Subject leaders deliver training + share latest EEF research. 	HT SLT – SLs Middle Leaders – SLs Subject Governors	<i>Learning audits</i> <i>Minutes of curriculum meetings</i> <i>Overviews of curriculum and assessment</i> <i>Annual subject review</i> <i>Appraisal</i>	-Non-negotiables present in all lessons so children know more, learn more and can do more. Clarity of progression through whole school. -Skilled subject leaders inspire and enthuse all staff to deliver an ambitious curriculum, sequenced and building on prior K&S. -SLs have a secure understanding of the strengths and areas for development in their subject across all year groups. -Improved provision will lead to heightened outcomes for pupils. -Skilled TAs offer effective support to close gaps in learning.	Aut1+2 -Joint planning obs – focus on progression in whole school return to school project. -TA skills development scrutiny In addition half termly support: -Eng Hub leader L/obs +coaching -Maths Hub obs + development for leaders <i>*SEE ABOVE for half-termly focus– Quality of Education</i>
4.4 Support new staff to enable them to become highly effective members of StD&C team +	<ul style="list-style-type: none"> • Continued Induction Policy for 2 staff (in first 3 years of teaching) + NQT joining Jan 2021 – ‘buddy up’ with SLT • On-going support from SLs • Targets set in line with SIP. • Introduce peer observation for teachers linked to appraisal. 	HT DHT SLT	<i>Lesson obs</i> <i>Staff evaluation(induction and whole staff)</i>	-Lesson obs + planning include all non-negotiables. -Good practice is shared and CPD addresses SIP targets. -Teachers’ practice and subject knowledge improves over time. -Fresh ideas and approaches observed and shared.	Aut1+2 -Weekly check-in HT -L/Obs – non-negotiables in place -Appraisal + CPD identified -HT report on staff CPD – govs Spr1+2 -Peer lesson obs SLT - IMPACT project – innovative ideas encouraged – supported by SLT.

ongoing continuous professional development for all staff.	<ul style="list-style-type: none"> • Access to training courses as needed + weekly staff training focus on improving pedagogy based on EEF latest research + gaps identified by SLT. 		CPD calendar + evaluation + course attendance	<ul style="list-style-type: none"> -School supports CPD for all staff. -Staff feel refreshed and keen to try new learning ideas. 	Sum1+2 <ul style="list-style-type: none"> - Staff survey - Peer lesson obs -New research ideas to embed
4.5 Ensure a rigorous whole school self-evaluation programme is maintained	<ul style="list-style-type: none"> • Keep up-to-date with national initiatives and priorities (Ofsted, DfE etc) via meetings and courses HT & DHT • SLs complete annual subject review • SLT to carry out half termly learning audits • Monitoring and evaluation calendar for governors holds HT + SLs to account. • SLT to carry out termly audit of SIP • HT to organise GB review day 	HT DHT SLT	<i>SIP audit June 2021 + Gvs</i> <i>SL subject reviews to GB</i>	-SL and GB have an accurate and thorough understanding of school's strengths and weaknesses and can therefore develop plans for sustained improvement.	Aut1+2- SIP review – actions to carry over due to lockdown -Catch up + Remote policies -HTPM objectives shared - SL action plans completed + IMPACT ideas shared with SLT
					Spr1+2- Gov challenge + reports - Review of SIP + adapt
					Sum1+2 - Questionnaires - Subject review reports SLT

ACTION PLAN 5: EYFS – ‘A Strong Start’ – establishing routines for ALL children to make expected or better progress including disadvantaged pupils and those with additional needs. Early literacy skills are at the heart of the curriculum in a learning environment where pupils feel safe and are excited to learn, communicate, play and explore. Parents and carers understand, and are involved in, their child’s development.

INTENT Target	IMPLEMENTATION Specific Actions	Responsible Leaders	Evidence	IMPACT intended Outcomes	*Monitoring and Evaluation + Timescale *see MONITORING CALENDAR
1.1 Early RWInc phonics, reading for enjoyment and Literacy skills are at the heart of the curriculum	<ul style="list-style-type: none"> • RWInc intensive training/cpd – Literacy hub + SL development + coaching staff • Half-termly assessments completed and given to SL in order to inform planning – high gains for children building on sequences of lessons/pre-teaching • Support staff lead personalised RWI interventions with targeted children • 1:1 reading every day • Focus book every week – instil a love of reading, using CLPE resources • Implement NELI funded Language programme 	VR CG CB JP – reading lead VH – EYFS lead support	RWI assessments Pupil voice Intervention data Coaching	-RWI curriculum delivered confidently daily -consistent/ progressive /sequential meeting specific needs - ALL staff identify and close gaps - Targeted children receiving additional support necessary -RWI books match level of development for individual children in school and home - Children are excited and motivated to apply reading skills, enjoy ‘real’ books.	Aut1+2 -VH and VR strategic support meeting guidance in assessment/ planning/observations and data -RWI 1:1 intervention observations completed by HOC -Interventions in place
					Spr1+2- RWI assessments -SL Coaching for staff with identified gaps in T&L
					Sum1+2- RWI assessments
1.2 Supportive, positive relationships with parents.	<ul style="list-style-type: none"> • Supportive transitions for September cohort 2020 adhering to COVID restrictions and R/A • Monday emails to parents informing of learning • On-line posting and sharing of learning using website/twitter • Set up on-line learning platform using 2Simple software to share with parents • Publish newsletters and up to date literature specific to curriculum and how to support children in the home – leaflets e.g. writing • Phone calls home/parent meetings on-line • Promotion of EYFS provision September cohort 2021 using on-line platform posted on school website e.g. ebook 	VH EYFS lead VR CB CG Sunny Days LV SENCo	Settled happy children Twitter/ Website 2Simple Observations Newsletters	-Strong, supportive relationships increase outcomes for children Parent/carers improved understanding and better informed on how to support their children. -Trusting relationships established -Acquisition of learning quicker/richer	Aut1+2 -VH and VR strategic meeting - support and guidance for transition -Daily parent/child voice -Engagement from all parents – emails/Google classrooms/ phone call- all participated?
					Spr1+2 -2 simple monitoring -all engaged with home learning? -Additional support for children and families to address identified gaps?
					Sum1+2 -End of year assessments

