



Wingfield
PRIMARY SCHOOL

School Development Plan 2017-18

In the world as uncertain as it is and as uncertain as it is likely to be continuing to do the same things in the same way could turn out to be the riskiest thing we do.

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Wingfield Primary School
School Development Plan 2017-18
Language

Overall aim: creating a word-rich, communication-friendly environment for all.

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact		
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6	M6			
Enhance learners' knowledge, understanding and use of vocabulary.	Introduce word of the week and a termly spelling bee for EYFS, KS1 and KS2: <ul style="list-style-type: none"> • During assembly • Display around school • Newsletter • Phrase of the week (MFL) 	Phase Leaders													'Word of the week' and spelling bee fully embedded across the school.	Children at Wingfield acquire a rich vocabulary which enables them to communicate effectively to a range of audiences.
	Create and distribute national curriculum word lists for all areas of the curriculum and for all year groups: <ul style="list-style-type: none"> • Ensure that these link to assessment across the curriculum 									SLT Subject Leaders	Word lists for every subject agreed and are in use.					
	Re-introduce STAR approach to teaching vocabulary (see Word Aware) through PDM for teachers and workshop for TAs.	CC BH	Word Aware/STAR approach PDM delivered to teachers.	CC BH	Word Aware/STAR approach PDM delivered to TAs.	All								Teachers and TAs confident in using STAR approach.		
	Enhance and re-distribute bank of Word Aware activities to support teaching of vocabulary.	CC BH	Bank of Word Aware activities and resources distributed to teachers and TAs.													

	<p>Introduce regular explicit teaching of vocabulary sessions (using STAR approach):</p> <ul style="list-style-type: none"> • 3 x 15 minutes per week KS1 and KS2 • 5 x 5 minutes daily EYFS 			CC BH	Introduce regular vocabulary sessions into weekly timetables.						CC BH	Vocabulary is explicitly taught as part of weekly timetables in all year groups.
	Update teaching and learning policy to reflect introduction of explicit teaching of vocabulary and use of STAR approach.					CC	Teaching and learning policy updated.					
	<p>Performance appraisal for TAs focuses on use of pre-teaching and vocabulary:</p> <ul style="list-style-type: none"> • TA observations in Spring term to focus on pre-teaching and vocabulary 	YM	Set performance appraisal targets based on pre-teaching and vocabulary.			YM	TA observations focused on pre-teaching and vocabulary.					
	<p>Embed pre-teaching of vocabulary approach to prepare <u>all</u> learners and enable <u>all</u> to access the curriculum:</p> <ul style="list-style-type: none"> • Re-launch pre-teaching strategy through PDM for teachers and TAs • Ensure resources and activities are easily accessible for TAs • Monitor planning to ensure that pre-teaching opportunities planned in 			BH YM	Pre-teaching approach is fully embedded across the school.							

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6	M6	
Enhance children's oral communication skills by placing communication at the core of the curriculum.	To achieve the Communication Trust Level 1 (focus) award.	HI SALT	Meet with SALT to create action plan.	HI SALT	Complete actions.					HI SALT	Achieve award by Term 5.	HI SLT	Publicise successful completion of award.	The children at Wingfield demonstrate high level communication skills in and outside the classroom.
	Ensure that all Wingfield classrooms are 'communication friendly' learning environments.					CC HI	Review/learning environment policy in line with communication friendly toolkit.	CC HI	Introduce expectations around communication friendly classroom to teachers.					
	Develop teachers and support staff's knowledge and understanding of oral communication skills and how to promote these through the curriculum.							BH RS	PDM about oral communication skills and the curriculum delivered.	BH RS	Professional development session for TAs delivered.			
	Finalise language and communication policy and share with school community.			HI SE	Finalise language and communication policy.	HI SE	Share policy with all staff and parents (via website).							

	<p>Embed existing practice and introduce new evidence-based interventions which develop children's language and communication skills. Monitor using whole-school provision map:</p> <ul style="list-style-type: none"> • Black Sheep • Small Talk • Every Child a Talker • Lego Therapy • Colourful Semantics 	<p>HI SALT TAs</p>	<p>Planning meeting to discuss current interventions and introduction of new interventions.</p>	<p>HI SALT</p>	<p>Plan, deliver and monitor evidence-based interventions which target children's language and communication skills.</p>	<p>HI SALT</p>	<p>Plan, deliver and monitor evidence-based interventions which target children's language and communication skills.</p>	<p>HI SALT</p>	<p>Plan, deliver and monitor evidence-based interventions which target children's language and communication skills.</p>	<p>HI SALT</p>	<p>Plan, deliver and monitor evidence-based interventions which target children's language and communication skills.</p>	<p>HI SALT</p>	<p>Plan, deliver and monitor evidence-based interventions which target children's language and communication skills.</p>	
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Strategic aim	Key tasks	Accountabilities, timescales and milestones											Desired impact		
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6		M6	
To share our approach to enhancing language and communication with the parent/carer community.	Develop parent/carer knowledge and understanding of the importance of communication skills: <ul style="list-style-type: none"> 'Every Child a Talker' for EYFS parents/carers 'Word Aware' for KS1 and KS2 parents/carers 	HI SE RS	Agree dates for parent workshops to take place.	SE	Parent workshop for EYFS 'Every child a talker' has taken place.			HI	Parent workshop for KS1 and KS2 'Word Aware' has taken place.						Parents and carers understand Wingfield's approach to teaching language and communication skills. This facilitates more effective support at home.
	Involve parents/carers in 'No Pens Day' celebration: <ul style="list-style-type: none"> Invite parents/carers to assembly on 'No Pens Day' Send home a talk-homework linked to 'No Pens Day' 					HI	Parents invited to 'No Pens Day' assembly.								
	Weekly 'talk-homework' to be sent home.	RS	Publicise 'talk-homework' to parents and carers in newsletter.	RS HI	Explain 'talk homework' to teachers during AOB (provide examples. Update home learning policy.	RS HI	Introduce 'talk-homework' to children and model use in assemblies.	Class Teacher	Weekly 'talk-homework'.	Class Teacher	Weekly 'talk-homework'.	Class Teacher	Weekly 'talk-homework'.		
	Arrange parent drop-in session with speech and language therapist.	HI	Liaise with SALT re. a date for drop-in.									HI SLT	Parent-drop in with SALT has taken place.		

	Publish national curriculum word lists for every subject and every year group on website.	BH	All parents and carers have access to national curriculum word lists via website.											
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Strategic aim	Key tasks													Desired impact		
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6	M6			
Raise the profile of communication and public-speaking skills by providing further opportunities outside the curriculum.	Plan and carry out a whole school 'No Pens Day' to celebrate a wide range of communication methods.					BH SLT	Whole school 'No Pens Day' has taken place.									Wingfield offers a range of opportunities to allow children to master communication and public speaking skills outside of the curriculum.
	Focus on importance of communication skills during Careers Week.									CC BH	Careers Week focus on these workplace skills.					
	Introduce a weekly debating club for KS2.					BH								Weekly debating club to take place either after-school or during lunchtime.		
	Develop children's public speaking skills through a range of opportunities to perform to an audience: <ul style="list-style-type: none"> Year 5/6 production Children to perform during weekly whole-school assemblies on a regular basis Termly concerts to involve speaking parts Arrange a performance poetry competition for KS2 Boom academy/drama club to perform to parents and children 1x a term Continue with class assemblies 	CC YM	Create a calendar of events which allow for children to practice their performance and public speaking.	All									Children have experienced a wide range of opportunities to practise their performance and public speaking skills in front of an audience.			

Strategic aim	Key tasks													Desired impact		
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6	M6			
To establish a consistent and highly effective approach to the teaching of spelling across the school.	<p>To introduce a highly effective spelling scheme with a strong evidence base. In collaboration with the Compass Partnership T&L group carry out the following:</p> <ul style="list-style-type: none"> • Research a range of spelling schemes • Liaise with other provisions and find out what is working well • Explore the range of spelling schemes with staff and agree which spellings schemes to trial • Trial 2 or 3 spelling schemes in different classes and discuss findings • Agree which spelling scheme to move forward with and introduce to school • Carefully track and monitor impact of spelling scheme to ensure it is having desired impact 	BH SLT			→	Range of schemes have been researched and discussed with staff.	BH SLT	Spelling schemes have been trialled and discussed.	Class Teacher	Spelling scheme has been introduced to staff and professional development opportunities have been provided.	BH SLT			→	Impact of new spelling scheme has been evaluated.	Spelling is taught effectively across the school, with children demonstrating excellent progress in their spelling application.
	Provide a range of professional development opportunities for teachers and support staff:			RS CC	PDM exploring a range of schemes/ approaches.			RS CC	PDM introducing chosen spelling scheme.							
	Review feedback on learning policy and teaching and learning policy in line with changes to teaching of spelling.												CC		Policy review completed.	

	Monitor books and planning to review impact of spelling scheme/approach.	SLT	Monitoring focusing on spelling.	SLT	Monitoring focusing on spelling.	SLT	Monitoring focusing on spelling.	SLT	Monitoring focusing on spelling.	SLT	Monitoring focusing on spelling.	SLT	Monitoring focusing on spelling.	
	Review spelling homework and ensure impact is maximised.					RS CC	Spelling homework has been reviewed and adapted if necessary.							

Strategic aim	Key tasks													Desired impact	
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6	M6		
To develop and improve teaching and learning of EAL language acquisition.	Develop teacher's understanding of potential barriers faced by EAL pupils.					YM	A PDM to develop teacher understanding taken place.								Children who have English as an Additional Language (EAL) make good progress in their language acquisition.
	Audit and update resources to support language acquisition e.g. use of online EAL dictionaries Collins Co-build Dictionary and Merriam-Webster.									YM	Resources for EAL language acquisition have been updated.				
	Ensure that the data report analyses attainment and progress of EAL pupils in core subjects.			YM	Termly data report provides analysis of EAL.			YM	Termly data report provides analysis of EAL.			YM	Termly data report provides analysis of EAL.		
	Key ethnic groups and language groups are identified: <ul style="list-style-type: none"> Under-attainment Gaps in progress High attainment 			YM	Key ethnic and language groups identified.										
	Develop best practice to support children with EAL across the school: <ul style="list-style-type: none"> PDM Lesson observations and learning monitoring focused on EAL provision and support 									RS YM	Evidence of best practice across the school.				

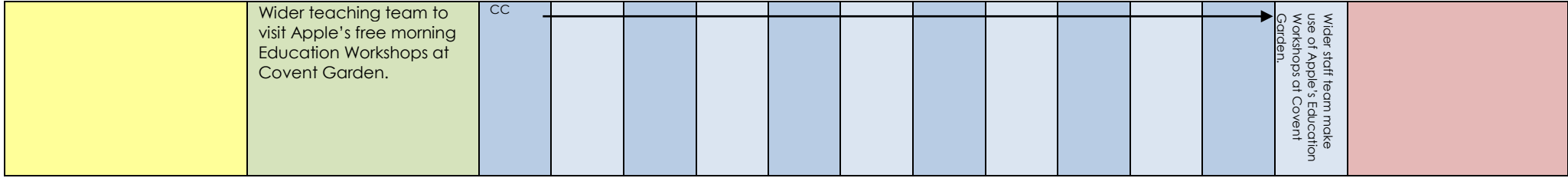
Wingfield Primary School
School Development Plan 2017-18
Connected World

Overall aim: learning how to connect

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6	M6	
Widen access to current technologies, broadening learning opportunities for all.	Review of the iPad 1:2 trial, analysing evidence and making decision regarding onward resourcing.	CC	1:2 trial reviewed and on-going decision made regarding 1:1 iPads.											Children make regular use of digital technologies in their learning across the curriculum, both at home and at school, to communicate, explore, discover and deepen their understanding, accelerating progress and removing barriers to achievement.
	Introducing new teacher setup of Chromebook and iPad in new classrooms.	CC	New setup is in place. Teachers supported to make use effectively by CC/MB.											
	Evaluating our use of the above new setup, exploring further options to optimise impact.	CC	Decision made regarding sending of iPads home.											
	Explore the possibility of sending iPads home, assessing balance of insurance costs against potential learning value.		CC MB	Class teachers supported with new ways of using setup. Shared with all in Digital Showcase session.										

	Set up Apple Classroom for all school iPads allowing for seamless application throughout classes and across curriculum.			CC JL	Apple Classroom is in use across the school.									
	Secure a set of virtual reality headsets, either at Wingfield or as a MAT.							CC MB	Children across the school accessing VR to enhance their learning.					

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact	
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6	M6		
Up-skill the staff team at Wingfield, allowing for most effective deployment of new technologies leading to greatest impact upon progress and opportunities.	School to work towards achieving Apple Distinguished School status with a member of staff working towards achieving Apple Distinguished Educator status.	CC MB												On-going collection of evidence working towards applications.	All staff use digital technologies confidently, competently and creatively to ensure greatest impact upon the learners of our pupils. Best practice is routinely shared, developing a sustainable and ever-evolving skills bank.
	PDM introducing the 'App Wheel' apps, new Chromebook setup and use of Apple Classroom. Digital Leaders to co-lead session.			CC Digital Leaders	PDM delivered.										
	Digital Leaders to co-lead training for Teaching Assistants introducing the range of apps to be used in classrooms.							CC MB Digital Leaders	Professional learning sessions for TAs delivered.						
	Weekly PDMs to include a short digital showcase.	All												Staff routinely share excellent digital practise.	
	SLT meetings to include a weekly digital productivity showcase.	SLT												SLT make most effective use of digital resources, driving productivity and efficiency.	



Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact				
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6	M6					
Develop meaningful links with schools across the world, communicating regularly and learning from each other.	Digital Leaders and teaching staff to visit other settings, identifying and sharing good practice.	CC MB														Digital Leaders and Staff have made several visits to other settings across different boroughs, sharing excellent digital practice.	Children develop a tolerant, inquisitive and empowered world view, better understanding the benefits of co-operation and collaboration.	
	Establish an effective means for making video calls – FaceTime and/or Skype – as whole class.			CC MB	Classes are able to make video calls.													
	PDM exploring ways in which to secure and maintain links with partner classes.					CC	PDM delivered to teaching staff.											
	Each class to research and establish a link with a digitally connected partner class elsewhere in the world.					Class Teacher	Links established for each class.											
	Each class to plan an end goal around working with their partner class to achieve shared goals.							Class teacher	End goals planned and prepared.									
	End goals worked towards and achieved.									Class teacher	End goals achieved.							

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact			
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6	M6				
Improve connectivity within the school community.	Set up a time-effective way to embed videos onto class pages (Vimeo).	CC PW	Class pages ready for videos to be embedded.														School systems are enhanced, enabling more effective communications with families. The learning that takes place at Wingfield is shared and celebrated with the wider community.
	All class pages to include photos, videos and summaries of current learning.			Class Teacher												Class pages benefit from regular video updates.	
	All school letters to be replaced with e-copies. Paper copies to be available from the office upon request.			CC JG	All school correspondence is sent electronically, saving money on ink and paper.												
	A mechanism for secure (password protected) live streaming of learning to be established on class pages.					CC PW	Special activities streamed live to wider community.										
	Media Club to publish articles in local press.							MB	Media Club articles published in local press.								
	Establish the use of Showbie (or equivalent) for years 1-6 as a digital portfolio of children's learning and for ease of access to learning both at home and school.			CC MB	Showbie or equivalent in use across the class.												

	Establish online surveys for parents/carers, children and the wider community.					CC	Surveys are set up.			CC	Survey data is analysed.			
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Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6	M6	
Deliver a Digital Learning Curriculum that equips our children for a rapidly changing world.	Recruit and train new Digital Leaders.	CC MB Digital Leaders	Training completed.											Children begin to acquire the skills and understanding needed to stay safe, well informed and future-ready in an ever-changing digital landscape.
	Complete a Digital Learning Framework to guide the school's teaching of digital skills.	CC Digital R&D group	Digital Learning framework guides planning, teaching and assessment of digital learning at Wingfield.											
	PDM focusing upon the critical evaluation of information streams across the Wingfield Curriculum.			CC	PDM planned and delivered.									
	Digital Leaders to evaluate and further develop units of learning so that they best promote digital skills.					CC MB	Curriculum maps are evaluated, with ideas for embedding digital learning skills generated.							
	Broaden our curriculum maps to incorporate digital learning into each unit.					CC	Digital Learning thread included in each unit of learning.							
	Digital Leaders to visit Apple's Education Workshops.									CC MB	Digital leaders benefit from Apple's Education Workshops.			

Wingfield Primary School
School Development Plan 2017-18
Well-being

Overall aim: a healthy lifestyle and mindfulness for all.

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact		
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6	M6			
To complete and submit the Anti Bullying Quality Mark (ABQM).	Continue to collate evidence for ABQM.	JH	To collate evidence for initial checklist.	JH	To action feedback.	JH	Final submission for ABQM.								All children to feel safe in a school that continues to effectively and robustly tackle bullying. The corollary of this will be a deeper understanding of a broad range of values, including British values.	
	To set up an ABQM steering group.	JH	Steering group established.													
	Steering group to meet termly and disseminate key information to all stakeholders.			JH	Steering group to meet termly.			JH	Steering group to meet termly.			JH	Steering group to meet termly.			
	To analyse and evaluate response to pupil, parent/carer and staff surveys.	JH Steering Group	To evaluate and analyse potential responses to survey.													
	To promote a deeper understanding of our school values and restorative approaches (RA) for all stakeholders. Learning Mentor, School Council and Wingfield Buddies to lead on this.	All												School values to be a focus for class sharing assemblies.		

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact			
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6	M6				
To work towards achieving the Healthy Schools Award (silver.)	To investigate Food for Life partnership awards.	MR	To have an understanding of requirements.														
	To design and plant a market garden on the new school building site.			MR SE	→											Market garden established.	
	To design and deliver a cookery programme for the Food Science classroom in the new school building, including purchasing equipment.			MR	→											Cookery programme completed.	
	To explore the concept of food waste and how this links to sustainability.	All			→											A series of whole school assemblies delivered.	
	Daily Mile trial followed by whole school implementation.	BH	Daily Mile trial completed.	All	Daily Mile implemented across whole school.												
	Analysis of Reception, Year 2 and Year 6 annual health check to inform plan of action for PSHE.	JH School nurse	Plan of action for PSHE completed.														

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6	M6	
To embed a culture of mindfulness.	To research, design and deliver assemblies, interventions and extra-curricular activities which support mental health and promote a deeper understanding of mindfulness for children: <ul style="list-style-type: none"> An assembly which explains the concept of "fake news" KS2 Forest School interventions Yoga extra-curricular club, etc. 	HI DM CC	Assembly - rota, provision map and extra-curricular club timetable promote a deeper understanding of mindfulness for children.											All stakeholders have a deeper understanding of what mindfulness is and have been equipped with a broad range of strategies which promote mental health.
	To research, design and deliver a programme which supports mental health and promotes a deeper understanding of mindfulness for adults. To include: <ul style="list-style-type: none"> Professional learning sessions Coaching sessions 	JH	Mindfulness programme for adults researched and designed.	JH			PDM on mindfulness for adults delivered.	SLT					Coaching sessions for all staff delivered.	
	To research, design and deliver parent/carer workshops which support mental health and promote a deeper understanding of mindfulness for adults.	CCH	Parent/carer workshop timetable includes a session on mindfulness for adults.											

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact	
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6	M6		
To understand what diversity is and how it enriches our lives.	To promote a deeper understanding of our school values and restorative approaches (RA) for all stakeholders. Learning Mentor, School Council and Wingfield Buddies to lead on this.	All												School values to be a focus for class sharing assemblies.	Children understand and can articulate what diversity is. The corollary of this will be a deeper understanding of a broad range of values, including British values.
	A professional learning session on understanding diversity and how it enriches our lives.	JH	PDM on diversity delivered.												
	Every term a circle time to focus on exploring the concept of diversity by addressing the following key questions: 1. What does diversity mean? 2. What does diversity look like? 3. Where is diversity found? 4. How does diversity happen? 5. What is great about diversity? 6. Why are some people afraid of diversity? During these circle time sessions key vocabulary should be explored e.g. culture, prejudice, etc.	All	Question 1 answered.	All	Question 2 answered.	All	Question 3 answered.	All	Question 4 answered.	All	Question 5 answered.	All	Question 6 answered.		
	A diversity washing line to be created in every classroom which records children's ideas and thoughts following the circle time sessions focused on exploring the concept of diversity.	All												Diversity washing lines completed.	

Wingfield Primary School
School Development Plan 2017-18
Adventure Learning

Overall aim: designing adventure learning for all.

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact	
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6	M6		
To design adventure learning opportunities for all.	Review curriculum framework; map out adventure learning opportunities for all year groups, including educational visits and residential visits. For example: <ul style="list-style-type: none"> • Forest school for EYFS and Year 1 • Educational visit to France for Year 5 • Residential visits for Year 4 and Year 6 • Identifying Units of Learning which can be delivered outside of the classroom 	SE CC Wide Horizons	Curriculum framework reviewed and disseminated to all staff.												All children to experience adventure learning and further develop their adventure learning knowledge and skills.
	Review provision map; map out adventure learning interventions for all year groups.			SE HI	Provision map reviewed and disseminated to all staff.										
	All year groups to design an adventure learning end goal.	All												Adventure learning end goals achieved.	

Strategic aim	Key tasks	Accountabilities, timescales and milestones											Desired impact		
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6		M6	
To assess children's progress in adventure learning.	Review knowledge and skills matrices; include adventure learning knowledge and skills for all subjects.	Subject leaders			Knowledge and skills matrices reviewed.										To develop a measure of children's progress in adventure learning which can be used to inform planning and plan next steps.
	To deliver a professional learning session focused on the development of adventure learning skills ladders.					SE	PDM delivered.								
	To develop adventure learning skills ladders which measure children's progress in adventure learning.							SE			Adventure learning skills ladders completed.				
	To use adventure learning skills ladders to assess children's progress in adventure learning.											All	Children's adventure learning skills assessed.		

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact			
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6	M6				
To realise the potential of the outdoor environment for learning on the new school building site.	To design and set up the EYFS outdoor environment for learning.			EYFS team	Both Reception and Nursery outdoor environment for learning set up.											Children across the school engaged with the outdoor environment for learning on the new school building site.	
	To design and set up the Year 1 outdoor environment for learning.			SE KS1 team	Year 1 outdoor environment for learning set up.												
	Forest school delivered across both EYFS and KS1.	SE MR													Both EYFS and KS1 children have engaged with Forest School.		
	To design and plant a market garden.			SE MR CCH				Market garden established and maintained by Gardening Club.									
	Timetable for use of multi-use game court and trim trail set up.			SE	Multi-use game court and trim trail used daily by the children.												
	Playground markings commissioned which maximise the use of the playground e.g. The Daily Mile, etc.	RS	Playground markings completed.														
	An Adventure Learning Policy completed which sets out the aim, purpose, organisation and theory for learning outside of the classroom.	SE			Adventure Learning Policy published on the website.												

Wingfield Primary School
School Development Plan 2017-18
Mastery

Overall aim: securing greater depth; enabling all children to achieve mastery.

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact	
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6	M6		
Deepen teaching and learning for English to secure greater depth across reading, writing and grammar, punctuation and spelling.	A curriculum framework for English to be designed and disseminated to staff e.g. specifying number of weeks to spend on different text types, etc.					BH YM	PDM delivered on changes to English policy.								Immersion in high quality texts coupled with distributed practice develops children's depth of understanding and fluency in a range of reading, writing and grammar, punctuation and spelling skills.
	Whole class reading to be delivered across KS2 instead of guided reading.	DM CC YM MB	UKS2 teachers delivering whole class reading.			BH YM	PDM delivered on changes to English policy.	PM JD FH HB	UKS2 teachers delivering whole class reading.						
	The teaching of grammar, punctuation and spelling to be explicit across the whole school: <ul style="list-style-type: none"> EYFS x 3 sessions per week KS1 daily sessions KS2 daily sessions 	All	→											Grammar, punctuation and spelling taught explicitly.	
	Teaching sequence for English reviewed, updated and disseminated to staff e.g. weekly reading comprehension, etc.					BH YM	PDM delivered on changes to English policy.								
	Teaching sequence for guided reading reviewed, updated and disseminated to staff e.g. whole class reading, etc.					BH YM	PDM delivered on changes to English policy.								

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact	
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6	M6		
Deepen teaching and learning for maths to secure greater depth across number, measurement, geometry, statistics, ratio and proportion and algebra.	A curriculum framework for maths to be designed and disseminated to staff e.g. specifying number of weeks to spend on different areas of maths, etc.					PM YM	PDM delivered on changes to maths policy.								
	Teaching sequence for maths reviewed, updated and disseminated to staff. To include problem solving lessons which incorporate the following types of questions: <ul style="list-style-type: none"> Starter questions Questions to stimulate mathematical thinking Assessment questions Final discussion questions 					PM YM	PDM delivered on changes to maths policy.								
	Introduce reasoning bubbles across both KS1 and KS2.					PM YM	PDM delivered on changes to maths policy.								
	The Singapore bar method strategy to be introduced across KS1 including specific training and lesson observations across the Compass partnership of schools for KS1 teachers.	JH DW BH RH PM	Training and lesson observations for Singapore bar method strategy completed.	JH DW BH RH PM											Singapore bar method strategy in use across KS1.
	Early bird learning time to include the following explicit sessions: <ul style="list-style-type: none"> Maths feedback marking 					PM YM	PDM delivered on changes to maths policy.								

	Monitoring schedule to include a focus on:					CC								
	<ul style="list-style-type: none"> • Early bird learning time • Problem solving 													
	Maths policy updated with changes to teaching and learning of number, measurement, geometry, statistics, ratio and proportion and algebra skills.					PM	Updated maths policy published on the website.	All						

Strategic aim	Key tasks	Accountabilities, timescales and milestones											Desired impact			
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6		M6		
Deepen teaching and learning across the curriculum to secure greater depth across all subjects.	Subject leaders to complete research on securing greater depth and achieving mastery for their subject.	Subject leaders	Research completed and curriculum overviews updated with a section on securing greater depth and achieving mastery.													An understanding of greater depth across all subjects affords the opportunity for all children to work towards mastery.
	Knowledge and skills matrices for subjects across the curriculum reviewed and updated following research on securing greater depth and achieving mastery.			Subject leaders	Knowledge and skills matrices for subjects across the curriculum reviewed and updated.											
	Curriculum days to be focused on knowledge and skills necessary to secure greater depth and achieve mastery.	Subject leaders													All curriculum days delivered.	
	Subject leader policy updated with additions focused on securing greater depth and achieving mastery across the curriculum.					RS	Updated subject leader policy published on the website.	All	Updated subject leader policy in use.							
	Teaching and learning policy updated with additions focused on securing greater depth and achieving mastery across the curriculum.					CC	Updated teaching and learning policy published on the website.	All	Updated teaching and learning policy in use.							