



West Earlham Junior School

2022-23 School Improvement and Development Plan

The actions outlined in this plan all contribute to achieving the improvements identified through the school self evaluation process and from the OfSTED inspection of 2019, which will improve the quality of education, personal development and attitudes and behaviour for all pupils.

Key Priorities from the OfSTED Report of September 2019:

Leaders and those responsible for governance should ensure that:

- they bring greater consistency in expectations for learning among staff and share the most effective practice so that pupils make strong progress equally throughout Key Stage 2
- they continue to develop strategies to support the most able pupils so that they make the progress of which they are capable and attain well.

School Self Evaluation shows us that the priorities for the school in the four key areas are:

The Quality of Education

To improve the intent, implementation and impact of the curriculum by ensuring:

- Ensure the school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.
- Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.
- Assessment is used to support the teaching of the curriculum but not substantially increasing teachers' workloads
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge
- The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.
- Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.
- Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.
- Staff know why the assessment data they collect is important, what they are drawing from their data and how that informs their curriculum and teaching.
- Pupils are making good progress in terms of knowing more, remembering more and being able to do more.
- The curriculum is well constructed and taught and leads to good results which reflect what pupils have learned.
- Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.

Behaviour and Attitudes

- Pupils are motivated and have positive attitudes to learning
- Pupils' character is developed by expanding the range of leadership opportunities.

Personal Development

- Pupils recognise the dangers of inappropriate use of mobile technology and social media
- Pupils engage considerately with views which are different from their own

Leadership and Management

- Leaders seek to engage parents and carers and their community thoughtfully and positively in a way that supports children's education.
- Leaders take account of the workload and well-being of their staff, while developing and strengthening the quality of the workforce.
- Ensure the whole staff team shares the values, policies and practices of the school.

The Quality of Education

General Issues

- The Curriculum Policy reflects the overall aims of the curriculum and ensures these reflect the vision and values of the school
- Policies for each subject with the endpoints of learning explicitly laid out.

Intent

Key Actions:

- Ensure the school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.

Implementation

Key Actions:

Assessment

- Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.
- Assessment is used to support the teaching of the curriculum but not substantially increasing teachers' workloads

Sequencing, Retention and Recall

- The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.
- Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.
- Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.

Impact

Key Actions:

- Staff know why the assessment data they collect is important, what they are drawing from their data and how that informs their curriculum and teaching.
- Pupils are making good progress in terms of knowing more, remembering more and being able to do more.
- The curriculum is well constructed and taught and leads to good results which reflect what pupils have learned.
- Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.

The Quality of Education

General Actions to Improve the Quality of Education

Actions	Lead and Key Staff	Tasks and Success Criteria	Monitoring And Evaluation	Timeline
Develop a curriculum policy which includes the revised curriculum aims.	Catrin Zoe	<ul style="list-style-type: none"> • Curriculum Policy developed which reflects the overarching curriculum aims for the school. • Curriculum policy ratified by FGB • All teaching staff understand policy and apply it in their teaching 	Governor scrutiny. Monitoring by SLT and subject leaders of teaching being in accord with the policy.	July 2023

Improving Assessment and Pupil Progress

Plan for developing assessment of learning to ensure assessment and tracking is effective in identifying pupil progress and gaps in learning.

Implementation: Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.

Implementation: Assessment is used to support the teaching of the curriculum but not substantially increasing teachers' workloads

Impact: Staff know why the assessment data they collect is important, what they are drawing from their data and how that informs their curriculum and teaching.

Impact: Pupils are making good progress in terms of knowing more, remembering more and being able to do more

Actions	Lead and Key Staff	Tasks and Success Criteria	Monitoring And Evaluation	Timeline
Define the yearly programme of meetings to analyse assessment data in English and mathematics.	Zoe Catrin Chris, Charlotte and Gavin	<ul style="list-style-type: none"> ● Proforma for analysis designed so that the progress of different groups can be analysed within year groups and across the school. (CPJ) ● Termly analysis takes place in dedicated SLT meetings. ● Analysis is on the WEJS drive for comparison over time. ● Impact staff meetings with all staff sharing the assessment information and planning a response take place termly. ● Method of reporting to governors devised and implemented. 	Proforma designed and shared with all staff using Google Drive Proforma for each term takes into account the different assessment data in each term. Governors are informed about progress in the English and maths curriculum. Monitoring of progress in the tracking data.	Proforma developed by SLT and on drive by Feb 2023. Schedule of meetings for year groups and year group leaders in place and shared on drive Feb 2023. Termly reporting to gov's April 2023 onwards.

		<ul style="list-style-type: none"> Teachers use the data to support students to make more progress in the curriculum Teachers share the data and their response with pupils during feedback week. 		
Develop a tracking system for each subject to be used throughout key stage two so that assessment systems are easy to use and progress and gaps in learning are easy to identify.	Catrin Zoe Subject leaders	<ul style="list-style-type: none"> The learning objectives in the termly planning for each subject are used to develop specific assessments for each subject. All teaching staff understand the assessment by omission principle. All teaching staff complete the assessments in a timely manner. Subject leaders use the assessments to evaluate the standards in their subject. Assessments aligned to the learning objectives for all subjects are in place for September 2023. 	Completion of assessments Analysis of assessment in each subject to monitor the progress of pupils through the curriculum.	Dates for completing the assessments for each subject area: April 2023: Geography, Art and Design, Cooking and Nutrition and Languages. June 2023: RE, History, Music and Design and Technology. July 2023: Science, Computing, PE and RSHE
Staff need to identify the common gaps in knowledge, skills and understanding for our students.	Class Teachers	<ul style="list-style-type: none"> Current assessments used to identify gaps in the students' knowledge, skills and understanding. Subject leaders monitor assessments and meet with teachers to identify common gaps. Planning is refined to reduce these. 	Subject assessment analysis and review.	Known gaps beginning to be identified July 2023. Review in academic year 2022-23

Improving Planning and Sequencing of Teaching

Intent: The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.

Impact: The curriculum is well constructed and taught and leads to good results which reflect what pupils have learned.

Impact: Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.

Actions	Lead and Key Staff	Tasks and Success Criteria	Monitoring And Evaluation	Timeline
<p>For Remaining Subjects of PE and History: Curriculum overviews need to be explicit for each subject showing the sequence of learning throughout KS2</p>	<p>Catrin Zoe Scott and Josh</p>	<ul style="list-style-type: none"> • Subject leaders to develop the curriculum overview for each subject using the National Curriculum as a basis in an agreed format. • Curriculum overviews show the progression of the curriculum content from Y3 to Y6. • Curriculum overviews show the progression of skills from Y3 to Y6. • Curriculum overviews are shared on the Curriculum Overview and published on the school website. 	<p>Catrin and Zoe to monitor and coordinate the work of the subject leaders. All curriculum overviews use a similar agreed format. Termly content and skills are clear in all subjects. Governor scrutiny.</p>	<p>All curriculum overviews with knowledge and skills progressions in place by March 2023 Curriculum overviews ratified by Gobs</p>
<p>A subject policy needs to be developed for each subject.</p>	<p>Catrin Zoe Subject Leaders</p>	<ul style="list-style-type: none"> • The end points form part of the policy for each subject produced by the subject leader. • All teaching staff understand the intention of the endpoints for each area of learning. 	<p>SLT involvement in subject meetings Planning reflects the endpoints in each subject. Teaching reflects the endpoints in each subject.</p>	<p>Draft policies for all subjects written- Sept 2023 to be finalised by Dec 2023</p>

<p>The appropriate focus for cultural capital in the school's curriculum needs to be agreed and identified in each term's planning.</p>	<p>Catrin Zoe Gove</p>	<ul style="list-style-type: none"> • The current experience of cultural capital within the school curriculum (Objective, Embodied and Institutionalised) needs to be reviewed. • A document detailing the taught cultural capital within the curriculum from Y3-Y6 needs to be produced as a basis for future development. (May 2023) • SLT to produce a proposal for the development of cultural capital within the wider school curriculum. • Medium term plans identify cultural capital taught and revised. 	<p>Governors agree on appropriate focus as part of the curriculum aims.</p> <p>Subject overviews include the cultural capital taught through each subject.</p>	<p>Draft in place and presented to governors May 2023</p> <p>Specific Plan for cultural capital developed 2023-24</p>
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Improving Learning

Implementation: Plan for ensuring the subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points..

Implementation: Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.

Implementation: Teachers embed key concepts in pupils' long-term memory and they can apply them fluently.

Actions	Lead and Key Staff	Tasks and Success Criteria	Monitoring And Evaluation	Timeline
Teaching staff know the sequencing for each subject so they can readily draw upon key concepts and vocabulary from previous year groups and foreshadow learning to come.	Catrin Zoe Class Teachers	<ul style="list-style-type: none"> The progression is clear and explicit in each termly subject plan for teachers to draw upon. Subject staff meetings present the whole curriculum for the subject to all staff to learn the sequence. Staff understand why we sequence learning in the way we do. 	Catrin and Zoe to support and co-ordinate staff meeting presentations. Planning reflects the curriculum sequence. Teaching explicitly references prior learning.	Programme of staff meetings beginning March 2023 to carry into academic year 2023-24
All teaching staff have a good understanding of the end points for each area of learning.	Catrin Zoe Teachers	<ul style="list-style-type: none"> All teachers understand the progression and sequencing of the whole curriculum. Students are explicitly taught how their current learning relates to the whole curriculum. Students understand what the end points are for their learning. 	Year group leaders can articulate the sequencing to their team and monitor progress. Sequencing is referred to in lessons. Students can articulate how their learning relates to prior learning.	Sequencing understood by teachers July 2022. Review and improvements 2022-23

<p>Teachers apply their pedagogical knowledge of 'Memory Friendly' teaching using Rosenshine's principles of instruction in all lessons</p>	<p>Zoe Catrin</p> <p>Year Group Leaders</p>	<ul style="list-style-type: none"> • Staff agree how to design learning so that more is transferred into the long term memory and this agreement forms part of the teaching and learning policy. • Staff identify key actions to implement in order to improve retention of knowledge throughout the curriculum. • Lesson study for all teachers focuses on reviewing prior learning and making links to current learning. 	<p>Lesson study objectives, planning and observation</p> <p>Teaching reflects agreed actions</p> <p>Revised teaching and learning policy.</p>	<p>Initial Lesson Study planning Feb 2023.</p> <p>Teaching and learning policy to govs July 2023</p>
<p>Practical resources for teaching the knowledge and skills from Y3 to Y6 are developed to support the curriculum.</p>	<p>Catrin Zoe Class Teachers</p>	<ul style="list-style-type: none"> • Resources for each subject are produced to support the learning of key knowledge. • Students use resources in lessons to support their understanding of key concepts and knowledge in each subject. 	<p>Resources such as learning mats, workbooks and vocabulary sheets reflect the planned curriculum.</p> <p>Website material reflects the resources used in school.</p>	<p>Some draft documents in use by Jan 2022.</p> <p>Review of progress July 2023</p> <p>Develop action plan for 2023-24</p>

Tasks and Events for the Improvement of the Quality of Education

Jan 23	Feb	March	April	May	June	July	Sept 23	Oct	Nov	Dec
SEF and SIDP	Impact meeting proforma	PE Curriculum Overview	Assessment data to FGB	Draft Cultural Capital Plan	Tracking: RE, History, Music, D and T	Curriculum Policy	Draft Subject Policies	Cultural Capital Development Plan	History Progression	Subject Policies to FGB
	Impact meet schedule	History Curriculum Overview	Tracking: Geography, Languages, Art and Design and Cooking	Geography Progression	RHSE Progression	Assessment data to FGB	Science Progression	Practical Resources Plan	Subject Policies to FGB	PE Progression
	Lesson Study 1	Art and Design Progression	Cooking and Nutrition Progression	Languages Progression		Tracking: Science, Computing, PE, RSHE	Lesson Study 3	RE Progression		
				Lesson Study 2		Gaps Report				

Behaviour and Attitudes

Key Issues:

- Pupils' character is developed by expanding the range of leadership opportunities
- Pupils are motivated and have positive attitudes to learning.

Main actions:

- The school's ten learner dispositions to be taught explicitly and promoted in every lesson.
- Pupil leadership and application of the dispositions is further developed through representation in School Circles and strengthening Anti-Bullying ambassador and Sport Leader participation.

	Behaviour and Attitudes Improvement Actions
Outcomes	<ul style="list-style-type: none">● Pupils are motivated and have positive attitudes to learning● Pupils' character is developed by expanding the range of leadership opportunities

Plan for ensuring pupils are motivated and have positive attitudes to learning

Actions	Lead Person	Tasks and Success Criteria	Monitoring And Evaluation	Timeline
The school's 10 learner dispositions are taught explicitly and promoted in every lesson.	Catrin Zoe Class Teachers	<ul style="list-style-type: none"> All learning rooms display the learner dispositions in the same way. Each learning session includes the development of the learning dispositions in planning and activity. Children know the learning dispositions we are developing in school. Children understand how these learning dispositions help them learn well. 	Learning walks by SLT Talking with pupils about learning dispositions. Learning observations	All learning rooms display the dispositions (Ongoing monitoring) The recognition board has the learner dispositions as part of the success repertoire.(Ongoing monitoring)
Opportunities to recognise positive attitudes are increased	Catrin Zoe Class Teachers	<ul style="list-style-type: none"> Friday 'school rules' assembly and Monday star of the week to focus on positive attitudes. Good news postcards 	Pupil survey about attitudes Parent feedback	May 2024 May 2024

Plan for developing pupils' character by expanding the range of leadership opportunities				
Actions	Lead and Key Staff	Tasks and Success Criteria	Monitoring And Evaluation	Timeline

Students are given opportunities throughout the curriculum to lead.	Catrin Zoe Class teachers	<ul style="list-style-type: none"> • SLT to meet with teachers to plan termly. Opportunities for leadership and development of the skills required to be a good leader to be built into medium term plans. 	Pupil feedback	Ongoing Termly
Increase the range of opportunities for students to show leadership skills when supporting peers.	Zoe Laura	<ul style="list-style-type: none"> • School to re- establish Anti-Bullying Ambassadors. • Students are elected on an annual basis to become anti-bullying ambassadors. • Children will have a better understanding of reporting and dealing with bullying. • Weekly analysis of bullying incidents takes place in safeguarding meetings. • Children lead at least one assembly per term. • Children report to governors on an annual basis. • Children meet once a week (Friday lunchtime) to do further training. • Children to carry out a duty rota and will be on duty at break and lunch. • Reduction in bullying incidents recorded 	<ul style="list-style-type: none"> • Weekly monitoring in safeguarding meetings. • Pupil survey responses. • Analysis of bullying incidents (CPOMS) 	April- New Anti Bullying Ambassadors elected. April- Weekly ABA meetings established. June 2023- feedback to governors.
Students are given opportunities throughout the curriculum to lead and make decisions.	Catrin, Zoe, Class Teachers	<ul style="list-style-type: none"> • School Council to be re-established. (Follow the 'School Circles' principles). • Teachers plan and teach lessons about what makes a good member of a school council. • School Council to be formed following the 'School Circles' principles. • School to have a half termly focus e.g. school grounds. School Council to share focus with their class. School Council to 	Student Questionnaire to gather opinions and measure success. Feedback to inform the planning for the year ahead. Students are able to know who their representatives are in class and talk about what the school council does.	September: vote for new SC. Fortnightly: Meet altogether and give feedback to their class. Termly: Assembly Annual: Feedback to Governors Daily: Support to other children

		<p>share decisions with the school in assembly.</p> <ul style="list-style-type: none"> • School to respond to the council focus. • School Council elections to be held annually. 		
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Tasks and Events for the Improvement of Behaviour and Attitudes										
Jan 23	Feb	March	April	May	June	July	Sept 23	Oct	Nov	Dec
Learner Disposition monitoring	School council assembly	Pupil Learner disposition feedback	Anti-Bullying Ambassadors re-established	Positive attitude survey pupils	Learner Disposition monitoring	Leadership opportunity feedback	New School council elected	School council assembly	Learner Disposition monitoring	Pupil learner disposition feedback
	Leadership opportunity feedback			Positive attitude survey parents	School council assembly	School Council to FGB				
					Anti Bullying Ambassadors to FGB					

Personal Development

Key Issues:

- To ensure pupils to recognise the dangers of inappropriate use of mobile technology and social media
- To enable pupils to engage considerately with views which are different from their own

Main Actions:

- Identify opportunities to develop and deepen children's understanding of British values in the wider curriculum and link these to the school's values.
- Reintroduce philosophy lessons to provide further opportunities to develop reflection in a systematic way throughout the curriculum.
- Ensure the new RE curriculum includes appropriate philosophical inquiry
- Review opportunities within the curriculum to teach pupils about the dangers of the inappropriate use of technology and ensure they are part of yearly curriculum planning

	Personal Development Improvement Actions
Outcomes	<ul style="list-style-type: none">• Pupils recognise the dangers of inappropriate use of mobile technology and social media• Pupils engage considerately with views which are different from their own

Plan for developing pupils ability to engage considerately with views which are different from their own

Actions	Lead and Key Staff	Tasks and Success Criteria	Monitoring And Evaluation	Timeline
<p>Identify opportunities to develop and deepen children's understanding of British values in the wider curriculum and link these to the school's values.</p>	<p>Catrin Zoe Year Group Leaders</p>	<ul style="list-style-type: none"> ● SLT to draw out opportunities for British Values to be explicitly taught in the curriculum ● Values included in assemblies and school wide events. ● SLT to plot assemblies for the year and map links to BV, Festivals & D&A. ● Thread the school values and learning dispositions into the inquiry termly planning so all are covered across the year in each year group. ● Assemblies- documents on the Main foyer screen ● Create an assemblies calendar plotting festivals etc. ● Children understand what the British Values are and can discuss this. 	<ul style="list-style-type: none"> ● SLT to report go Govs ● Termly and annual review of assembly calendar 	<ul style="list-style-type: none"> ● Assemblies- weekly, linked to values, dispositions and school rules. ● July 2023- Create an assemblies calendar for the year ahead. ● May 2023- SLT and teaching teams meet to evaluate the inquiries and mapping of the values/ dispositions

<p>Reintroduce philosophy lessons informally to provide further opportunities to develop reflection in a systematic way.</p>	<p>Catrin Zoe</p>	<ul style="list-style-type: none"> • Timetabling to include a weekly 30 minute Philosophy session. • SLT and Teachers to plan Philosophy into the termly planning. • SLT to create a progression map of Philosophy and plot the language progression • Staff to record the key philosophy sessions linked to the inquiry, British Values and the Learner Values. • Language for debate sequence developed for Y3- Y6. 	<p>Monitoring of implementation- learning walks, session observation, work sampling.</p>	<p>March-July- 2023 Termly Planning Meeting with SLT to discuss Subject Planning including Philosophy.</p>
<p>Review throughout the whole curriculum the representation of different groups of people and people from different backgrounds to make this explicit as a long term study throughout the four years of KS2.</p>	<p>Catrin Zoe Year Group Leaders</p>	<ul style="list-style-type: none"> • Planning, assemblies and school life to represent a diverse range of cultures, people and backgrounds. • SLT to review the curriculum annually review the coverage, to ensure representation of a people from diverse backgrounds and experiences across KS2 • Representation of different faiths, cultures, beliefs, backgrounds and people mapped for the curriculum. • Foyer screen to display themes discussed in assemblies. 	<p>Include as part of the cultural capital review. Document scrutinised by Governors</p>	<p>Cultural Capital Document Complete Oct 23</p>
<p>Review the taught RE curriculum</p>	<p>Catrin Zoe Vera</p>	<ul style="list-style-type: none"> • Make links to school wide celebrations and visitors and plot assemblies linked to all faiths. • Subject leader to work with the RE advisor to evaluate the strengths of the RE curriculum and next areas for development 	<p>RE presentation to governors Assembly plan</p>	<p>Revised curriculum complete Feb 23 Assembly plan agreed by June23</p>

Plan for developing pupils' ability to recognise the dangers of inappropriate use of mobile technology and social media

Actions	Lead and Key Staff	Tasks and Success Criteria	Monitoring And Evaluation	Timeline
Increase the profile of Online safety in the curriculum	All staff	<ul style="list-style-type: none"> • Improve Website information for parents • Whole School day with Childnet- all classes and staff • Parent session with Childnet afterschool. 	Website. Pupil knowledge of Website Record of pupil and parent workshop attendance.	January 2023 Parent workshops March 2023
Increase the awareness and understanding of the risks of mobile technology		<ul style="list-style-type: none"> • School is at least National Standard in the 360 degree Safe tool for online safety(currently L 3.2 and national is 2.8) • Develop an online safety group with representatives from parents, staff and governors • A planned programme as part of the PHSE curriculum is taught in all year groups. 	Report to Governors 360 degree Report findings. Pupil survey of knowledge and attitudes.	March 2023- Self review report and Action Plan to Governors. Dec 2023-Reassessment for National Standards.

Tasks and Events for the Improvement of Behaviour and Attitudes

Jan 23	Feb	March	April	May	June	July	Sept 23	Oct	Nov	Dec
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Website-online safety	RE presentation- govts	Childnet training and workshops	Online safety Parent Survey	British Values and learner Values Mapping	Assembly Calendar	Philosophy overview to Govts	360 Online Safety re-survey Children	Representation Document to Govts	Foyer Screen Review	360 Degree Safe Reassessm ent
		360 Degree Safe review to Govts	360 Online Safety re-survey Children		360 Degree Safe Progress Review		Philosophy Planning-teams			

Leadership and Management

Key Issues:

- Leaders seek to engage parents and carers and their community thoughtfully and positively in a way that supports children's education.
- Leaders take account of the workload and well-being of their staff, while developing and strengthening the quality of the workforce.
- Ensure the whole staff team shares the values, policies and practices of the school.

Main Actions:

- Review the teaching and learning policy and assessment, marking and feedback policy to agree consistent school practice.
- Pull the various actions for parental engagement into a strategy for increasing parental involvement in their child's learning to build on the increased information being given to parents.
- Gain a clear picture of workload and staff well-being issues in order to improve well-being further.

	Leadership and Management Improvement Actions
Outcomes	<ul style="list-style-type: none"> • The amount and quality of the engagement of families with their children’s learning is increased. • The teaching of the curriculum and the appropriate use of assessment is of high quality.

Plan for increasing the amount and quality of the engagement of families with their children’s learning.				
Actions	Lead and Key Staff	Tasks and Success Criteria	Monitoring And Evaluation	Timeline
Develop a strategy for increasing parental involvement in their child's learning	Zoe Catrin	<ul style="list-style-type: none"> • ZF to develop a survey document and meet with parents to establish a baseline. • ZF to devise a 2 year plan and share with all stakeholders. • Parents’ area developed on website. • All other actions will stem from the survey and meetings with parents. 	Reports to governors. Parent feedback strategy developed.	April 2023- establish baseline June 2023- draft plan to governors and parents Sept 2023- Plan in place for 2023-24 with agreed actions and timeframes.

Parent meetings give parents useful information about the next steps in their child's learning, including how this can be supported at home.	Zoe Catrin	<ul style="list-style-type: none"> Establish a more useful feedback sheet - including recent learning and the next learning steps in reading, writing and maths which can be shared with both parents and students. Share the document with parents and receive feedback from teachers, parents and children. 	SLT to monitor quality of feedback sheets on the drive and feedback and revise accordingly.	March 2023- Use trial document for feedback week and parent consultations. April 2023- Collect feedback from parents, teachers and students and revise document. May 2023- use revised feedback document for student feedback meetings.
Home learning is supported by the use of a laptop lending library so that children are well supported to practise key skills at home.	Zoe Catrin	<ul style="list-style-type: none"> Establish home learning support for children on the RWI phonics scheme- using both physical and IT resources. Establish home learning support for targeted children in English and maths using IT resources. 	RWI progress data. Parent and student feedback . Progress data for children against key targets.	March 2023- English and Maths support established June 2023- Support schemes evaluated and revised for Sept 2023

Plan for ensuring the teaching of the curriculum and the appropriate use of assessment is of high quality.				
Actions	Lead and Key Staff	Tasks and Success Criteria	Monitoring And Evaluation	Timeline

<p>Closely relate the planned programme of CPD to the implementation of curriculum improvement and directly link it to identified gaps in knowledge.</p>	<p>Catrin Zoe Laura</p>	<ul style="list-style-type: none"> ● Observe teaching in key curriculum areas to identify whole school areas for development. ● Identify skills that need to be developed across the teaching team in order for the new curriculum to raise the overall standard in the Quality of Education. ● Write a Quality of Teaching action plan based on up to date knowledge of whole school development needs. 	<p>SLT observations and feedback. Tracking data in English and Maths across year groups and pupil groups.</p>	<p>Jan- June 2023- Lesson observations Learning walks. Book scrutiny July-Reading action plan produced.</p>
<p>Review the teaching and learning policy and assessment, marking and feedback policy to enshrine agreed consistent school practice.</p>	<p>Catrin Teaching Team</p>	<ul style="list-style-type: none"> ● Using the curriculum aims as a starting point discuss draft T and L policy with all staff. ● SLT develop draft Assessment, Marking and Feedback policy with YGLs and then share with all staff. ● Draft policies to governors and all staff for discussion. ● New policies agreed by staff and governors 	<p>Policies ratified by governors July 2023. New policy monitored from Sept 23 onwards- SLT monitor T and L and marking and feedback against the agreed policies.</p>	<p>New Assessment, marking and feedback policy in place July 2023. New teaching and Learning policy in place July 2023. Sept 23- monitoring of practice against policy by SLT.</p>
<p>Implement a long term system for monitoring the quality of teaching and learning</p>	<p>Catrin Zoe Subject leaders</p>	<ul style="list-style-type: none"> ● Develop middle leaders' skill and knowledge so they are able to effectively develop the quality of education in their subject. ● Draft monitoring programme developed to include triangulation of observation, children's work/voice and assessment data. ● Monitoring programme shared with and understood by all staff 	<p>Programme identifies key actions to improve the Quality of Education. Reports to Governors.</p>	<p>Jan- June 2023- Middle leaders work with the SLT monitoring the quality of learning in their subject. Programme to governors June 2023 Programme implemented Sept 2023 Review Dec 2023</p>

Tasks and Events for the Improvement of Leadership and Management										
Jan 23	Feb	March	April	May	June	July	Sept 23	Oct	Nov	Dec
		Academic Feedback Sheet trial	Family Engagement Survey	Feedback Sheet used for Student Feedback Meetings	Family Engagement Plan to Govs		Family Engagement plan			Subject development plan review
		Home learning IT structure in Place	Academic feedback Sheet Finalised		Evaluation of IT support Scheme		Subject development plan in place			
Working with Subject leaders to develop subject development and monitoring skills and knowledge					Subject Development Plan to Govs					

Tasks and Events for School Improvement										
Jan 23	Feb	March	April	May	June	July	Sept 23	Oct	Nov	Dec
SEF and SIDP	Impact meeting proforma	PE Curriculum Overview	Assessment data to FGB	Draft Cultural Capital Plan	Tracking: RE, History, Music, DT	Curriculum Policy	Draft Subject Policies	Cultural Capital Plan	History Progression	Subject Policies to FGB
Learner Disposition monitoring	Impact meet schedule	History Curriculum Overview	Tracking: Geography, Languages, Art, Cooking	Geography Progression	RHSE Progression	Assessment data to FGB	Science Progression	Practical Resources Plan	Subject Policies to FGB	PE Progression
Website-	Lesson	Art and	Cooking and	Languages	Learner	Tracking:	Lesson	RE	Learner	Pupil learner

online safety	Study 1	Design Progression	Nutrition Progression	Progression	Disposition monitoring	Sci, Comp, PE, RSHE	Study 3	Progression	Disposition monitoring	disposition feedback
	School council assembly	PupilLearner disposition feedback	Anti-Bullying Ambassadors in place	Lesson Study 2	Assembly Calendar	Gaps Report	New School council elected	School council assembly	Foyer Screen Review	360 Degree Safe Re-survey
	Leadership opportunity feedback	Childnet training and workshops	Online safety Parent Survey	Positive attitude survey pupils	Anti Bullying Ambassadors to FGB	Leadership opportunity feedback	360 Online Safety re-survey	Representati on Document to Govs		Subjects plan review
	RE presentation-govs	360 Degree Safe review to Govs	360 Online Safety re-survey	Attitude survey parents	360 Degree Safe Progress Review	School Council to FGB	Philosophy Planning-teams			
		Academic Feedback Sheet trial	Family Engagement Survey	British Values and sch Values Mapping	Family Engagement Plan to Govs	Philosophy overview to Govs	Family Engagement plan			
		Home learning IT structure in Place	Academic feedback Sheet Finalised	Feedback Sheet for Student Feedback	Subject Development Plan to Govs	Evaluation of IT support Scheme	Subject development plan in place			