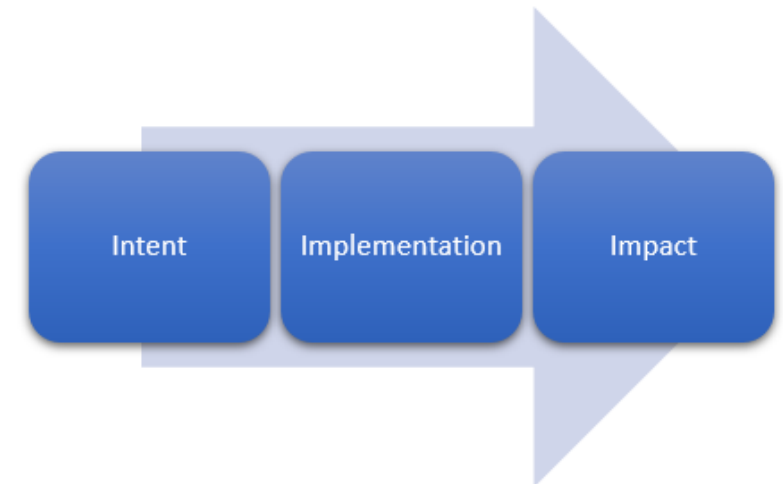


Caring, Sharing, Learning Together

A blue geometric graphic consisting of several overlapping triangles and trapezoids, creating a dynamic, abstract shape on the left side of the slide.

Our School Vision:

At Chawson 1st School we all share a united vision, that all of our children will develop into **independent, articulate** and **aspirational** children.



This plan should be read alongside our raising achievement plans.

Planned Impact

	National outcomes (2019)	2019 (Pre-COVID)	Sept 2021 (Post COVID)	2021-22 Target	2022-23 Target	2023-24 Target
Reception	Good Level of Development 72%		42% Ready to progress (L&A, PD, PSED)	GLD 55%	GLD 65%	GLD 70%
Year 1	Reading		49% (GLD 36%)	60%	65%	70%
	Writing		51% (GLD 36%)	60%	65%	70%
	Maths		51% (GLD 36%)	60%	65%	70%
Year 2	Reading 75%	73%	58%	60% (75%)	70%	75%
	Writing 76%	73%	55%	60% (73%)	70%	75%
	Maths 82%	80%	59%	60% (75%)	70%	80%
Year 3	Reading	62%	44%	52% (52%)	73%	75%
	Writing	51%	37%	47% (60%)	73%	75%
	Maths	64%	39%	55% (64%)	80%	75%
Year 4	Reading (74%)	76%	60%	69% (69%)	65%	80%
	Writing (79%)	64%	33%	40% (39%)	55%	80%
	Maths (80%)	66%	39%	55% (60%)	65%	80%

(Target setting)

Annual Policies:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Teacher Appraisal • Non-teacher Appraisal • Capability procedure for teachers • Staff Handbook • Behaviour inc written statement • Exclusion • Early Career Teachers • Child protection / Safeguarding (including volunteer leaflet) • CLA and PLAC • SEND • GDPR including Privacy Statements • Health and Safety policy and handbook • Premises/activity risk assessments | <ul style="list-style-type: none"> • Manging Medical Conditions • First Aid in school • RSE • Complaints • Charging and Remissions • Governors' Code of Conduct • Governors' allowances • Instrument of government • SFVS <ul style="list-style-type: none"> ◦ Pay ◦ Finance ◦ Financial Risk Assessments ◦ SFVS statement ◦ Confidential Reporting (Whistle blowing) ◦ Financial benchmarking |
|--|--|

2021-22:

- Assessment
- English including
 - Reading
 - Writing and Speaking and Listening
- Collective Worship
- Anti-bullying
- Staff wellbeing
- Governors Monitoring / Visits policy
- Emergency closure policy
- Emergency Plan and business continuity plan
- Volunteer/student handbook inc checklist and code of conduct
- **Equal Opportunities**
- Online Safety
- Acceptable Use (internet access)
- Leave in Term Time Absence

2022-23:

- DT Risk Assessments
- Marking and feedback
- Visitors
- Vision / Aims
- Positive Physical Intervention (PPI)
- Intimate care/ Continence
- Prevent duty risk assessment/action plan

2023-24:

- Maths and Calculation
- **Early Years**
- Educational Visits
- RE
- PSHE& C
 - Food Policy
 - Drugs
- Teaching and learning
- Curriculum inc-Intent
- **Accessibility plan**
- Asthma Policy
- Statement of British Values and SMSC
- Leave of Absence
- Pandemic Flu
- Lone Working
- Lockdown
- Lettings
- Handling Unreasonable and Persistent Complaints
- Fire Emergency Evacuation plan and fire procedure
- Safer Recruitment

Monitoring Cycle 2021 -22

This cycle details the standard monitoring carried out by subject leaders and SLT.

	2021-22				2022-23		
	Autumn	Spring 1	Spring 2	Summer	Autumn	Spring	Summer
Key Stage 1 and EYFS		History Computing	PSHE / RHE PE	Art DT	(French) Science	Geography SEN	Music RE
Key Stage 2		Geography Science	French SEN	Music RE	History Computing	PSHE / RHE PE	Art DT
Both Key Stages	Reading		Writing	Maths	Reading	Writing	Maths
SLT monitoring	Maths- Aut 1 Writing- Aut 2	(Appraisal Observations)		Reading Writing			

In this cycle teachers will conduct (in the specified Key Stage):

- Learning Walk. This will include looking at books and speaking to the children
- Planning scrutiny

In addition, subject leaders will:

- Collect termly assessment data
- Write the policy in line with the school cycle, if required
- Carry out any actions details in their SDP / subject action plan
- 2022-23 introduce formal lesson observation

Workload and wellbeing:

Additional time will be allocated to supplement directed teacher time to support the role of middle leaders.

Policy Writing if required: ½ day

Planning Scrutiny: ½ day

Learning walk (including book look, and pupil questions) : 1 day

(R, W, M will identify a focus strand across the whole school)

Teachers will be supported in their role by using a middle leader monitoring pack.

Governors' Monitoring

Intent	Autumn	Curriculum Planning Teacher Interviews Paul Barber	04 11 2021
	Autumn	Pupil Engagement Learning Walk Nick Sanders	22 11 2021
Implementation	Spring 1		
	Spring 2		
Impact	Summer 1		
	Summer 2		

Priority Areas

	Focus	RAP 1 Nov-Feb	RAP 2 Mar-May	Summer Term focus May- End of Year
Oracy	Voice 21	- Audit current practice within school - Oracy Leads attend training - Nov TED day- - Vision - Oracy Benchmarks - Decide on initial whole school strategy - Staff to undertake Online learning 'Introducing Oracy'	- Implement whole school strategy through ongoing CPD - Review implementation	- Further whole school strategies introduced, current strategies refined - Plan Stage 2 2022-23 (defining our whole school approach)
	Sentence Stems- Maths and Reading	Maths - Monitoring through classroom visits (DS) - Expectation reinforced Reading - Monitor Whole class guided reading (monitoring cycle) - Sentence Reading stems introduced	Reading - audit	Sentence stems are well embedded
Foundation Curriculum	Medium Term planning	- Invest time in planning- Year groups - Planning review- SLT - Any actions identified and communicated ahead of Spring Term Planning - Promote Progression of Skills for planning	- Middle leaders- monitoring as per cycle - Communicate outcomes to ensure continual improvement	- Review ahead of 2022-23 of Long term plan & medium term planning - Coverage against National Curriculum checked against intent

		Foundation subject planning onto server (curriculum folder)		
Middle Leaders	Professional development	- Subjecting leader monitoring support documents introduced - Middle leader training - folder - Pro-formas - Monitoring - Teacher appraisal target	SLT / mentors to offer support wherever requested or needed	
	Monitoring and leading subject	Monitoring cycle to start SLT support where needed	- Monitoring cycle to continue - Communicate outcomes to ensure continual improvement	Monitoring cycle embedded
Educational Recovery	Respond End of Year data 2021	Focus areas for Senior and middle leaders: - Maths- Y3- MOT planning support - Year group MOT planning - Year 1- EY provision 1 term	Data and assessment cycle	
	Pupil Premium	- Audit provision- observations - CPD where required - Focus on consistent and quality delivery	- Cycle / further monitoring - Book trawl	
	Key Stage 2 writing	- Review planning - Guided groups consistently delivered - SLT- identify need through needs (low % at, high % targeted for more expected) - Plan additional support (recovery premium)	- Recovery Premium used to respond to areas of need/focus children - PPM tracking	
	School Led Tutoring	- SLT and business Manager - cost and plan - Focus on - maths- Y3, Y4 number facts - Early Reading KS1	Ongoing delivery and assessment of impact	ESFA reporting completed

		Ongoing assessment of impact		
Early Years	Language and vocabulary strategies	- Audit current language and vocabulary teaching in EYFS - Continue EYFS language training on sustained shared thinking (Gill Deakin) - Introduce chatty chimps/target tigers initiative - Voice 21 EYFS module	- Introduce 'word of the week' initiative - Monitor vocabulary and language environment with EYFS learning walks and observations - Introduce Voice 21 strategies	- Embed current strategies that have been introduced - Review current teaching practice against audit
	New EYFS Framework	- Invest time in medium term planning - Introduce EYFS vision to staff - Introduce new observation and assessment procedures	Monitor EYFS vision across Pre-school and Reception with EYFS learning walks and observations	- Audit current indoor and outdoor environment - Review observation and assessment procedures - Review transition/induction inline with Pre-school
	Self-regulation	- Introduce zones of regulation board - Introduce plan-do-review sessions	- Review current self-regulation assessment data and evaluate provision - EYFS staff training on self-regulation in young children.	Embed current strategies that have been introduced

Subject Development

Reading					
Target	What will we do and when? Planned Actions and dates	Lead	Resources	xxxRAG RATINGxxx	
				OUTCOMES What <u>changes / impact</u> are we looking for?	Evaluation / annotation notes
To close the gap for children who are not working at the expected standard as a result of the Covid 19 school closure in Summer term 2020 and the subsequent closure in Spring 2021.	Use data to identify and prioritise individuals who will require additional support in making accelerated progress in reading. (September 2021) Identified pupils to have additional support e.g. focussed teacher support, afternoon provision. and in some cases, access to groups run using Recovery funding. (Review progress following the Autumn term Pupil Progress data).	SW/ CT CT	Baseline data	Accelerated progress in reading levels. Greater 5 children working at expected standard.	
To evaluate the use of whole class guided reading across Years 2-4.	Questionnaire to staff - October 2021 asking them to evaluate their experiences so far with WCGR. Reading co-ordinator to analyse and respond to any issues raised as necessary, either with individual staff or as a school.	SW	Questionnaire	As a school we know staff are confident in the delivery of Whole Class Guided Reading or are receiving the support that they require.	

To provide staff with the experience of observing others teaching <i>WCGR</i> in order to build on their own skills set and confidence. To understand how well the teaching of <i>WCGR</i> has been embedded across the school.	Staff to have the opportunity for peer observations - Spring 1. Reading Co-ordinator to observe the teaching of <i>WCGR</i> in some classes - Autumn term. As part of monitoring cycle	SW/ CT SW		To have staff confident in the delivery of Whole Class Guided Reading. To know we have staff confident in the delivery of high-quality reading lessons.	
To complete resourcing of whole class guided reading texts across the school so that children have access to high quality texts to further improve the teaching of reading - especially the purchase of non-fiction texts.	Reading co-ordinator and class teachers to decide on the texts they wish to purchase to complete their fiction and non-fiction sets. (Autumn term)			Years 2,3 and 4 to have a range of good quality fiction, non-fiction and poetry texts which can be used in the teaching of Whole Class Guided Reading.	
To close the gap for children who have not made the necessary progress in phonics, as a result of the Covid 19 school closure in Summer term 2020 and subsequent closure in Spring 2021.	Those Y2 children who did not meet the required phonics standard in Year 1, to be identified for additional phonics support sessions. (Autumn 1 2021) Progress to be monitored throughout the year before pupils resit the phonics screening in June 2022.	CT		Children who have gaps in their phonics knowledge in the Autumn term to confidently pass their phonics screening in June 2022.	
Research and plan for implementation of new phonics scheme	Research approved schemes Select and purchase Plan for implementation September 2022	SW MB SLT		The school has an approved phonics scheme for Set 2022. Whole school staff training is planned.	

Focus- Writing					
Target	What will we do and when? Planned Actions and dates	Lead	Resources	xxxRAG RATINGxxx	
				OUTCOMES What <u>changes / impact</u> are we looking for?	Evaluation / annotation notes
The new writing coordinator to develop a greater understanding of their role, including key aspects of the whole school monitoring cycle.	- Staff meeting- What is a middle leader? - Role - Folder/summary sheet - Monitoring support packs - Use of data - Complete actions in line with 2021/2022 monitoring cycle-Spring 2. - Liaise with a member of the SLT after pupil progress meetings to identify key areas of strength and those that require development. - Attend additional CPD and consider the impact this can have on you as a co-ordinator and the whole school. Ongoing	SLT Coor dinat or	Staff meeting time Release time in-line with cycle	Writing coordinator to attend whole school training and receive information and documents to support in their role as a middle leader. Subject folder to be set up containing all information as stated on the contents page. Monitoring actions will be completed in line with the 2020/2021 cycle. Writing coordinator to increase confidence in themselves as a middle leader and share the strengths and developments required within their subject.	
Work alongside the pupil premium coordinator to ensure additional provision for pupil premium children in writing is fit for purpose.	- Coordinators to meet to review provision for pupil premium children within writing. Autumn - If required, devise new systems and processes to	Coor dinat ors		A pupil premium system is in place that best support our children to make progress within writing. This system has been devised by the pupil premium and	

	increase progress in writing. Autumn • Share new systems/processes with SLT/Class teachers and TAs. Autumn • Ensure ongoing review of systems/process alongside the pupil premium coordinator. Ongoing			writing coordinators then shared with SLT/Class teachers and TAs. New systems are reviewed alongside the pupil premium coordinator and TAs delivering the provision to ensure it is meeting the needs of all pupils.	
Review and create an overview of quality texts used in literacy to reflect alterations to whole school curriculum topics.	• Liaise with year groups to establish texts used. • Support year groups with finding appropriate new quality texts for lessons where needed. Ongoing throughout the year. • Create a whole school overview of texts used by each year group. Summer	Coordinator		Appropriate quality texts to be used to support writing teaching and progress. Writing coordinator to have confident knowledge of the texts used across the school.	
Ensure the writing and speaking and listening policies are up-to-date	• Review policies • Update policies to ensure they fully reflect provision and practices taking place within school. Spring 2022	Coordinator		Both policies will be up-to-date and reflect provision and practices within school.	

Focus-Maths

Target	What will we do and when? Planned Actions and dates	Lead	Resources	xxxRAG RATINGxxx	
				OUTCOMES What <u>changes</u> / <u>impact</u> are we looking for?	Evaluation / annotation notes
Develop planning and teaching for rapid recall of number bond/ multiplication facts.	a) All classes to actively encourage child participation in NumBots/ TTRockStars. Autumn term and ongoing.	DS	NumBots/ TTRockStars. Membership renewal.	Pupils improve their rapid recall of number bonds/ multiplication facts.	
	b) Review times table songs. Children to learn the songs as part of their class work/ assembly times/ promote with parents. Autumn term.	DS	Purchase songs	Pupils improve their rapid recall of number bonds/ multiplication facts.	
	c) Invite parents in for a learn with your child session focusing on number bonds and multiplication facts depending on year group. Spring term.	DS	Lesson time	Parents have a greater understanding and confidence in how to support their children learn number bonds/ multiplication facts.	
	d) Host an in-house teach meet 'Explore practical resources, models and images to support multiplication/ number bond recall in reasoning and problem solving.' Organise 2- or 7-minutes time slots for teachers to complete their presentations. • Teachers to create their teach meet presentation. Teachers share ideas Spring Term	DS	Staff meeting time	Teachers expand their knowledge of teaching number bonds/ multiplication facts.	

	e) Year 4 to highlight weaker multiplication facts, create an action plan to address these. Spring term	DS and yr4 teachers	Year group meeting.	Pupils improve their rapid recall of multiplication facts.	
Sustain effective planning and teaching in line with a mastery approach.	a) Maths lead to actively partake in the GLOW sustaining work group. Attend all research meetings (dates to be confirmed.) Feedback findings to SLT, staff as needed. Ongoing	DS	DS release time	Maths lead is continually up to date with best practice and able to offer support to embed mastery in years 1-4.	
	b) MOT is planned as a result from assessments. MOT is taught daily, separate from the main maths lesson. Ongoing.	Class teachers	Staff meeting time.	Planning is continually developed to support children to learn their year group KPI's.	
	c) Monitor impact of mastery approach in children's understanding of maths - Complete a book look for each year group Autumn term date to be confirmed. Focus on CPA evidence, mastery sequence and MOT books. - Complete a Maths 'Deep Dive'. This will include a learning walk, pupil interviews, book scrutinise and analysis of statutory data. Focus on CPA, Sentence Stems and Calculation Policy- Summer Term Share findings with staff and plan for SDP 20-21	DS	DS release time	Tailored support is designed (as needed) to ensure all staff in years 1-4 are planning and teaching in line with a mastery approach.	
	a) Maths lead to support other schools through the	DS	DS release		

Support other schools in developing their mathematics curriculum and pedagogy.	GLOW Tfm programme. Dates to be confirmed.		time (funded by GLOW)	Maths lead is continually up to date with best practice and able to offer support to embed mastery in years 1-6.	
	b) Maths lead to attend all LLME and regional workshops Dates to be confirmed.	DS	DS release time (funded by GLOW)		
	c) Maths lead to attend training from the NCTEM and complete assessments to achieve PDlead accreditation. Dates to be confirmed.	DS	DS release time (funded by GLOW)		

Focus-Science

Target	What will we do and when? Planned Actions and dates	Lead	Resources	xxxRAG RATINGxxx	
				OUTCOMES What <u>changes / impact</u> are we looking for?	Evaluation / annotation notes
Follow the school monitoring cycle to develop subject leader knowledge	Complete actions in line with 2021/2022 monitoring cycle-Spring 1.	Coordinator	Release time in-line with cycle	Monitoring actions will be completed in line with the 2021/2022 cycle. Subject Leader has an accurate evaluation of Teaching and Learning in Science.	
To ensure that each group has the correct equipment to teach Science successfully	Undertake an audit of science resources to ensure that each year group has the correct resources. Summer	Coordinator Year Grps		All year groups will have the correct resources to deliver their science curriculum as planning is updated.	
To celebrate 'British Science Week' as a School. (11 th to 20 th March 2022)	British Science week 2022 to be celebrated as a School. Discuss plans with Year groups. February 2022	Coordinator		British Science will take place across the school. The coordinator will have shared information with staff and collected evidence to publicise the event through social media and the school website.	

Focus- Geography

Target	What will we do and when? Planned Actions and dates	Lead	Resources	xxxRAG RATINGxxx	
				OUTCOMES What <u>changes / impact</u> are we looking for?	Evaluation / annotation notes
To ensure as a subject leader, that you follow the school monitoring cycle to develop your knowledge of your curriculum area.	- Staff meeting- What is a middle leader? - Role - Folder/summary sheet - Monitoring support packs - Use of data - Complete actions in line with 2020/2021 monitoring cycle- Spring 2	SLT Coordinator	Staff meeting time Release time in-line with cycle	Subject coordinator to attend whole school training and receive information and documents to support in their role as a middle leader. Subject folder to be set up containing all information as stated on the contents page. Monitoring actions will be completed in line with the 2020/2021 cycle.	
Ensure the Geography policy is up-to-date	- Review subject policy - Update the policy to ensure they fully reflect provision and practices taking place within school. Spring	Coordinator		The subject policy will be up-to-date and reflect provision and practices within school.	

Focus- History

Target	What will we do and when? Planned Actions and dates	Lead	Resources	xxxRAG RATINGxxx	
				OUTCOMES What <u>changes / impact</u> are we looking for?	Evaluation / annotation notes
To ensure as a subject leader, that you follow the school monitoring cycle to develop your knowledge of your curriculum area.	- Staff meeting- What is a middle leader? - Role - Folder/summary sheet - Monitoring support packs - Use of data - Complete actions in line with 2021/2022 monitoring cycle	SLT Coordinator	Staff meeting time Release time in-line with cycle	Subject coordinator to attend whole school training and receive information and documents to support in their role as a middle leader. Subject folder to be set up containing all information as stated on the contents page. Monitoring actions will be completed in line with the 2021/22 cycle.	
To ensure staff are using timelines effectively.	Learning walk to monitor whether timelines reflect new 'Spiral sequence' of History curriculum in each year group. Spring Term	Coordinator	Year group meetings.	Timelines display new history topics (of most recent to most historic in each Key Stage) and links are made to previous history topics to aid children's chronological understanding.	

Focus-Music

Target	What will we do and when? Planned Actions and dates	Lead	Resources	xxxRAG RATINGxxx	
				OUTCOMES What <u>changes / impact</u> are we looking for?	Evaluation / annotation notes
To ensure as a subject leader, that you follow the school monitoring cycle to develop your knowledge of your curriculum area.	- Staff meeting- What is a middle leader? - Role - Folder/summary sheet - Monitoring support packs - Use of data - Complete actions in line with 2020/2021 monitoring cycle Summer.	SLT Coord inato r	Staff meeting time Release time in-line with cycle	Subject coordinator to attend whole school training and receive information and documents to support in their role as a middle leader. Subject folder to be set up containing all information as stated on the contents page. Monitoring actions will be completed in line with the 2020/2021 cycle.	
Ensure that all Year groups are providing evidence of children's learning and involvement in music lessons and activities	- Year group staff to make sure that evidence is uploaded onto the server (photographs/videos/recording. Any written evidence can be photocopied and given to coordinator). - Coordinator to make termly checks.	Coord inato r		All year groups will make evidence available to the music coordinator termly. The music coordinator will develop a good understanding of children's learning and involvement in music lessons and activities.	
Each year group to use the new Model Music Curriculum alongside the progression of skills document to support planning and teaching.	Coordinator to issue each year group with the Model Music Curriculum document Autumn	Coord inato r		All year groups (Year 1-4) will use the year group specific guidance in the MMC to support planning and teaching.	

	Year group staff to use the Model Music Curriculum alongside the existing progression of skills document to ensure the correct skills are taught to ensure appropriate progression. Autumn onwards	Teachers		Planning and teaching will show a clear progression of skills throughout the year groups.	
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Focus-PE

Target	What will we do and when? Planned Actions and dates	Lead	Resources	xxxRAG RATINGxxx	
				OUTCOMES What <u>changes / impact</u> are we looking for?	Evaluation / annotation notes
Plan for the reintegration of sports coaches/clubs and sport visitors in line with COVID guidance	Liaise with SLT and outside providers to discuss plans and safety measure required for sports clubs to begin in school. Dates- clubs to be in action Autumn 2.	Coordinator		Children will have the opportunity to attend sports clubs to develop their skills outside of PE lessons. The coordinator will have assessed the risks of starting sports clubs within school in line with COVID guidance. This information will be discussed with SLT and/or outside providers.	
Liaise with the Sport Premium lead and the Sport Premium governor, share the sports premium statement to ensure they are fully informed about our use of sports premium.	Coordinator to email the sports premium governor to share the sports premium statement and discuss key aspects of the statement. When required	Coordinator		The sports premium governor will review the sports premium statement alongside the PE coordinator. A completed report will be uploaded onto the school website.	
Plan for all year groups to take part in year group competitions within the Droitwich PE Cluster Group.	Arrange for children in YR-Y4 to take part in sporting competitions. Liaise with SLT regarding staffing and Year group members regarding selection of children.	Coordinator		Children to have the opportunity to take part in new sports/develop their skills learnt in PE lessons in a competitive environment. Building good relationships with PE coordinators and sports links within other Droitwich schools.	

	Dates: 9/11/21, 18/1/22, 8/3/22, 29/3/22, 10/5/22				
Review PE long term plan and make any necessary changes.	- Meeting with PE expert 30/11/21 to review long term plan. Changes made in relation to the progression of skills. - Support and CPD given to teachers to plan/deliver any new sports.	Coordinator		Opportunity to review the long-term plan and change in line with the progression of skills, to ensure that the skills are developing year on year and children have the opportunity to access a variety of skills based on the skills they have developed in previous years.	
Monitor the use of PE equipment to encourage extra physical activity opportunities within school.	- To liaise with class teachers regarding the use of their class PE equipment/ break time toys. - Offer support if needed to ensure equipment is being utilised fully. When required	Coordinator		The coordinator will offer a friendly hand to ensure equipment is being utilised fully. Support will be offered if needed.	

Focus-Computing					
Target	What will we do and when? Planned Actions and dates	Lead	Resources	xxxRAG RATINGxxx	
				OUTCOMES What <u>changes / impact</u> are we looking for?	Evaluation / annotation notes
To ensure as a subject leader, that you follow the school monitoring cycle to develop your knowledge of your curriculum area.	Complete actions in line with 2021/2022 monitoring cycle-	Coordinator	Release time in-line with cycle	Subject folder to be set up containing all information as stated on the contents page. Monitoring actions will be completed in line with the 2021/2022 cycle.	
To review Online-safety policy	Online-safety policy to be reviewed and updated with accordance to current practise and regulations. November 2021	DLS	Release time Autumn 1	Clarify changes made on last year's draft safety and make a new e-safety/acceptable use document. Staff to be clearer about what they can do with school equipment and document to reflect actual practice - e.g. stream from personal phones to Bluetooth Speakers.	
Review year group planning against the curriculum overview and progression of skills documents. To review computing policy in-line with the curriculum policy cycle.	Check that over the year, planned unit changes have been covered by a year group planning scrutiny - Use this information to help with the computing policy update Summer term		Release time summer 1	Computing policy to reflect the new updated curriculum being taught.	

Focus-Art

Target	What will we do and when? Planned Actions and dates	Lead	Resources	xxxRAG RATINGxxx	
				OUTCOMES What <u>changes / impact</u> are we looking for?	Evaluation / annotation notes
To ensure as a subject leader, that you follow the school monitoring cycle to develop your knowledge of your curriculum area.	- Staff meeting- What is a middle leader? - Role - Folder/summary sheet - Monitoring support packs - Use of data Complete actions in line with 2020/2021 monitoring cycle-Summer.	SLT	Staff meeting time	Subject coordinator to attend whole school training and receive information and documents to support in their role as a middle leader. Subject folder to be set up containing all information as stated on the contents page. Monitoring actions will be completed in line with the 2020/2021 cycle.	
To introduce sketchbooks school wide.	Introduction to sketchbook and ideas distributed at beginning of year. September 2021	Coordinator	Release time in-line with cycle	Progress throughout the year evident. Clear development of skills.	

Focus-DT

Target	What will we do and when? Planned Actions and dates	Lead	Resources	xxxRAG RATINGxxx	
				OUTCOMES What <u>changes / impact</u> are we looking for?	Evaluation / annotation notes
To ensure as a subject leader, that you follow the school monitoring cycle to develop your knowledge of your curriculum area.	- Staff meeting- What is a middle leader? - Role - Folder/summary sheet - Monitoring support packs - Use of data Complete actions in line with 2020/2021 monitoring cycle-Summer.	SLT	Staff meeting time	Subject coordinator to attend whole school training and receive information and documents to support in their role as a middle leader. Subject folder to be set up containing all information as stated on the contents page. Monitoring actions will be completed in line with the 2020/2021 cycle.	To ensure as a subject leader, that you follow the school monitoring cycle to develop your knowledge of your curriculum area.
To ensure coverage of skills within new topics across the school	Ensure that the progression of skills are covered evenly across the school ensuring there are no overlaps or missing skills Autumn	DT Coordinator	Whole school DT progression of skills document Year group planning	Ensure that each year group is covering all the skills that they need in order for the children to achieve	
To ensure TA's, who are given responsibility for teaching DT, understand the importance of children's independence in completing a task	DT co-ordinator to lead TA training on this subject matter Spring	DT Coordinator	Meeting room TA time	Ensuring that each child is producing work which reflects their level of understanding and skill - an individual piece of work	

Focus- RE					
Target	What will we do and when? Planned Actions and dates	Lead	Resources	xxxRAG RATINGxxx	
				OUTCOMES What <u>changes / impact</u> are we looking for?	Evaluation / annotation notes
To ensure as a subject leader, that you follow the school monitoring cycle to develop your knowledge of your curriculum area.	Monitor the RE subject folder and ensure it is kept up to date. Autumn/Spring/Summer	SLT Coor dina tor		Subject folder to be monitored to ensure all information as stated on the contents page is up to date.	
To monitor the use of learning logs in line with new planning guidance	Monitor the use of learning logs termly, using this information to identify strengths and areas for development. Autumn/ Spring/ Summer	Coor dina tor		Learning logs will be monitored and evidence use to support 2021/2022 monitoring cycle.	
To introduce Understanding Christianity scheme formally.	Ensure that all members of staff (Teachers and TA's) that are teaching RE are able to access and fully utilise the units. Introduce the images to ensure consistent approach across the school. Autumn/Spring	Coor dina tor	Staff meeting time/ afternoon meeting	Staff feel supported and confident to teach a range of lessons. To increase their subject knowledge and confidence. Improve teaching of RE across the school.	

Focus-PSHE & RSE					
Target	What will we do and when? Planned Actions and dates	Lead	Resources	xxxRAG RATINGxxx	
				OUTCOMES What <u>changes / impact</u> are we looking for?	Evaluation / annotation notes
Share new finalised long term plan and progression of skills documents with staff to enable them to plan new units for PSHE and RSE.	Inform staff of the changes required to ensure PSHE and RSE planning meets statutory requirements. Autumn	Coordinator	Staff meeting	Staff will be aware of new planning documents to support the teaching of PSHE and RSE within school to ensure it meets statutory requirements.	
Offer support to teachers and TAs as year groups to make changes with planning, teaching and learning strategies in response to long term plans.	- Staff will have time to implement changes to PSHE and RSE planning. - Coordinator will provide support during this time for staff. Autumn/Spring/Summer	Coordinator	Staff meeting	Staff will have time to plan new PSHE and RSE lessons to match curriculum expectations. Support will be provided by the coordinator if required.	
To ensure as a subject leader, that the whole school monitoring cycle is followed to develop coordinator knowledge of the curriculum area.	- Staff meeting- What is a middle leader? - Role - Folder/summary sheet - Monitoring support packs - Use of data - Complete actions in line with 2021/2022 monitoring cycle- Spring 2.	SLT Coordinator	Staff meeting time Release time in-line with cycle	Subject coordinator to attend whole school training and receive information and documents to support the role of middle leader. Subject folder to be updated and include whole school data information. Monitoring actions will be completed in line with the 2020/2021 cycle.	

Focus- Outdoor learning					
Target	What will we do and when? Planned Actions and dates	Lead	Resources	xxxRAG RATINGxxx	
				OUTCOMES What <u>changes / impact</u> are we looking for?	Evaluation / annotation notes
To devise a long term plan of outdoor learning opportunities which will be provided by all year groups for 2021/22	- Co-ordinator will gather information from all year groups about significant outdoor learning opportunities for this academic year. - A long term plan will be written and put upon the server to be shared with all teachers. Autumn/Spring	Coordinator		A long term plan will be in place to evidence outdoor learning opportunities across the school.	

Focus- SEN

Target	What will we do and when? Planned Actions and dates	Lead	Resources	xxxRAG RATINGxxx	
				OUTCOMES What <u>changes / impact</u> are we looking for?	Evaluation / annotation notes
Speech and language provision across the school will be reviewed to ensure children are receiving the additional and different support required	- All teachers will be aware of the children within their class with Sp&L needs and the level of provision required. Autumn - TAs will be identified to deliver provision- either class TAs or SEN TAs. Autumn - TAs delivering Sp&L provision will be supported each term with targets and activities they are completing. Termly - Systems will be considered to monitor and review the delivery of speech and language provision. Autumn then Termly	SENCO	TA meetings	All children with Sp&L targets will receive at least twice weekly additional provision to ensure progress through targets. Identified staff will feel confident to deliver speech and language provision to best support the children they are working with. SENCO will have a good awareness of the provision being provided and the impact this is having on individual children. (addition action within annual planner)	
A full review of the SEN register will take place to ensure our % of children with SEND is a true reflection of the needs at Chawson.	- The SENCO will review the SEN register alongside attainment data to identify if any children may be miss identified. - Where a child is remaining on the SEN register, a long-term barrier will be identified by the SENCO and CT.	SENCO		The SEN register will be updated and % calculated within the contextual grid to show a true reflection of the SEND need across Chawson. This will ensure children with SEND are being given appropriate support to address their barriers to learning.	

	Where the SENCO feels a child has been misidentified, the SENCO will review this child's place on the SEN register with class teachers and parents. Autumn				
The 'My plan' system will ensure staff, parents and pupils are aware of individual targets and the provision in place for their child.	- New class teachers will complete 21/22 My Plans each term. - Plans will be shared with parents termly and parental views updated accordingly. - Plans will be shared with pupils termly and their view updated when required. Autumn then termly	SENCO Teachers		My plans will be shared with parents and pupils to ensure both groups have an awareness of targets and provision in place. This will allow parents to have an awareness of and share their views regarding the targets that have been written and the provision being provided. Children will understand their targets and give their opinion on likes/dislikes and strengths/weaknesses.	
The role of the SENCO will be understood by additional member of SLT	- Regular meetings between the current SENCO and additional member of SLT. Autumn - Additional member of SLT will complete the NASEN award. Spring/Summer - New processes and procedures will be documented on an annual planner to show updates made by SENCO or additional SLT member.	SENCO DS		The additional member of SLT will have a good understanding of the role of SENCO to enable her to take on key aspects of the role across the school.	

Focus- Pupil Premium

Target	What will we do and when? Planned Actions and dates	Lead	Resources	xxxRAG RATINGxxx	
				OUTCOMES What <u>changes / impact</u> are we looking for?	Evaluation / annotation notes
To continue to close gaps in children's learning and increase % of children achieving the expected standard or at least 6 points in writing, reading and maths.	- Monitor and track attainment and progress of pupil premium groups and create a summary report of the findings to inform teachers for future planning. Each half term - Investigate and respond to data milestone reports. Throughout the year. - Liaise with SLT following Pupil Progress Meetings to establish areas requiring focus and resulting actions. Termly	Coordinator	PP Register Data Tracking sheets	Children will be making greater progress to close the gap and be in line with the attainment of non-Pupil Premium children. A higher percentage of children will achieve the expected standard in the core subjects compared to last year.	
Work alongside the writing coordinator to ensure additional provision for pupil premium children in writing is fit for purpose.	- Coordinators to meet to review provision for pupil premium children within writing. Autumn - If required, devise new systems and processes to increase progress in writing. Autumn - Share new systems/processes with SLT/Class teachers and TAs. Autumn - Ensure ongoing review of systems/process alongside the pupil premium coordinator. Ongoing	Coordinators		A pupil premium system is in place that best supports our children to make progress within writing. This system has been devised by the pupil premium and writing coordinators then shared with SLT/Class teachers and TAs. New systems are reviewed alongside the pupil premium coordinator and TAs delivering the provision to ensure it is meeting the needs of all pupils. Coordinators will have an awareness of the quality of the provision being delivered across	

	Delivery of provision to be monitored to ensure quality assurance and that it is meeting the children's needs. Termly			the school and will identify any need for additional CPD.	
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Focus-Website					
Target	What will we do and when? Planned Actions and dates	Lead	Resources	xxxRAG RATINGxxx	
				OUTCOMES What <u>changes / impact</u> are we looking for?	Evaluation / annotation notes
Ensure year group website pages are updated at least termly.	- Work with year group leaders to ensure they are able to upload information on their page. - Monitor group pages half termly.	Coordinator Teachers		Year group website pages will be updated at least termly to show parents topics and subject content being taught.	
Identify additional areas staff can contribute to on the school website, including possible weekly blog. Set an expectation for contribution to identified areas.	- Identify key areas staff can contribute to. - Reception staff to trial weekly blog. - Share expectations with teacher/TAs for frequency of website updates. Autumn/Spring	Coordinator Teachers		Key areas will be identified for staff to contribute to and at what frequency. Updated pages will give current and prospective parents an insight into life at Chawson.	
Ensure curriculum section reflects changes being made across each year group.	New long term plans and progression of skills to be visible on the website. Autumn	Coordinator		Curriculum section of the website will be up-to-date to reflect recent changes that have been made.	