

Mission/Values statement

A Community Empowered, Inspired and Aspirational.

Vision

At Pensans all children are recognised and valued as individuals with unlimited potential.

We will work together with parents and the community to achieve the best outcomes for our children so that they become; confident ambassadors for the school and positive members of our community who act with integrity for the good of all.

Aims

- All children and adults are safe
- Our school is an inspiring place where all children love to learn
- All children discover their talents and interests and these are nurtured to benefit themselves and others
- We work together to create an open, welcoming school that is at the centre of the community
- We have high expectations of children and staff.

Values

We show respect for ourselves, for others and for our environment.

We treat everyone equally with consideration and courtesy.

We are fully committed to our learning and teaching.

We take a pride in our school; contribute positively to the best of our abilities, and we are honest, open and fair in our dealings with one another.

This is our Virtues Promise

Curriculum statement

<p>INTENT What we intend to achieve through our curriculum</p>	<p>IMPLEMENTATION How we will deliver our curriculum</p>	<p>IMPACT How we will measure the effectiveness of our curriculum</p>
<p>Children are inspired, motivated and engaged in their learning. This leads to high attainment and their own aspirational view of their futures.</p>	<p>Our curriculum is planned around REAL projects. This is an inspiring and relevant way of delivering the national curriculum statements. Each project has a real world outcome which provides reason and purpose for beautiful work and a “want to know”. We teach maths discreetly following the mastery approach.</p>	<p>Children at Pensans are enthused learners who can discuss their projects confidently and are aware of what they are learning and why. They have had the world opened up to them and their horizons have been pushed wider and further. Children are active learners who want to know more and are aware of their next steps of learning. Critique pushes standards of writing and shows that children are embedding their skills that extend to include writing techniques and specific subject knowledge. They are collaborative learners able to lead parents meetings and discuss their learning in learning conference each week. This having a direct impact on the standards throughout the school and their thirst for learning. Standards and progress are measured every 6 weeks and at the end of Key Stages.</p>

Inspection data summary report indicates;

KS2 progress over time			KS2 attainment over time			KS1 attainment over time			Y1 Phonics over time		GLD over time	
Reading	All	PP	Reading (nat exp+)	All	PP	Reading (nat exp+)	All	PP	2017 nat 81%	sch 73%	2017 nat 71%	sch 61%
2017	-0.7.	-0.24	2017 (71%).	63%	55%	2017 (76%).	71%	68%	2018 nat 82%	sch 80%	2018 nat 72%	sch 65%
2018	-1.27.	-1.39	2018 (75%).	73%	70%	2018 (75%).	73%	52%	2019 nat	sch 78%	2019 nat	sch 50%
2019	-2.19	-3.55	2019 (73%).	67%	48%	2019 (76%).	69%	62%	Pupil premium Phonics data		Pupil premium GLD data	
Writing	All	PP	Writing (nat exp+)	All	PP	Writing (nat exp+)	All	PP				
2017	2.1.	-0.98	2017 (76%).	61%.	46%	2017 (68%).	68%.	64%				
2018	-3.64.	-4.45	2018 (78%).	65%.	57%	2018 (70%).	61%.	44%				
2019	-2.03	-3.55	2019 (78%).	71%	52%	2019 (70%).	58%	38%	2017 nat 81%	sch 70%	2017 nat 54%	sch 62%
Maths	All	PP	Maths (nat exp+)	All	PP	Maths (nat exp+)	All	PP	2018 nat 82%	sch 82%	2018 nat 55%	sch 50%
2017	-3.5.	-2.28	2017 (75%).	54%.	42%	2017 (75%).	64%.	64%	2019 nat	sch 70%	2019 nat %	sch 50%
2018	-0.34.	-0.02	2018 (76%).	78%.	78%	2018 (76%).	73%.	61%				
2019	-1.57	-2.75	2019 (79%).	69%	52%	2019 (77%).	73%	71%				
Analysis			Analysis			Analysis			Analysis		Analysis	
<ul style="list-style-type: none"> Downward trend in Reading over time Greater depth KS2 progress in Boys, particularly in reading. Progress between PP and Non PP the gap needs to close in all subjects Progress to be at 0+ in line with national in all areas. 			<ul style="list-style-type: none"> Mobility impacted attainment in 2019 6 children arrived in Y5 and 6 PP Girls not attaining in line with their peers in all subjects. Attainment to be in line with national in all areas. 			<ul style="list-style-type: none"> Raise standards in writing in line with national particularly PP children. Raise attainment in reading monitoring PP children PP children in maths nearly in line with Non PP children. 			<ul style="list-style-type: none"> Raise attainment in line with National 		<ul style="list-style-type: none"> Need to raise % of children achieving GLD in line with National. Inconsistency in staffing led to decline in GLD 	

Target Area 1: Outcomes for Children

Success Criteria
How will we know we have met the target?

1. Increase % of children achieving expected standard in Maths (specifically Y6 mobility girls and PP)
2. Increase % of pupils achieving at expected in Writing across the school particularly KS1 into LKS2.
3. Increase percentage of children achieving GLD in line with national.
4. Progress from KS1 to KS2 to be 0+
5. Progress particularly at Boys in reading from KS1 to KS2
6. Increase % of children achieving higher in spelling element of the SPAG test

Rationale behind objectives		1.2019 Y6 Maths 10% below national a dip on last year(pushes down from predicted data of 79% by low attaining mobility children mainly girls) 2.Writing is dipping year on year in KS1. 3.Expected GLD dipped significantly due to staff sickness. 4. Still a gap between PP and non PP children in all subjects in both progress and attainment. 5.Pupils were 15% below National, with our girls being 22% below National in spelling 6. 20 pupils scored 10 or less in the spelling paper. 7.Mobility PP girls not attaining in line with peers.			
Succes criteria link	Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: different colours for each term
1	PP pupils and mobility girls to make accelerated progress and attainment in Maths.	JA,LL,ST, AC,KM	Full analysis of all results-DAISI report September and create subsequent Maths action plan. Establish and track interventions across the school with data leads half termly. Staff Training in end of Key Stage tests and expectations Continue to build resilience to 'tests' through the implementation of weekly arithmetic tests and half termly maths papers.	Scholarpack	
2	Gap to close between PP and Non PP children in all subject areas.	JA,LL,ST, AC,KM	Full analysis of all results-DAISI report September Establish and track interventions across the school with data leads half termly. To track specific groups.	Scholarpack	
3	Increase % of children achieving GLD	AC,ST,KM, HS	Pupil progress meetings with class teachers every checkpoint Fortnightly Learning Walks – focus Teaching and Learning/Provision Targeted intervention based on checkpoint data analysis half termly.	Scholarpack	
4	Introduce 'jobs' across the whole school to raise writing standards.	All Staff	Coverage of independent cross curricular writing tasks weekly. High expectations set with work returned to up level.		

5	Continue implementation of Accelerated Reader to monitor pupils closely to keep on track by the end of year 6.	All Staff Lead by SC/ST	Use AR to track and monitor children through out the year and adjust the program according to the child's needs. Use AR to predict what a child will achieve by the end of Yr6. 4 star tests to be carried out throughout the year- September/December/March and July Reading survey to find out which books children are interested in to stock the library. in September 19.	Accelerated Reader Library Service	
6	Raise spelling attainment across the school.	ST, all staff	<ul style="list-style-type: none"> • Children are taught specific spelling patterns throughout the school, spread over each years. • Spelling Shed is used to support practise but is not used as teaching tool. • Training of spelling as part of a Staff Meeting • ST to investigate successful spelling delivery in other schools-to liaise with Linda Garbett. 	Spelling Shed?	

Target Area 2: Leadership and Management

Success Criteria <i>How will we know we have met the target?</i>	<ul style="list-style-type: none"> • The school will have a clear shared vision, direction and drive. • Effective communication with all stakeholders • Effective partnerships with multi- agencies • Our innovative curriculum will successfully raise standards • Effective LGB will hold the Headteacher to account and develop partnerships with other schools and agencies that enable Pensans School to achieve targeted outcomes. • Senior and middle leaders improve outcomes for children in identified areas • Parents/Carers will be working in partnership with the school to raise standards and support initiatives • Attendance will be in line with National expectations
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Rationale behind objectives	Leadership will enable all stakeholders to effectively support the school in developing the pedagogy and partnerships that will lead to successful outcomes for the children. Financial controls support the effective delivery of the curriculum.
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Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (different colours for each term)
Communication Policy in place	AC	Policy to be written/shared and implemented October 2019	CH	Staff, parents/carers evidence that teaching and learning time is increased and stakeholders are positive in their view of communication with Pensans.

Governors effectively monitor the SDP	Rev Yates HT	Governors are trained in specific areas - Curriculum, Disadvantage, H&S, Finance - Autumn 2019 Governors report to LGB from monitoring visits - Termly 2019/20	HT TPAT	Minutes will demonstrate challenge and support. Deficit reduced Outcomes for children improve.
Governors effectively monitor Finance and H&S	Rev Yates, Prue Willday Graham Mills	Finance committee established - Autumn 2019 PW to liaise with John Mitchell monthly Rev Yates to review H&S - Autumn Term 2019 and monitor with HT termly and report to LGB	TPAT - JM monthly reports and meetings	Deficit is reduced and a 3 year plan brought to Governors. H&S is considered to be outstanding
SLT support the development of middle leaders.	HT, DHT, SEND/PP Leader, EYFS Lead	Middle leaders present their successes and goals as part of their Leadership Quest to SLT and Governors - Termly 2019/20 Performance Management supports all leaders to improve outcomes for children - Autumn Term 2019 and termly 2020	HT, DHT, SEND/PP Lead, EYFS Lead Governors	Leaders achieve outcomes identified in Action plans
To increase funding and support for children with SEND	HT and SEND/PP Lead	SEND/PP Lead will streamline the processes that enable applications for EHCP - Autumn 2019 SEND/PP lead will liaise closely and effectively with EYFS SEND coordinator	SEND/PP Lead	Monitoring of children leads to earlier identification of need and increases funding streams, EHCPs and opportunities to work with outside agencies
The Curriculum Lead will develop REAL Projects to ensure that the knowledge based expectations are successfully integrated and taught discreetly where appropriate.	HT and DHT	HT and DHT will support the further development of the curriculum. 2019/20 Curriculum meetings will be held every half term - 2019/20 Projects will be monitored for curriculum coverage termly 2019/20	HT, DHT and Project Leads in each Phase	Pupil conferencing and curriculum achievements will demonstrate that the DFE expectations are being delivered

Parents/Carers will participate in school improvements	HT, DHT,	Termly school improvement activities take place with parents - development of learning spaces, wild life habitats, small animal provision	HT, DHT, EB and PB	The school site has improved spaces and all stakeholders are able to contribute to creating wildflower areas and small animals that positively impact on children's well being are kept at the school.
Governors explore partnerships across TPAT	Chair and Vice Chair HT	Chair and Vice Chair meet with Governors from other schools and report to the LGB		Governors are able to share expertise with linked schools
Attendance will be in line with National figures for all groups	HT, Safeguarding Officer Governors	Attendance working party to action plan - Autumn 2019 Attendance Policy to be reviewed Safeguarding Officer job role to be redesigned through performance management.	HT, Attendance Governor Safeguarding Officer	Attendance improves for all groups

Target Area 3: Teaching, Learning and Assessment

Success Criteria <i>How will we know we have met the target?</i>	<ul style="list-style-type: none"> • All teaching is good or outstanding • All children make 6 steps progress in all areas • Teachers use 1/2 termly data to target groups and ensure they make good or accelerated progress where necessary • Children using their own target setting to improve their work and can talk about how they can achieve • Teachers facilitate independent learning in their classrooms and promote children's passions and interests • Outcomes will be in line with National for all Key Stages 			
Rationale behind objectives	Resources are used effectively to enable all children to achieve regardless of socio-economic background. Assessment will be used to ensure that teaching and learning results in improved progress and attainment for identified groups			
Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (different colours for each term)

Performance Management will be used to achieve whole school and individual targets	AC	Performance management carried out in Autumn 2019 and monitored termly	SLT	Whole school achievement targets met
Assessment Lead reviews and develops assessment procedures	KM	New assessment lead receives in house and Corestats training - Autumn 2019	ST Corestats	Assessment enables teachers to raise achievement for targeted groups and subjects.
Children's self assessment will be developed through the use of learning journals.	ST	Staff training - Autumn Term 2019 Implementation and monitoring termly	Staff training	Children will be able to identify their next steps and how to achieve them. Children will lead learning conferences
All teachers will use the 'jobs system'	KM	Monitoring - Autumn Term 2019 Further staff training if needed	KM	Children will produce a higher volume of high quality independent work
Science T&L to be reviewed across the whole school	ST	Monitoring of Project Plans and evidence of T&L in books and pupil conferencing. Autumn 2 INSET Training - Autumn 2 Monitoring - Spring and Summer 2020	AC, ST	Children's knowledge and understanding of science will demonstrate improved achievement

Target Area 4: Personal development, Behaviour and Welfare

Success Criteria
How will we know we have met the target?

- Attendance is in line with National Figures for all groups.
- Fixed term and Permanent Exclusions are reduced
- A consistent approach to managing behaviour is evident across the school
- Safeguarding procedures are robust and effective
- Children will access support needed earlier in their journey through the school.

Rationale behind objectives	All children are subject to the same expectations regarding attendance and positive learning behaviour. Their safety and well being directly impacts on achievement and aspiration - in an area of high deprivation we need to foster high expectations and access all support available in pursuit of this.			
Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (different colours for each term)
Attendance is above 96%	AC , SH and Attendance Governor	Review Attendance Policy - Autumn 2019 Review Safeguarding Officer Role to include parent attendance liaison -Autumn 2019	SH	Attendance is in line with National Figures for all groups.
Fixed term and permanent exclusions reduced		New positive relationships and behaviour policy implemented across the school. - Autumn 2019 SEND coordinator identifies SEMH needs in children earlier and accesses support/funding Termly 2019/20	AC, JA, CS	Incidents of internal/fixed term and permanent exclusions are reduced. Parents and all stakeholders are positive about the children's safety and well being
The well being team will develop practice	JA	Action planning with SEND/PP lead - Autumn 2019 Monitoring - termly 2010	AC, JA	Children who have TIS and outside agency involvement will achieve expected progress and attainment
Access and support from outside agencies will lead to effective strategies being used to support children with SEMH	AC/JA	Review SEND processes for accessing EHCPs Autumn Term 2019 Monitoring termly 2020		Children who have TIS and outside agency involvement will achieve expected progress and attainment

Subject Development Planning 2019-20
Literacy

Objective(s)

- *Raise spelling attainment across the school*
- *Raise reading levels across the school particularly in KS2 PP and mobility Girls attainment and KS2 Boys progress from KS1 -KS2*
- *Raise attainment in writing in KS1 moving into LKS 2*
- *Daily reading for 20 mins+*

Persons responsible for leading action: Sarah Trow

Supported by: Sarah Crummay /Sharon Ciliberto/Governor, Pru Willday

Success Criteria:

- *Consistent teaching of spelling across the school resulting in increased % scoring 10+marks in yr 6 SPAG*
- *Pupil's spelling skills improved thus improving writing*
- *Percentage at expected has increased in Reading in line with national*
- *Boys to make continued accelerated progress in reading from KS1 to UKS2*
- *PP and mobility girls will attain in line with peers*
- *Writing at KS1 is in line with national*

Persons responsible for monitoring and quality assurance:

Resources required: Accelerated Reader/Spelling Shed

Action Point	Action	Outcome/success criteria	Monitoring	Evaluation narrative <i>(different colours for each term)</i>
Action A: Close the gap between PP and Non PP children in reading and writing	<ul style="list-style-type: none"> • Analyse data with assessment lead to ensure gap is closing by implementing specific interventions to accelerate learning for example Reading University, daily reading, precision teaching. • PP girls in KS2 to be monitored carefully as a specific group and ensure correct ongoing interventions are in place. 	<p>The gap will close between PP and Non PP in all year groups.</p> <p>PP Girls will achieve in line with their peers.</p>	ST and JA to monitor and share impact with assessment lead-KM half termly.	

<p>Action B: Increase progress of boys in Reading</p>	<ul style="list-style-type: none"> • Explore AR promotions fully • More non fiction /broad interest books available with AR • Carry out a reading survey to influence stock • Staff to closely monitor UK2 to prevent a dip in reading levels.(Particularly children who achieved greater depth at KS1). 	<p>AR will track and monitor children through out the year and adjust the program according to the child's needs. AR will predict what a child will achieve by the end of Yr6.</p>	<ul style="list-style-type: none"> • ST/SC 4 times a year after Star Tests. • Weekly the Class teachers need to check children are reading and testing regularly. 	
<p>Action C: Phase 1 Assessment Leader-Target children at 1.4</p> <p>Phase 2 Assessment Leader-Target children at 3.4</p> <p>Phase 3-Build confidence in answering reasoning questions-(multi step) Target children at 5.4</p>	<ul style="list-style-type: none"> • Use of daily and weekly assessment and half termly testing to ensure that off track children make accelerated progress to get them back on track. • Monitor impact of intervention and adapt accordingly. • Targeted bespoke interventions • Look at trends as to why children are going off track with phase leaders and assessment leads 	<p>-All children will be back on track or making accelerated attainment and progress</p>	<p>Half termly assessment Leaders and ST/KM/HS to look at results to ensure children are attaining and progressing at an accelerated progress to get back on track.</p>	

<p>Action C: D.E.R.I.C approach to be consistent across the school - reading mastery.</p>	<ul style="list-style-type: none"> • All children are exposed to all question stems throughout the year and taught how to reply using the slides and independent questions. High expectations and challenging texts used through projects. Yr 2 - Yr6 • Quizzing through AR allows children to be exposed to different questions and StarTests carried out 4 times through the year 	<p>-Children are being exposed to DERIC questioning and teachers are using them daily in their lessons.</p>	<p>ST to do learning walks, pupil conferencing and data captures to check children on track and progress. Types of questions taught to be monitored.</p>	
<p>Action D: EYFS-Raise number of children achieved GLD point 2 in Reading</p>	<ul style="list-style-type: none"> • Use the target card system effectively • CPD on how to teach the child on that target • Reading in the continuous provision • Phonic reading books-RWI 	<p>Early learning goal will be in line with the national and exceeding in line with national.</p>	<p>By ST/HS half termly</p>	
<p>Action E: Independent jobs in place to work with focused writing groups and ensure progress.</p>	<ul style="list-style-type: none"> • Weekly jobs set to cover and encourage independent writing in all subject areas. • Written work will go through a rigorous process to ensure a high standard is expected and achieved. • To encourage a love of writing through different genres. 	<p>Teaching standards remain high and writing statements covered thoroughly.</p> <p>To instill a love of writing in all focus groups.</p>	<p>ST to carry out learning walks to monitor quality of teaching and learning and children progress. Planning shows clear succession of taught skills.</p>	

Action F: Spelling has a consistent approach throughout the school and taught sessions.	<ul style="list-style-type: none"> • Children are taught specific spelling patterns throughout the school, spread over each years. • Spelling Shed is used to support practise but is not used as teaching tool. • Training of spelling as part of a Staff Meeting • ST to investigate successful spelling delivery in other schools-to liaise with Linda Garbett. 	Children achieve 10+ in spelling tests to raise attainment in line with national for SPAG. s. Improvement is evident in the writing and children are confident to attempt high level language choices	Teachers to monitor through spelling shed and weekly spelling tests.	
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Long Term Planning ~ 3 Year Overview

- *Raise attainment in spelling across the whole school leading to a rising trend in SPAG in Year 6.*
- *Clear monitoring and tracking of Accelerated Reader will lead to a rising trend in reading.*
- *Independent writing tasks through implementation of “jobs “ will provide clear evidence and coverage of writing in all subject areas.*
- *Critique process will ensure children up level their writing to a high standard.*
- *PP girls will attain in line with their peers.*
- *Greater depth Boys in KS1 will progress at the same accelerated rate by the end of UKS2.*

Subject Development Planning 2019-20
MATHS

Objective(s)

- *INCREASE % OF CHILDREN GETTING EXPECTED IS IN-LINE WITH NATIONAL.*
- *INCREASE % OF CHILDREN GETTING GREATER DEPTH IS IN-LINE WITH NATIONAL.*

Persons responsible for leading action: LL

Supported by: ST/SC

Success Criteria:

- *Attainment and Progress for all pupils in Maths is at least good.*
- *Girls’ attainment will be in line with boys’.*
- *Closing the gap between PP and other children*

Persons responsible for monitoring and quality assurance: LL/ST		Resources required: ICT online subscription - Times Tables Rockstars/Maths of the Day/Classroom Secrets/ Twinkl Planning Materials - MathsNav used to ensure coverage/ Use of Classroom Secrets, Twinkl, TT Rockstars and Maths of the Day. Maths packs set up in all classrooms.		
Action Point	Action:	Outcome	Monitoring (inc dates and by whom)	Autumn Term Evaluation

<p>Action A: Increase % of PP achieving the expected standard in Maths in line with the National average</p>	<ul style="list-style-type: none"> • Ensure there is an understanding of the ‘reasoning’, ‘fluency’ and ‘problem solving’ aspects and how four operations, and other aspects of maths, are taught through these. • Maths learning walls used to display expectations for the 4 operations as well as evidence of pupils applying reasoning, fluency and problem solving. • Staff training to revisit and support new staff use of the Calculation Policy and Maths Mastery – explore each operation and its progression through both Key Stages and how to use appropriate questioning. • Staff meeting on End of Key Stage expectations – SATs at Y2 and Y6. • Provide each year group with resources (and appropriate training) to use to support planning of mathematics to ensure that reasoning, fluency and problem solving opportunities are built in. • Children in all year groups to be more familiar with SATs style questioning and cold tasks (resources to be researched e.g. White Rose, Twinkl, etc) • Multiplication, and associated mathematical skills and fluency, are boosted, and importance highlighted, through the use of Times Tables Rock Stars. • Children to be more familiar with reasoning within mathematics and for teachers to allow children the opportunities to solve problems using reasoning skills. • Maths lead and assessment lead to liaise half termly to discuss trends. 	<p>Through staff meetings used to train staff in areas of reasoning, fluency and problem solving. Follow up to meetings shows evidence of implementation through learning walks, pupil conferencing and Staff Meetings.</p> <p>Year Group Teams share learning expectations for EOY and deliver this through book scrutinies and moderations - in school and clusters.</p> <p>Book Scrutiny of examples of calculations and progression within these to form the basis of re-visiting of the Calculation Policy.</p> <p>Provide training on the use of the resources (TT Rockstars/Classroom Secrets/Twinkl and Maths of the Day) that explicitly focus on fluency, reasoning and problem solving and how best to use these to aid teaching.</p> <p>LL to lead on the Reasoning aspect of the Maths Hub and to use this research time and subsequent resources to share in school and across the partnership.</p> <p>TTRS launched.</p> <p>Pupils are awarded with a Rock Hero Certificate which is sent home and displayed in the hall.</p>	<p>LL – Maths Hub – bring back evidence and use this to share outcomes.</p> <p>I can be fluent I can reason I can problem solve</p> <p>Data reviews every half term by SLT</p>	
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<p>Action B: Increase % of girls achieving the expected standard in Maths in line with the National average</p>	<ul style="list-style-type: none"> • Discuss with staff strategies to encourage girls to perform in line with boys, identify barriers and develop further opportunities for girls to achieve. • Ensure there is an understanding of the ‘reasoning’, ‘fluency’ and ‘problem solving’ aspects and how four operations, and other aspects of maths, are taught through these. • Maths learning walls used to display expectations for the 4 operations as well as evidence of pupils applying reasoning, fluency and problem solving. • Staff training to revisit and support new staff use of the Calculation Policy and Maths Mastery – explore each operation and its progression through both Key Stages and how to use appropriate questioning. • Staff meeting on End of Key Stage expectations – SATs at Y2 and Y6. • Provide each year group with resources (and appropriate training) to use to support planning of mathematics to ensure that reasoning, fluency and problem solving opportunities are built in. • Children in all year groups to be more familiar with SATs style questioning and cold tasks (resources to be researched e.g. White Rose, Twinkl, etc) • Multiplication, and associated mathematical skills and fluency, are boosted, and importance highlighted, through the use of Times Tables Rock Stars. • Children to be more familiar with reasoning within mathematics and for teachers to allow children the opportunities to solve problems using reasoning skills. • Maths lead and assessment lead to liaise half termly to discuss trends. 	<p>Through staff meetings used to train staff in areas of reasoning, fluency and problem solving. Follow up to meetings shows evidence of implementation through learning walks, pupil conferencing and Staff Meetings.</p> <p>Year Group Teams share learning expectations for EOY and deliver this through book scrutinies and moderations - in school and clusters.</p> <p>Book Scrutiny of examples of calculations and progression within these to form the basis of re-visiting of the Calculation Policy.</p> <p>Provide training on the use of the resources (TT Rockstars/Classroom Secrets/Twinkl and Maths of the Day) that explicitly focus on fluency, reasoning and problem solving and how best to use these to aid teaching.</p> <p>LL to lead on the Reasoning aspect of the Maths Hub and to use this research time and subsequent resources to share in school and across the partnership.</p> <p>TTRS launched.</p> <p>Pupils are awarded with a Rock Hero Certificate which is sent home and displayed in the hall.</p>	<p>LL – Maths Hub – bring back evidence and use this to share outcomes.</p> <p>I can be fluent I can reason I can problem solve</p> <p>Data reviews every half term by SLT</p>	
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Long Term Planning - 3 Year Overview

- We will increase the percentage of girls achieving the expected standard against the national average.
- We will increase the percentage of PP achieving the expected standard against the national average.
- Ensure there is an increase in the children achieving .3 in EYFS.
- There will be an increase in the children achieving Greater Depth at KS1.
- Ensure that the children who get expected standard are inline with that of the national average.

<p>Action C: Increase % of children getting .3 in EYFS</p>	<ul style="list-style-type: none"> • Use of daily and weekly assessment and half termly testing to ensure that off track children make accelerated progress to get them back on track. • Monitor impact of intervention and adapt accordingly. • EYFS to use Number Sense Interventions and CPD for staff around how the target is taught. 	<p>Targeted bespoke interventions.</p> <p>Look at trends as to why children are off track.</p> <p>EYFS maths will be inline with National.</p>	<p>Half termly assessments leaders and KM/LL/HS to look at results to ensure children are attaining and progressing at an accelerated progress to get back on track.</p>	
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<p>Action D: Target children at: Phase 1 - 1.4 Phase 2 -3.4 Phase 3 - 5.4</p>	<ul style="list-style-type: none"> • Use of daily and weekly assessment and half termly testing to ensure that off track children make accelerated progress to get them back on track. • Monitor impact of intervention and adapt accordingly. 	<p>Targeted bespoke interventions.</p> <p>Look at trends as to why children are off track.</p>	<p>Half termly assessments leaders and KM/LL to look at results to ensure children are attaining and progressing at an accelerated progress to get back on track.</p>	
<p>Action E: To increase % of children getting Greater Depth at KS1</p>	<ul style="list-style-type: none"> • Use of daily and weekly assessment and half termly testing to ensure that off track children make accelerated progress to get them back on track. • Monitor impact of intervention and adapt accordingly. • Setting appropriate challenge within the classroom teaching outwards not upwards. 	<p>Targeted bespoke interventions.</p> <p>Look at trends as to why children are off track.</p>	<p>Half termly assessments leaders and KM/ST/HS to look at results to ensure children are attaining and progressing at an accelerated progress to get back on track.</p>	

<p>Action F: Ensure children getting expected is in line with National average.</p>	<ul style="list-style-type: none"> • Ensure there is an understanding of the ‘reasoning’, ‘fluency’ and ‘problem solving’ aspects and how four operations, and other aspects of maths, are taught through these. • Maths learning walls used to display expectations for the 4 operations as well as evidence of pupils applying reasoning, fluency and problem solving. • Staff training to revisit and support new staff use of the Calculation Policy and Maths Mastery – explore each operation and its progression through both Key Stages and how to use appropriate questioning. • Staff meeting on End of Key Stage expectations – SATs at Y2 and Y6. • Provide each year group with resources (and appropriate training) to use to support planning of mathematics to ensure that reasoning, fluency and problem solving opportunities are built in. • Children in all year groups to be more familiar with SATs style questioning and cold tasks (resources to be researched e.g. White Rose, Twinkl, etc) • Multiplication, and associated mathematical skills and fluency, are boosted, and importance highlighted, through the use of Times Tables Rock Stars. • Children to be more familiar with reasoning within mathematics and for teachers to allow children the opportunities to solve problems using reasoning skills. • Maths lead and assessment lead to liaise half termly to discuss trends. 	<p>Through staff meetings used to train staff in areas of reasoning, fluency and problem solving. Follow up to meetings shows evidence of implementation through learning walks, pupil conferencing and Staff Meetings.</p> <p>Year Group Teams share learning expectations for EOY and deliver this through book scrutinies and moderations - in school and clusters.</p> <p>Book Scrutiny of examples of calculations and progression within these to form the basis of re-visiting of the Calculation Policy.</p> <p>Provide training on the use of the resources (TT Rockstars/Classroom Secrets/Twinkl and Maths of the Day) that explicitly focus on fluency, reasoning and problem solving and how best to use these to aid teaching.</p> <p>LL to lead on the Reasoning aspect of the Maths Hub and to use this research time and subsequent resources to share in school and across the partnership.</p> <p>TTRS launched.</p> <p>Pupils are awarded with a Rock Hero Certificate which is sent home and displayed in the hall.</p>	<p>LL – Maths Hub – bring back evidence and use this to share outcomes.</p> <p>I can be fluent I can reason I can problem solve</p> <p>Data reviews every half term by SLT</p>	
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Subject Development Planning 2019-20
Early Years

<p>Objective(s) <i>To ensure GLD is inline with Cornwall and National figures</i> <i>To ensure PPG children make as good or better progress than other children in all areas</i> <i>To provide opportunities to improve attainment for Maths</i> <i>To provide opportunities to raise levels of attainment in Reading</i> <i>To ensure children who are below expected levels for PSED and C and L on entry make above expected level of progress by end of year</i> <i>To involve the parents and carers in understanding how their children are learning</i> <i>To ensure outdoor provision supports progress in Prime Areas.</i> <i>To provide opportunities to raise levels of attainment for Boys</i> <i>To ensure SEND children make good or better progress than other children in all areas.</i></p> <p>Persons responsible for leading action: EY leader Supported by: SLT</p>		<p>Success Criteria: <i>GLD 65%+</i> <i>PPG children will make 4 developmental matters steps or more.</i> <i>ELG Maths will be inline with National (2017 80%) and (16% Exc)</i> <i>ELG Reading will be inline with National (2017 77%) and (19% Exc)</i> <i>Children below in PSED and CL will achieve ELG in these areas.</i> <i>Good parent/ carer attendance to drop in sessions, children supported at home to read regularly. Parents will comment on their children's learning.</i> <i>Children are purposeful in the outdoor area and will achieve ELG in Prime areas</i> <i>Boys will achieve inline with Girls</i> <i>SEND children will make 4 developmental matters steps or more.</i></p>		
Action Point	Action	Outcome/success criteria	Monitoring	Evaluation narrative (different colours for each term)
<p>Action A: <i>To ensure GLD is inline with Cornwall and National figures</i></p>	<ul style="list-style-type: none"> • Pupil progress meetings with class teachers every checkpoint • Fortnightly Learning Walks – focus Teaching and Learning/Provision • Targeted intervention based on checkpoint data analysis 	<p>GLD 65%+</p>	<p>Pupil Progress Learning Walk analysis Intervention analysis</p>	
<p>Action B: <i>To ensure PPG children make as good or better progress than other children in all areas</i></p>	<ul style="list-style-type: none"> • PPG children are a focus in Pupil Progress Meetings and focussed intervention • PPG children are a focus on Learning Walks 	<p>PPG children will make 4 development matters steps or more</p>	<p>Pupil Progress Intervention analysis Learning Walk analysis</p>	

<p>Action C: <i>To provide opportunities to improve attainment for Maths</i></p>	<ul style="list-style-type: none"> • Continue teaching daily maths groups Staff to swap around each group to ensure every group gets the Teacher input • Use Number Sense scheme to inform planning • Use Maths Mastery language and resources • Purposeful Maths area in classroom with independent learning challenges 	<p>ELG Maths will be inline with National (2017 80%) and (16% Exc)</p>	<p>Checkpoint data Lesson evaluations Observations</p>	
<p>Action D: <i>To provide opportunities to raise levels of attainment in Reading</i></p>	<ul style="list-style-type: none"> • Daily 1-1 reading sessions – focus intervention children • Reading sessions x3/week for non focus children • Target cards to ensure skills are taught • Bug Club and Read Write Inc books used in teaching sessions. • Reading opportunities in the environment 	<p>ELG Reading will be inline with National (2017 77%) and (19% Exc)</p>	<p>Good progress reflected in assessments half termly</p>	
<p>Action E: <i>To ensure children who are below expected levels for PSED and CLL on entry make above expected level of progress by end of year</i></p>	<ul style="list-style-type: none"> • These children will be a focus at Pupil Progress Meetings. • Ensure rapid liason with SENDCO and EIT to ensure individual programmes of support are in place. • New focus on outside provision to further support the development of Prime Areas • Small group/1-1 intervention to be timetabled in following SALT/Thrive/Time to Talk approaches. 	<p>Children will make 4 developmental steps or more</p>	<p>Pupil Progress Meetings Data checkpoints and analysis</p>	

<p>Action F: <i>To involve the parents and carers in understanding how their children are learning</i></p>	<ul style="list-style-type: none"> • Half termly ‘drop in’ session – each with a different focus. To be planned with the team. • Research different apps that help communicate with parents and share achievements. • New reading at home system – children to take a ‘quality’ story home every week and parents read to them and sign their book. • Invite parents who have not read in for a group session with the teacher to share book with their child each week. 	<p>Parents will be communicating back with school – evidence to be put in Learning Journeys.</p>	<p>Learning Journey and reading record monitoring</p>	
<p>Action G: <i>To ensure outdoor provision supports progress in Prime Areas.</i> Action H: <i>To provide opportunities to raise levels of attainment for Boys</i></p>	<ul style="list-style-type: none"> • Autumn Term – CL focus. Team to create permanent fixtures to the outdoor environment that support CL. • Spring Term – PSED focus, Summer Term – PD focus. • All staff to be aware of the focus and activities/challenges set up outside to support the focus. Observations to be made on the focus area. 	<p>Outside environment will be more purposeful Observations of outdoor learning will be more evident in Learning Journeys.</p>	<p>Learning Walk Learning Journey scrutiny</p>	
<p>Action I: <i>To ensure SEND children make good or better progress than other children in all areas.</i></p>	<ul style="list-style-type: none"> • SEND children will be a focus at Pupil progress meetings – EYFS SENDCO to question staff re the progress and attainment. • Rapid liason with outside agencies to ensure early intervention. • EYFS SENDCO to meet fortnightly with school SENDCO for support and communication. 	<p>SEND children will make 4 developmental steps or more over the year.</p>	<p>Pupil progress meetings. APDR meetings Checkpoint data.</p>	

Long Term Planning ~ 3 Year Overview

GLD will follow an upward trend
All children in EYFS will make good or better progress in all areas of learning from their on entry assessment
We will narrow the gap between the PPG children and the rest of the cohort, and the gap between boys and girls
Parental involvement and knowledge about how children learn will support children's learning at home