



### Mission/Values statement

A Community Empowered, Inspired and Aspirational. 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.

### Curriculum statement

<b>INTENT</b> What we intend to achieve through our curriculum	<b>IMPLEMENTATION</b> How we will deliver our curriculum	<b>IMPACT</b> How we will measure the effectiveness of our curriculum
<p><b>Children are inspired, motivated and engaged in their learning. This leads to high attainment and their own aspirational view of their futures.</b></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”.</p> <p>We teach maths following the Mastery Approach and incorporate into our REAL projects where purposeful. Within the current climate, we have adapted to using online platforms confidently to support our projects through home-learning. This is enabling the children to continue to be autonomous learners despite changes in their learning environment.</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 who are able to lead articulate discussions in a variety of ways and confidently share their learning. Subsequently, having a direct impact on the standards throughout the school and their thirst for learning.</p>

**2019 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	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%	2021 nat.	Sch 25%	2021 nat.	Sch 40%
2021			2021.	74%.	68%	2021	57%.	53%				
Writing	All	PP	Writing (nat exp+)	All	PP	Writing (nat exp+)	All	PP	Pupil premium Phonics data		Pupil premium GLD data	
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%	2018 nat 82%		2018 nat 55%	
2021			2021	74%.	64%	2021	43%.	40%				
Maths	All	PP	Maths (nat exp+)	All	PP	Maths (nat exp+)	All	PP	2019 nat	sch 70%	2019 nat %	sch 50%
2018	-0.34.	-0.02	2018 (76%)	78%.	78%	2018 (76%)	73%.	61%	2021 nat.	Sch 3%	2021 nat.	Sch 33%
2019	-1.57	-2.75	2019 (79%)	69%	52%	2019 (77%)	73%	71%				
2021			2021	72%.	68%	2021	41%.	29%				

**2020/21 CURRENT Identified curriculum and standards gaps**

	Y5 and 6	Y4	Y3	Y2	Y1	Early Years
<b>Reading</b>	Boys to have access to engaging texts in AR. Intervention of daily reading for targeted children. Monitoring of ZPD and testing for all children daily. Use of book reviews to support understanding throughout and use as a toolkit prior to testing.	Daily 1:1 reading for bottom 20% and targeted intervention children. Monitoring of ZPD and testing for all children daily. Reading for pleasure - picture books in books corners.	Daily 1:1 reading for bottom 20% and targeted intervention children. Monitoring of ZPD and testing for all children daily. Reading for pleasure - picture books in books corners.	All identified children to be accessing Accelerated Reader by the end of Year 2. Daily reading for all children. Recapping phonics to build knowledge and fluency. DERIC to be used to support fluency and embed comprehension skills.	Blending from CVC to CVCC and CCVC. Children to read daily. DERIC to be used to support fluency and embed comprehension skills.	Focusing on introduction of speed sounds, how to hear and use sounds.

<b>Writing</b>	<p>Writing with stamina Recap use of varied punctuation and grammar. Using higher level vocabulary. Continue to raise spelling accuracy. Increase percentage of children achieving greater depth.</p>	<p>Writing with stamina. Use of higher level vocal - vocab walls in the classroom. Continue to raise spelling accuracy. Increase percentage at expected and greater depth.</p>	<p>Writing with stamina using phonics and spellings to support. Use of higher level vocal - Continue to raise spelling accuracy. Increase percentage at greater depth.</p>	<p>Spellings used to support writing. Use of independent writing resources to develop independence. Recapping phonics to support writing. Increase children getting greater depth. Use of oracy to develop children's vocabulary.</p>	<p>Matching phoneme graphemes. Tricky word spellings to support knowledge in class. Recapping phonics to support writing. Increase children getting greater depth. Use of oracy to develop children's vocabulary.</p>	<p>Fine motor skills, name writing, holding a pencil</p>
<b>Maths</b>	<p>Continue to speed up mental arithmetic skills, ratio, fractions and decimals. Recap Shape, measures and time and any gaps missing due to disruptions from Covid</p>	<p>Speed up mental arithmetic and use of the four operations. Use of independent resources to embed knowledge. Pre-teach used to build confidence and stamina. Times table practice.</p>	<p>Speed up mental arithmetic and use of the four operations. Use of independent resources to embed knowledge. Pre-teach used to build confidence and stamina. Times table practice</p>	<p>Speed up mental arithmetic and use of the four operations. Use of independent resources to embed knowledge. Pre-teach used to build confidence and stamina. Recap shape, measure, fractions, time and money.</p>	<p>Speed up mental arithmetic and introduce the four operations. Use of independent resources to embed knowledge. Pre-teach used to build confidence and stamina.</p>	<p>Recapping sorting patterns, matching comparison, more/less. Number recognition and counting</p>

<b>Wider curriculum</b>	Embed the use of knowledge organisers to support learning both in school and at home and to develop higher tier subject specific vocabulary. Incorporate POL's to develop oracy confidence by presenting to a variety of audiences. Ensure outcomes are world class and delivered to authentic audiences.	Embed Knowledge Organisers across the phase to support learning. Oracy used to support subject specific vocabulary and higher tier subject specific vocabulary. Continuous Provision/jobs used to allow children the opportunities to explore projects in greater depth and with purpose and develop independence in this specific phase.	Embed Knowledge Organisers across the phase to support learning. Oracy used to support subject specific vocabulary. Continuous Provision/jobs used to allow children the opportunities to explore projects in greater depth and with purpose and develop independence in this specific phase.	Embed Knowledge Organisers across the phase to support learning. Oracy used to support subject specific vocabulary. Continuous Provision/jobs used to allow children the opportunities to explore projects in greater depth and with purpose.	Embed Knowledge Organisers across the phase to support learning. Oracy used to support subject specific vocabulary. Continuous Provision/jobs used to allow children the opportunities to explore projects in greater depth and with purpose.	
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**SDP Priority Area 1: Quality of education, including strategic planning for recovery curriculum**

<b>Success Criteria</b> <i>How will we know we have met the SDP priority?</i>	The greater majority of children will make good or better progress and achieve in line with national expectations at the end of EYFS, KS1 and KS2. Children will confidently express their learning, through a range of media.
<b>Rationale behind objectives</b>	Almost 60% of our children are disadvantaged. In order for them to access opportunities that will remove them from this socio economic category, they need to be able to effectively process information and have the skills to access all areas of learning throughout their lives, so that they have the same opportunities as children from non-disadvantaged backgrounds.

Success criteria link	Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: different colours for each term
Action H in Literacy	To develop Oracy throughout the school	ST	Oracy odyssey Sept 21 Inset to teaching staff  Delivered to support staff by oracy team Autumn 1st half term.  Oracy added to weekly staff meetings/ part of performance growth targets for all staff as action research. To share in staff meetings/Support staff meetings termly.	EdTransform training and development of staff	Children will be talking confidently about their learning to a variety of audiences and using high tier vocabulary.
	To develop reading and phonics in line with new national strategy.	HS,LL and ST	To implement RWI across EYFS and Phase 1 Autumn 21  Delivery of refresher CPD to all staff in Autumn 21	RWI scheme and Bug Club books	-Raise attainment in reading and Yr 1 phonic screening.  -Children applying their phonic knowledge and deepening their understanding across all areas of learning.
	To address reading gaps in children making slow progress year on year.	CC,Jo A,ST	To implement reading intervention to target specific literacy difficulties Sept 21	CC training, make resource packs.	Accelerated progress and attainment in targeted groups.Looking specifically at Reading ages and diagnostic tests.
	To sustain online learning platform Seesaw and Sumdog to develop home learning and parental involvement.	AC	Platform set up for all learners. September 2021 All Staff are confident users of online learning platforms.	Seesaw	Children access Seesaw from home on a weekly basis.  Staff create high quality learning activities online  Children produce high quality outcomes

Learning is matched to the needs of individuals and groups and progress is rapid and sustained	AC and SLT	<p>Assessment is accurate in all areas of learning Oct 2021</p> <p>Pupil progress meetings ensure that resources are appropriately deployed Termly 2021/22</p> <p>Curriculum and subject planning identifies and addresses gaps in children's knowledge and understanding in all areas of learning. Termly 2021/22</p>	<p>Assessment data</p> <p>Cover for Phase Leaders and subject coordinators Pupil Progress Meetings</p> <p>Jo A</p>	<p>Termly progress data</p> <p>Pupil Progress meetings show impact of actions for identified children and groups - Termly</p> <p>Project Plans identify that teaching and learning is closing gaps in all subjects - Termly</p>
Learning Walks and Book scrutinies evidence high levels of engagement and rapid progress	AC and SLT	<p>Learning Walks target stated criteria Termly</p> <p>Book Scrutinies target stated criteria Termly</p> <p>Staff meetings are used to address successes and areas for development</p>	SLT and Cover for Learning Walks	Children's books and other media demonstrate achievement in targeted areas of the curriculum
Governors effectively monitor achievement and challenge HT	AC R Yates	<p>Governors demonstrate their understanding of SDP priorities through questioning at meetings</p> <p>Governors evidence progress against identified priorities through Learning Walks with SLT and report at Governor Meetings</p>	Governor Training	HT PM October 2020 and termly
Performance Management of all staff sets clear objectives that are inline with the SDP-	AC and SLT	<p>Targets in Teaching and Learning are specific and measurable - clearly related to gaps identified by subject leaders in the form of action research.</p> <p>PM targets are discussed termly at pupil progress meetings and actions clearly relate to the SDP priorities.</p>	<p>Cover for meetings</p> <p>Assessment data</p>	Teachers demonstrate that their teaching and planning are improving children's achievement. Termly

SDP Priority Area 2: Behaviour and attitudes				
<b>Success Criteria</b> <i>How will we know we have met the SDP priority?</i>	<ul style="list-style-type: none"> <li>• Attendance is in line with National Figures for all groups.</li> <li>• Fixed term and Permanent Exclusions are reduced</li> <li>• A consistent approach to managing behaviour is evident across the school</li> <li>• Safeguarding procedures are robust and effective</li> <li>• Children will access support needed earlier in their journey through the school.</li> </ul>			
<b>Rationale behind objectives</b>	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%  N/A due to COVID	AC , SH and Attendance Governor	Review Attendance Policy - Autumn 2021  Review Safeguarding Officer Role to include parent attendance liaison -Autumn 2021	SH	Attendance is in line with National Figures for all groups.
Fixed term and permanent exclusions reduced		Updated positive relationships and behaviour policy embedded across the school. - Autumn 2021  Inclusion team identifies SEMH needs in children earlier and accesses support/funding Termly 2021/22  Increase parental awareness of expectations for positive behaviour and attitudes through individual needs meetings.	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 further develop practice using both TIS and Restorative Justice Approaches	JA CS	Action planning with SEND/PP lead - Autumn 2021 Monitoring - termly 2021  Meetings/drop ins communicate key objectives for all stake holders, including parents	AC, JA CS	Children who have TIS/ Restorative Justice 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	Continue to work closely with outside agencies and develop networks to ensure that all appropriate provision is in place in order to meet specific need  Monitoring termly 2021		Children who have TIS and outside agency involvement will achieve expected progress and attainment
To create fully inclusive classrooms to meet the needs of all pupils	JA/CS	Ensure classroom environments provide a range of different spaces for learning and emotional regulation, make available a broad variety of resources (in mixed mediums) for all pupils to help access the curriculum		Pupils with SEND to close the attainment gap between them and their peers, making expected to above progress



To develop social and emotional competency	JA/CS	Ensure classroom environments and activities provide a range of different oracy opportunities for developing social and emotional competency and make available a broad variety of resources (in mixed mediums) for all pupils to help access those opportunities ( via "Check-ins," R.J. Sessions)  Restorative language to be embedded into classroom culture.		Children who have TIS/ Restorative Justice and outside agency involvement will act with autonomy and be articulate
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**SDP Priority Area 3: Personal development, including strategic planning for supporting wellbeing and health (specifically in relation to Covid 19)**

<b>Success Criteria</b> <i>How will we know we have met the SDP priority?</i>	Staff Sickness and Absence related to mental health will be reduced. Staff will use identified pathways and support. Children will receive effective teaching and learning			
<b>Rationale behind objectives</b>	<b>In order that children receive high quality teaching and learning, staff need to be mentally and physically healthy</b>			
<b>Objective/success criteria</b>	<b>Responsibility</b>	<b>Key actions to meet objective (with dates)</b>	<b>Resources</b>	<b>Evaluation of Impact and evidence: (different colours for each term)</b>
Staff understand protocols in place regarding suspected COVID 19 infection	AC	Risk Assessments and Protocols published, read and understood by all staff. September 2021  Risk Assessments and protocols reviewed weekly or when guidance is updated September 2021 and ongoing  Communication Policy updated September 2020  Staff Sickness and Absence protocols updated September 2021	TPAT proforma and H&S team	All stakeholders follow protocols - throughout the year 2021/22  Risk of infection is minimised throughout the year 2021/22

The enhanced cleaning of the school and the hygiene protocols remain effectively in place	AC	<p>Risk Assessments and protocols are shared with all staff and stakeholders September 2020 and ongoing</p> <p>Hygiene and cleaning measures are monitored September 2021 and ongoing</p>	<p>TPAT proforma and H&amp;S team</p> <p>Phase Leaders</p> <p>Site Supervisor</p> <p>Head Cleaner</p>	<p>Monitoring sheets evidence enhanced cleaning.</p> <p>Throughout the year 2021/22</p>
Staff access school insurance wellbeing and medical support	AC/CH	<p>Insurance in place and staff sign posted to access services September 2020 and ongoing</p> <p>Line managers to ensure that staff access support when needed September 2020 and ongoing</p>	SAS insurance	Staff absence is reduced or limited Termly 2021/22
Staff are able to identify and address stresses that impact on their well being	AC/JA/	<p>Staff training</p> <p>Staff are able to meet regularly with well being practitioners</p>	<p>Fees for staff training re well being</p> <p>Cover staff</p>	<p>Percentage of time taken by SLT to realign staff is reduced.</p> <p>Staff absence is reduced</p>
Work/Life balance is healthy and sustainable	AC SLT	<p>Senior Leaders identify gaps in core knowledge and understanding and effective strategies to address these. October 2021 and Termly 2021/22</p> <p>Phase teams plan together with a member of SLT/ML in each who support effective intervention. September 2021 and weekly throughout 2021/22</p> <p>Email curfew between 6am and 6pm and at weekends 2021/22</p> <p>Workload is monitored and strategies such as whole class marking are embedded.</p>	AC, SLT, Govs	<p>Staff will manage their workload effectively.</p> <p>Sickness and absence will be reduced.</p> <p>Autumn Term and ongoing</p>

**SDP Priority Area 4: Leadership and Management, including strategic leadership of Covid 19 recovery programme**

<p><b>Success Criteria</b> <i>How will we know we have met the SDP priority?</i></p>	<p>Headteacher will effectively support senior and middle leaders to ensure that provision for children is challenging and engaging Children's achievement will show good and better progress and be inline with national expectations at the end of Key Stages and in Phonics. Staff will deliver teaching and learning that engages and challenges children in all curricular areas. SLT and subject leaders will achieve outcomes documented in their action plans Middle Leaders will develop and embed their curriculum plans through effective staff training, monitoring and evaluation Parents will support online and home learning</p> <p><i>*accurate assessment is is used to inform our recovery curriculum.</i> <i>*Accurate assessment entered at CPs.</i> <i>*whole class marking is embedded and is used to inform the next lesson</i> <i>*Children receiving intervention will make accelerated progress.</i></p>			
<p><b>Rationale behind objectives</b></p>	<p>The school community needs to be effectively led so that a safe environment and purposeful learning leads to children achieving inline with their peers nationally.</p>			
Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (different colours for each term)
<p>Senior and Middle Leaders create, action and evaluate plans to address gaps in knowledge and understanding</p>	<p>AC</p>	<p>AC and ST meet with middle leaders to support creation of action plans and identify priorities for 2021/22</p>	<p>Cover Supervisor</p>	<p>Plans are monitored and adjusted termly Assessment demonstrates good and better progress for all groups in all subject areas Termly 2021/22</p>
<p>Oracy Strategy and curriculum is in place</p>	<p>ST and working Party</p>	<p>The Oracy Team agree expected outcomes for all year groups - Autumn 2021 Oracy objectives are realised through REAL project planning across the school - Autumn Term 2021 Online learning includes oracy learning</p>	<p>Chapel Break Infant school EdTransform</p>	<p>Data shows that children are making good and better progress in speaking and writing for a range of audiences/ purposes.</p>

Project Outcomes will be of a high quality and access real audiences	ST and Project Planning Groups	Liaising with EdTransform Schools to develop project outcomes that are inspiring during current restrictions. Termly 2021/2022	Chapel Break Infant school EdTransform	Project Outcomes evidence good or better achievement Termly 2021/2022
All children have access to online learning platforms	AC R Yates	All staff use SeeSaw on a weekly basis. All project plans and knowledge organisers are uploaded. Home IT provision is audited All families have access to online learning	Catch up Funding/ DFE IT support	All children use the learning platforms independently and make good better progress. Autumn 2021
EYFS Parents/Carers use Tapestry to engage with expected learning	HS	All parents access Tapestry Staff communicate with parents and children using Tapestry	Catch up Funding/ DFE IT support	Home and school communication and evidence of learning includes all families  Parent feedback demonstrates growing confidence in accessing and supporting children's learning  Termly 2021/22
Parents are confident that the school will keep their children safe.	AC /Govs	All risk assessment processes and protocols are in place.		Attendance is above 96%  Parental surveys are overwhelmingly positive regarding safety and well being  Termly 2021/22

Governors support and challenge leadership	AC /Govs	Governors are trained in Safeguarding, School Evaluation and Data analysis Governors are proactive in monitoring key areas of the SDP and Financial management.	TPAT Training Reports	Minutes evidence challenge and support.  Governors are able to demonstrate knowledge and understanding of all areas of the development plan  Termly 2021/22

<p>Accurate assessment is used to identify children/groups that are off track,</p>	<p>KM/LL/HS/ST</p>	<p>In reading, in the 1st half term, star test children (AR) to determine baseline data and reassign zpd ranges to children from the results.</p> <p>All teachers set the right zpd level of reading books and ensure objectives are being taught through DERIC and guided reading activities.</p> <p>In maths, in the 1st half term, children to start on current years objectives following Covid recovery section on NCEM. Through ongoing class assessment, class teacher to identify learning gaps and provide targeted in class support and pre-teach.</p> <p>All teachers to use current objectives to deliver the curriculum. Class teachers to keep targets upto date in the back of the book and use these to inform planning. Class teachers to identify targeted group support and plan lessons according to specific areas of need/ misconceptions.</p> <p>Class teachers provide targeted in class support and pre-teach.</p> <p>In writing, in the first half term, through ongoing teacher assessment , class teacher to identify learning gaps and year group trends.</p> <p>Teachers to use whole class marking to identify gaps in learning and misconceptions. This marking is used effectively to inform the next lesson and children have misconceptions addressed.</p> <p>Class targets are up to date in books and also used to inform planing. Teachers provide targeted in class support and pre-teach.</p> <p>At CP1 ensure that we have accurate assessment information to inform any interventions that are needed to close the gap for identified children.</p> <p>After CP1 data, phase leaders to identify children that are off track, and would benefit from using the 'catch up' funding to access specific interventions to close the gap, or specific trends that need addressing.</p>	<p>Catch up funding</p>	<p>Termly 2021/22</p>
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To ensure that data collection at every check point is accurate.	KM/LL/HS/ST	Use of assessments will be agreed as a whole school to inform this data along with teacher assessment. Data quickly identifies any gaps in progress. A more detailed analysis of learning will inform provision. Identify chd from this analysis.	Tests Cover for SLT	Moderation across phase and at y2 and y6 across schools. Termly 2021/22
Whole class marking is embedded across the school.	KM/LL/HS/ST	Whole class marking is being used in all classes for literacy. Evidence will be seen of whole class marking and how the next lesson has addressed misconceptions and how it informs planning of the next lessons and addresses misconceptions immediately. Whole class marking being used in Maths as well as Literacy in all classes.		Termly 2021/22
Intervention strategies are effectively implemented to meet the needs of identified children.	KM/LL/HS/ST	<b>Pre-teaching</b> provides children with more knowledge and confidence when approaching a new area of learning. This helps increase engagement and reduce frustration.  All interventions should accelerate the pupil's current progress rates, thereby closing the gap between them and their peers.	Catch up Funding	Quality first teaching, pre teach and specific intervention groups are linked to children's current understanding, misconceptions and the gaps identified.

To incorporate self-assessment as a strategy for moving forward.	KM/LL/HS/ST T	<p>Through pupil conferencing/learning journeys every child has a chance to articulate areas where they are growing and where they still need to grow, enabling them to develop a growth mindset.</p> <p>Teachers guide children to reflect on their own learning.</p> <p>Individual feedback from children through learning journeys enables teachers to identify individual learning needs and respond to these with intervention. Teachers identify misconceptions or support needed to enable the child to feel confident and address any ideas they may have identified as a weakness.</p>	Learning Journeys,	Children are empowered to ask questions about their work and reflect on their own learning.
Assessment policy is up to date inline with current practice.	KM	Assessment policy is updated.	Cover	October 2021

**SDP priority Area 5: Early Years**

**Success Criteria**

*How will we know we have met the SDP priority?*

**The learning environment meets the personal, social and academic needs of every child so that they make good or better progress from their starting points in all aspects of learning.**





Enable parents and carers are actively involved in their child's learning and progress	HS	Continue to develop the use of Tapestry - weekly texts to remind parents and celebrate engagement that week Embed home learning system September 2021 Establish online parental webinars or via Tapestry Spring 2022	Tapestry  Scholar	
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Additional SPECIFIC and SEPARATE action plan formats for priority areas i.e Subject Development Planning...  
Example 1...

Subject Development Planning 2020-21 English				
<b>Objective(s)</b> <ul style="list-style-type: none"> <li>Raise spelling attainment across the school</li> <li>Raise reading levels in EYFS in GLD 2 and 3.</li> <li>Raise reading levels across the school particularly in KS2 PP and KS2 Boys progress from KS1 -KS2</li> <li>Raise attainment in writing in KS1 moving into LKS 2</li> <li>Daily reading for 20 mins+</li> <li>Raise oracy skills across the school</li> </ul> <b>Persons responsible for leading action: Sarah Trow</b> <b>Supported by:</b> Sarah Crummay /Helen Smith/ Katie Mungles/ Sarah Talbot/ Governor, Zanna Pill		<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>Consistent teaching of spelling across the school resulting in increased % scoring 10+marks in yr 6 SPAG</li> <li>Pupil's spelling skills improved thus improving writing</li> <li>Percentage at expected has increased in Reading in line with national</li> <li>Boys to make continued accelerated progress in reading from KS1 to UKS2</li> <li>PP will attain in line with peers</li> <li>Writing at KS1 is in line with national</li> <li>Children will be able to speak with clarity and confidence in a variety of situations.</li> </ul>		
Persons responsible for monitoring and quality assurance: Sarah Trow		Resources required: Accelerated Reader/Sumdog/ Pensans phonics scheme/Literacy packs/Curriculum Reading Boxes/Seesaw/EPIC and BorrowBox		
Action Point	Action	Outcome/success criteria	Monitoring	Evaluation narrative (different colours for each term)

<p><b>Action A:</b></p> <p><b>Close the gap between PP and Non PP children in reading and writing</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>PP boys in KS2 to be monitored carefully as a specific group and ensure correct ongoing interventions/ pre teach are in place.</li> </ul>	<p>The gap will close between PP and Non PP in all year groups.</p> <p>PP boys will achieve in line with their peers.</p> <p>Year Group Teams share learning expectations and deliver this through book scrutinies and moderations - in school and clusters.</p>	<p>ST and JA to monitor and share impact with assessment lead-KM half termly.</p>	
<p><b>Action B:</b></p> <p><b>Increase progress of boys in Reading</b></p>	<ul style="list-style-type: none"> <li>Explore Accelerated Reader (AR) features further for monitoring</li> <li>More non fiction /broad interest books available with AR</li> <li>Staff to closely monitor UK2 to prevent a dip in reading levels.(Particularly children who achieved greater depth at KS1).</li> <li>Use of EPIC and BorrowBox online readers to support promotion of reading.</li> <li>Use of pre-teach to build knowledge and skills in reading tasks.</li> </ul>	<p>AR will track and monitor children through out the year and adjust the program according to the child's needs.</p> <p>AR will predict what a child will achieve by the end of Yr6.</p> <p>EPIC and BorrowBox online readers</p> <p>Children reading for up to 20 minutes daily</p>	<ul style="list-style-type: none"> <li>ST/SCr 4 times a year after Star Tests.</li> <li>Weekly the Class teachers need to check children are reading and testing regularly.</li> </ul>	

<p><b>Action C:</b></p> <p><b>Phase 1 Assessment Leader- Target children at 1.4</b></p> <p><b>Phase 2 Assessment Leader- Target children at 3.4</b></p> <p><b>Phase 3-Build confidence in answering reasoning questions- (multi step) Target children at 5.4</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Monitor impact of intervention and adapt accordingly.</li> <li>• Targeted bespoke interventions</li> <li>• Look at trends as to why children are going off track with phase leaders and assessment leads</li> <li>• Close monitoring of phonics in Yr 1 and ensure Yr 2 have opportunities to fill gaps this year.</li> </ul>	<p><i>-All children will be back on track or making accelerated attainment and progress</i></p> <p><i>Yr 1 and Yr 2 children are able to pass their phonics tests in summer term</i></p> <p>Year Group Teams share learning expectations and deliver this through book scrutinies and moderations - in school and clusters.</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. ST/STal half termly update to ensure children are on track with their phonics</p>	
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<p><b>Action D:</b></p> <p><b>D.E.R.I.C approach to be consistent across the school - reading mastery.</b></p> <p><b>Reading scheme consistent between EYFS and Yr1</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Quizzing through AR allows children to be exposed to different questions and StarTests carried out 4 times through the year</li> <li>• Use of pre-teach to build knowledge and skills in reading tasks.</li> <li>• Ensure that reading delivery is consistent in approach between EYFS and YR 1</li> </ul>	<p>Children are being exposed to DERIC questioning and teachers are using them daily in their lessons.</p> <p>Through pre teach all children will be able to access class text.</p> <p>Children in EYFS and Yr 1 have a clear understanding of the reading procedures</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><b>Action E:</b></p> <p><b>EYFS-Raise number of children achieved GLD point 2 in Reading</b></p>	<ul style="list-style-type: none"> <li>• Use RWI scheme to get consistency with Yr 1</li> <li>• Reading in the continuous provision</li> <li>• Phonic reading books-RWI</li> <li>• Read individually with children</li> </ul>	<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><b>Action F:</b></p> <p><b>Independent jobs in place to work with focused writing and oracy groups and ensure progress.</b></p>	<ul style="list-style-type: none"> <li>• Weekly jobs set to cover and encourage independent writing in all subject areas.</li> <li>• Written work will go through a rigorous process to ensure a high standard is expected and achieved.</li> <li>• To encourage a love of writing through different genres.</li> <li>• Use of rubrics to support expectation in job tasks.</li> </ul>	<p>Teaching standards remain high and writing statements covered thoroughly.</p> <p>To instill a love of writing in all focus groups.</p> <p>Children will write like a Scientist, Geographer, Historian etc</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>	
<p><b>Action G:</b></p> <p><b>Spelling has a consistent approach throughout the school and taught sessions.</b></p>	<ul style="list-style-type: none"> <li>• Children are taught specific spelling patterns throughout the school, spread over each years.</li> <li>• Implementation of Sumdog to support SPAG both in school and online</li> </ul>	<p>Children achieve 10+ in spelling tests to raise attainment in line with national for SPAG.</p> <p>Improvement is evident in the writing and children are confident to attempt high level language choices</p>	<p>Teachers to monitor through spelling shed and weekly spelling tests.</p>	

<p><b>Action H:</b></p> <p><b>Develop the oracy skills of all children across the school.</b></p>	<ul style="list-style-type: none"> <li>• Launch with Oracy Odessey inset day in January</li> <li>• Oracy working group set up with ST, STAL, HS, KM, SCr</li> <li>• Targeted expectations for each year group.</li> <li>• Oracy in project outcomes</li> <li>• Oracy jobs to be set throughout projects</li> <li>• Daily check ins to promote speaking and listening</li> <li>• All staff to model oracy skills throughout the school</li> </ul>	<p>Children will be able to speak clearly and confidently in a range of situations and genres.</p> <p>The standard of children's writing will improve and reach national expectations by the end of Key Stage 2</p> <p>Staff will have received high quality CPD to support oracy throughout the school.</p>	<p>Oracy team to monitor in phases and liaise with ST.</p>	
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### Long Term Planning ~ 3 Year Overview

- Continue to 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 boys will attain in line with their peers.
- Greater depth Boys in KS1 will progress at the same accelerated rate by the end of UKS2.
- Progression of key vocabulary in all subject areas embedded across the school
- Progression of oracy skills embedded across the whole school for children to speak with clarity and confidence and improve listening skills.
- Increase in greater depth writers across all year groups
- Children will speak with clarity and confidence to a variety of audiences.

### Subject Development Planning 2020-21

#### Maths

<p><b>Objective(s)</b></p> <p><b>Persons responsible for leading action: Supported by:</b> LL/ ST</p>	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Attainment and Progress for all pupils in Maths is at least good.</li> <li>• Closing the gap between PP and non- PP.</li> </ul>
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<b>Persons responsible for monitoring and quality assurance:</b> LL		<b>Resources required:</b> ICT online subscription – Times Tables Rockstars/Maths of the Day/Sumdog/Mathletics/Twinkl Planning Materials – MathsNav used to ensure coverage/Twinkl, TT Rockstars and Maths of the Day. Working walls and maths packs set up in all classrooms.		
Action Point	Action	Outcome/success criteria	Monitoring	Evaluation narrative (different colours for each term)



<p><b>Action A:</b> <b>Increase % of PP achieving the expected standard in Maths in line with the National average across the school</b></p>	<ul style="list-style-type: none"> <li>• Ensure there is an understanding of the 'reasoning', 'fluency' and 'problem solving' aspects and the four operations, and develop an understanding of how these fit together to solve problems.</li> <li>• Maths learning walls used to display expectations for the 4 operations as well as evidence of pupils applying reasoning, fluency and problem solving.</li> <li>• Staff training to revisit and support, new staff use of the Calculation Policy, Maths Mastery and the 3 I's– explore each operation and its progression through both Key Stages and how to use appropriate questioning.</li> <li>• Use of NCETM Curriculum Prioritisation Maps to ensure curriculum coverage and COVID Recovery.</li> <li>• Provide each year group with resources (and appropriate training) to support planning of mathematics to ensure that reasoning, fluency and problem solving opportunities are built in.- children should access these independently.</li> <li>• 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)</li> <li>• Children to have targeted interventions and pre-teaching to boost maths knowledge and understanding.</li> <li>• Multiplication, and associated mathematical skills and fluency, are boosted, and importance highlighted, through the use of Times Tables Rock Stars, Sumdog and weekly 99 Club testing in preparation for the year4 multiplication check. 99 Club relaunched this year.</li> <li>• Children to be more familiar with reasoning within mathematics and for teachers to allow children the opportunities to solve problems using reasoning skills blinking to whole school oracy project. This will help develop greater depth learners.</li> </ul>	<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/ Sumdog/Seesaw/ 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 continue work with the Maths Hub partnership.</p> <p>TTRS and Sumdog continued to support in school and home learning.</p> <p>Wrist bands awarded for the different 99 Club levels.</p>	<p><i>LL – Maths Hub – bring back evidence and use this to share outcomes. Book scrutinies and pupil conferencing. Data reviews every half term by SLT.</i></p>	
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<p><b>Action B: Increase % of children getting .3 in EYFS in maths compared to 2020-2021</b></p>	<ul style="list-style-type: none"> <li>• Use of half termly testing to ensure that off track children make accelerated progress to get them back on track.</li> <li>• Monitor impact of intervention and adapt accordingly.</li> <li>• EYFS to use White Rose and Numbersense Interventions and CPD for staff around how the outcome is taught.</li> <li>• Children to have targeted interventions and pre-teaching to boost maths knowledge and understanding.</li> <li>• EYFS and Maths Leads to llase half termly to discuss trends.</li> </ul>	<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>	
<p><b>Action c: Target children at: Phase 1 - 1.4 Phase 2 -3.4 Phase 3 - 5.4</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Monitor impact of intervention and meet with class teachers to adapt accordingly</li> <li>• Use of pre-teach to build knowledge, confidence and skills across all maths tasks across all abilities.</li> <li>• Mixed ability teaching across all year groups to support knowledge and confidence.</li> </ul>	<p>Targeted bespoke interventions.</p> <p>Look at trends as to why children are off track.</p> <p>Growth Mindset used to support self-esteem and confidence.</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><b>Action D: To increase % of children getting Greater Depth and to ensure appropriate challenge for all.</b></p>	<ul style="list-style-type: none"> <li>• Use of daily and weekly assessment and half termly testing to ensure that off track children make accelerated progress.</li> <li>• Use of Curriculum Prioritisation maps to support with Covid Recovery.</li> <li>• Monitor impact of intervention and pre-teaching and adapt accordingly.</li> <li>• Pre-teaching used to direct children to independent learning.</li> <li>• Setting appropriate challenge within the classroom teaching outwards not upwards.</li> <li>• Use of whole school oracy strategy to build reasoning skills.</li> </ul>	<p>Targeted bespoke interventions.</p> <p>Look at trends as to why children are off track.</p> <p>Children can confidently and articulately talk about their maths knowledge and how they used the Mastery Approach to solve problems.</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>Pupil conferencing by Maths Lead.</p>	
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<p><b>Action E:</b> <b>Ensure children getting expected is in line with National average across all groups.</b></p>	<ul style="list-style-type: none"> <li>• Ensure there is an understanding of the 'reasoning', 'fluency' and 'problem solving' aspects and the four operations, and develop an understanding of how these fit together to solve problems.</li> <li>• Maths learning walls used to display expectations for the 4 operations as well as evidence of pupils applying reasoning, fluency and problem solving.</li> <li>• 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.</li> <li>• Staff meeting on End of Key Stage expectations – SATs at Y2 and Y6.</li> <li>• Provide each year group with resources (and appropriate training) to support planning of mathematics to ensure that reasoning, fluency and problem solving opportunities are built in.</li> <li>• 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)</li> <li>• Children to have targeted interventions and pre-teaching to boost maths knowledge and understanding.</li> <li>• Multiplication, and associated mathematical skills and fluency, are boosted, and importance highlighted, through the use of Times Tables Rock Stars, Sumdog and weekly 99 Club testing.</li> <li>• Children to be more familiar with reasoning within mathematics and for teachers to allow children the opportunities to solve problems using reasoning skills linked to the whole school oracy focus.</li> </ul>	<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/Sumdog/ Seesaw/ 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 continue work with the Maths Hub partnership.</p> <p>TTRS and Sumdog continued. 99 Club relaunched.</p> <p>Wrist bands awarded for the different 99 Club levels.</p>	<p><i>LL – Maths Hub – bring back evidence and use this to share outcomes. Book scrutinies and pupil conferencing. Data reviews every half term by SLT.</i></p>	
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<p><b>Action F: To embed the 3 Is across the school.</b></p>	<ul style="list-style-type: none"> <li>• Ensure there is staff understanding of the 'reasoning', 'fluency' and 'problem solving' aspects and how the four operations, and other aspects of maths, are taught through these.</li> <li>• Maths learning walls used to display expectations for the 4 operations as well as evidence of pupils applying reasoning, fluency and problem solving.</li> <li>• 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.</li> <li>• Staff meeting on End of Key Stage expectations – SATs at Y2 and Y6.</li> <li>• Provide each year group with resources (and appropriate training) to support planning of mathematics to ensure that reasoning, fluency and problem solving opportunities are built in.</li> <li>• Bespoke lessons across all Key Stages with resources used to aide lesson design.</li> <li>• Consistency across phases and whole school with evidence of 'Do it, Secure it and Deepen it'.</li> <li>• Children to be more familiar with reasoning within mathematics and for teachers to allow children the opportunities to solve problems using reasoning skills - linked to whole school oracy strategy.</li> <li>• Use of NCETM Curriculum Prioritisation maps as curriculum mapping tool.</li> </ul>	<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/ Sumdog/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><i>Book scrutinies and pupil conferencing. Monitoring of maths books during PPA sessions to ensure consistency and coverage across phases.</i></p>	
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**Long Term Planning ~ 3 Year Overview**

- 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.
- Ensure that the children who get expected standard are inline with that of the national average.
- Oracy focus linked to whole school strategy to build reasoning skills and understanding.

**Subject Development Planning 2020 - 2021**

**Early Years**

Implementation	Impact	Monitoring	When?	Evaluation narrative (different colours for each term)

<p><b>Provide a rigorous continuous provision that provides challenge for all</b></p>	<p>Accurate assessment which will allow targeted teaching and intervention to enable good progress Children will be meeting next steps</p>	<p>Pupil progress meetings - HS/SW/JN every 6 weeks to ensure consistency in teacher assessment and to provide a baseline for identifying children's next steps. Gap and strength analysis</p>	<p>Every half term</p>	
	<p>All identified groups will show improvement SEND support documents will be being actively used by all staff All staff will be up to date with specific targets for children</p>	<p>Groups identified and will be monitored closely at data checkpoints</p>		
	<p>Children's wellbeing and involvement will be high. Children will be making good progress and meeting next steps.</p>	<p>Plan continuous provision as a team HS/SW/JN to ensure clear progression of skills and challenges across the environment every day.</p>	<p>Every Wednesday in PPA</p>	
	<p>All children will be actively engaged in learning and accessing opportunities that develop their skills through play.  All staff will be actively engaged with children at all times.</p>	<p>All staff to observe children daily and identify next steps - recorded on Tapestry and planning sheet.</p>	<p>Daily</p>	
	<p>All children will be actively engaged in learning and accessing opportunities that develop their skills through play.</p>	<p>Staff to spend time in each area of the environment to ensure sound knowledge and understanding of each developmental stage.</p>	<p>Weekly rota</p>	
	<p>Every child will have numerous observations which will enable accurate assessment of the 'whole' child</p>			
	<p>Staff will be confident to support all stages of development</p>			

<p>Provide an enriched outdoor learning environment that helps support the individual next steps for ALL children</p>	<p>All children will have equal opportunities to access outdoor learning</p> <p>Clear link between indoor and outdoor provision</p> <p>Staff will be confident at supporting and delivering outdoor learning</p>	<p>Mixed developmental stage groups of children - one group per day being taught in the outdoor environment.</p> <p>Plan outdoor learning as a team HS, NE, SW, JN to ensure next steps are being supported outside and learning challenges match the expectations of those inside.</p> <p>Develop staff knowledge of how children learn outside - weekly staff 'webinar' sessions to be planned by NE - video clips, reading and observations of effective practice. Half termly professional book club</p>	<p>Daily rota</p> <p>Every Wednesday in PPA</p> <p>October/ November 2021</p>	
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Provide a language rich learning environment that enables oracy skills to be specifically taught, practiced and deepened	Clear understanding of strengths and areas of development for Oracy	Audit current provision with the support of the Oracy working group to identify strengths and areas of development.	Autumn 2021	
	Enables "oracy" to be a main focus in planning	Include 'Oracy opportunities' on to ALL planning proformas (inputs, continuous provision and outdoor learning) to enable staff to actively plan.		
	Staff will model outstanding oracy skills Staff will be confident in developing oracy skills in children Staff will understand how oracy is developed	Develop staff knowledge and confidence in how to support children in developing their Oracy skills - weekly 'webinar' sessions planned by HS - video clips, professional reading and observations of effective practice. Half termly professional book club	January 2022	
	Enable parents to be confident in supporting their child at home High parental engagement	Develop parent's knowledge and confidence in supporting their child Oracy skills at home - HS to research online materials that can be added to Tapestry, videos of staff modelling effective practice, staff reading stories	January 2022	

Provide opportunities for Reading and Writing skills to be taught, practiced and deepened	<p>Clear understanding of strengths and areas for development.</p> <p>Accurate knowledge to ensure best quality teaching is being implemented.</p> <p>Clear, agreed approach which enables consistency in teaching across both phases.</p>	<p>EYFS and Phase 1 staff to meet and audit approaches currently in place to teach Reading and Writing.</p> <p>EYFS and Phase 1 to research current best practice. HS/LL</p> <p>EYFS and Phase 1 to write a Literacy teaching policy to ensure continuity across the two phases that will also include links to the Oracy framework. HS/LL</p>	Autumn 2021	
Ensure gap is narrowed in all groups of children - % children causing concern is less	<p>Fewer children will be 'cause for concern' at the end of the year</p> <p>New tracking system designed and being used inline with the new framework</p>	<p>At each checkpoint -</p> <p>Monitor children entering Reception year causing concern</p> <p>Monitor SEND children</p> <p>Monitor NON SEND and PPG</p>	Every half term	
Ensure new framework is embedded across the phase	<p>Staff will be familiar with the new framework</p> <p>New tracking and monitoring systems in place inline with the new framework</p>	<p>Staff development and training on key changes Autumn 2021</p> <p>Monitor observations on Tapestry Autumn 2021</p>	Autumn 2021	
Enable parents and carers are actively involved in their child's learning and progress	<p>Parents and carers will be commenting and making observations on Tapestry</p> <p>Children will be completing home learning tasks</p>	<p>Continue to develop the use of Tapestry - weekly texts to remind parents and celebrate engagement that week</p> <p>Embed home learning system September 2021</p> <p>Establish online parental webinars or via Tapestry Spring 2022</p>	Spring 2022	

**Long Term  
Planning ~ 3  
Year Overview**

EYFS provision will be planned and engaging to meet the individual needs of all children  
Raised GLD  
Raised attainment in Reading, Writing and Maths  
SEND children will make good progress from their starting points  
Parental involvement and knowledge about how children learn will support children's learning at home