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| **Mickle Trafford Village Primary School** |
| M:\Logos\Mickle Trafford Logo_LARGE.gif  **School Development Planning (SDP)**  **2022-23**  **We care, we learn, we belong** |



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| **School**  **Judgement** | **1 Year overview Key Priorities in 2022-23** | **Staff member responsible** | **Governor responsible** |
| **Quality of Education**  **(Intent, Implementation, Impact)** | | | |
| **Grade 2+** | **Key Priority: 1**  To further develop children’s enjoyment and ability to produce good quality writing for a sustained period of time, applying all features taught effectively and consistently.  **Key Priority: 2**  MTVS has identified four areas of learning (D&T, Music, MFL, Outdoor Learning) where curriculum intent and implementation must be more securely and consistently embedded across the school. MTVS must further develop wider experiences so that our curriculum goes above and beyond our existing offer. | DK, LH,AM & MCS  JC, MH LO,SH, LH, SG & JT, | NH  SK, LS & YB |
| **Behaviour & Attitudes** | | | |
| **Grade 2++** | **Key Priority**  To embed consistent, impeccable behaviour and attitudes in all children including pupils with SEND, resulting in a positive behaviour culture. This will result in highly motivated, respectful and resilient learners who feel valued and make a positive contribution to life at MTVS. | WL & SLT | CA & YB |
| **Personal Development** | | | |
| **Grade 2** | **Key Priority**  To enhance children's SMSC understanding by ensuring that our curriculum has our SMSC values at its heart, providing all children with opportunities and experiences to develop them to become responsible, respectful and active citizens. | DK & LW | CA |
| **Leadership and Management** | | | |
| **Grade 2+** | **Key Priority**  To continue the development of best practice in all areas of leadership, including middle leadership (subject leaders) and senior leadership establishing a new senior leadership team. | SLT |  |
| **Quality of Early Years Education** | | | |
| **Grade 2+** | **Key Priority**  Children at MTVS will make a start to their educational journey, through a wide and varied curriculum offer |  |  |

**Quality of Education Impact Plan 2022-23**

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| **QUALITY OF EDUCATION IMPACT PLAN 2022-23 CURRICULUM** | | | | | | | | | | | | | | | | | |
| **Key Priority 1** | | | **Key Priority: 1 – English: Writing**  To further develop children’s enjoyment and ability to produce good quality writing for a sustained period of time, applying all features taught effectively and consistently. | | | | | | | | | | | | | | |
| **Lead person accountable for the plan:** Di Kennedy, Olivia Holgate and Aimee Montgomery  **Governor/s responsible for the plan:** Natalie Harrison | | | | | **Finance Plan – How much will the plan cost:**  **Cluster cost £600 approx** | | | | | | **Account Code:** | | | | | | |
| **Success Criteria & Milestones** | | | | | | | | | | | | | | | | | |
| **Success Criteria:**  End of year impact -Percentages, time framed –(if different to end of year) | | | | | | **Autumn**  **Target** | **Autumn Actual** | | **Spring**  **Target** | | | **Spring Actual** | | **Summer**  **Target** | | | **Summer**  **Actual** |
| **1** | **Children’s** **learning** progresses with most children having reached age-related expectations in writing. Those targeted for GDS achieve this by July 2023, as a result of the range and variety of opportunities to teach, embed and develop the specific subject across the curriculum, including active and outdoor sessions **(we care, we learn)** | | | | | **70%** |  | | **80%** | | |  | | **85%** | | |  |
| **2** | **All children**, from their varied starting points, are making rapid progress in writing from the start of EYFS to the end of Year 6 **(we care, we learn)** | | | | | **70%** |  | | **80%** | | |  | | **85%** | | |  |
| **3** | Barriers to learning have been established and interventions have been put into place, to improve the outcomes of **all children**. These interventions demonstrate impact on closing the gap to ARE **(we care, we learn, we belong)** | | | | |  |  | |  | | |  | |  | | |  |
| **4** | **All teacher/ TA (we care, we learn)** subject knowledge of writing across all classes is consistent through CPD and cluster moderation | | | | |  |  | |  | | |  | |  | | |  |
| **5** | **Most children** are confident writers and communicators by the end of KS1 so that they are fully prepared to access writing opportunities across the broad & balanced curriculum in KS2 **(we care, we learn)** | | | | | **70%** |  | | **75%** | | |  | | **80%** | | |  |
| **Monitoring** (explicitly against success criteria/ milestones- see annual monitoring plan for specific detail) | | | | | | | | | | | | | | | | | |
| **Who**  *Staff member/s responsible* | | **What**  *What monitoring activities will be taking place?* | | | | | | **When -***How regularly will you conduct monitoring activities?* | | | | **Where-***Where will you review/report the outcomes of the monitoring activities?* | | | **External Validation-***How will you gain external validation of your work (eg School Improvement Partner, Governors etc)* | | |
| English Team & SLT to monitor | | *Learning walks- Observations of teaching - Work scrutiny- Learning environment checks- Planning/ assessment checks- Subject leader action plans- PM meetings- Pupil Voice discussions-Parental views- Staff views* | | | | | | *Weekly-Termly-*  *Annually-* | | | | *Staff meetings*  *SLT meetings* | | | *Leadership Partner- termly* | | |
| **Actions** (required to achieve Success Criteria) | | | | | | | | **Lead person responsible** | | **Timescale- start/end** | | | **Training/ CPD needs** | | | **Resources/cost/time** | |
| **Subject leads** to look at costings and approach relevant bodies for support to enable us to purchase high quality resources which impact on children's writing attainment – Writing cluster group, English Hub grant, PTA, Catch up funding, school budget. | | | | | | | | DK, OH, AM | | On going | | |  | | |  | |
| **Teachers** to update provision map, highlighting support for SEN and target children. | | | | | | | | All teachers  MH-SEND | | Termly | | |  | | |  | |
| **SLT** to analyse baseline data cross reference with provision maps. | | | | | | | | SLT | | Termly | | |  | | |  | |
| **Teachers** to assess children’s learning following the school's agreed assessment cycle. | | | | | | | | All teachers | | Termly | | |  | | |  | |
| **Teachers** to record results of assessments onto the FFT tracking system. | | | | | | | | All teachers | | Termly | | |  | | |  | |
| **Teachers** to evaluate previous terms actions on termly analysis document. | | | | | | | | All teachers | | Termly | | |  | | |  | |
| **Subject leaders** to analyse data and raise questions for teachers to respond to. | | | | | | | | DK OH AM | | Termly | | |  | | | Data days | |
| **Subject leads** and teachers to discuss pupil progress and agree interventions. | | | | | | | | DK OH AM | | Termly | | |  | | | Staff meeting | |
| **All teachers** to carefully plan activities to promote exploratory talk and presentation talk - assemblies, class discussions, talk for writing, No Outsiders speaking competition. | | | | | | | | Leaders to monitor | | On going | | |  | | |  | |
| **Subject Leads** to lead staff meeting to share and agree a new assessment grid linked to The Literacy Company pathways to Writing Units to track progress and to highlight early intervention needs. | | | | | | | | DK, OH, AM | | Sept 2022 | | |  | | |  | |
| **Leaders and teachers** to embed the new assessment grid linked to the Literacy Company Pathways to Writing units to track progress and to highlight early intervention needs. | | | | | | | | All teachers | | Termly | | |  | | |  | |
| **Teachers** produce working walls to highlight keys (laminated gateway key) for each text as an aide memoire and to support independence. This will also support writing across the curriculum. | | | | | | | | All teachers  subject leaders to monitor | | ongoing | | |  | | |  | |
| **Teachers** to display key vocabulary (Tier 2) in each classroom. This can include topic vocabulary and may be built upon across the year. | | | | | | | | All teachers  subject leaders to monitor | | ongoing | | |  | | |  | |
| **Teachers** to plan spelling - RWI to continue to be used across EYFS and KS1. KS2 to use RWI to support those with that individual need for support with phonetically plausible words. | | | | | | | | All teachers | | ongoing | | |  | | |  | |
| **Teachers** to use HFW as homework in KS1. By Year 2 there will also be an individual spelling programme. KS2 have weekly spelling tests following the National Curriculum KS2 patterns. | | | | | | | | All teachers | | weekly | | |  | | |  | |
| **Teachers** to use dictation sentences will take place weekly across the school, using previously learned spelling patterns, or sounds across KS1. | | | | | | | | All teachers | | weekly | | |  | | |  | |
| **KS2 teachers** to plan for daily practice of handwriting in English books. Teachers will model handwriting and consistently address handwriting issues in independent work. | | | | | | | | KS2 teachers | | Autumn 1 | | |  | | |  | |
| **All classes** will have access to books for free writing to be used as extension activities and to promote child-initiated writing. | | | | | | | | All teachers | | ongoing | | |  | | |  | |
| **Teachers** will plan for the end of unit assessments, where children will write their own success criteria of features appropriate to each genre. | | | | | | | | All classes | |  | | |  | | |  | |
| **Buddy** reading - all children will share a written piece of their own work with their Buddy. Purpose for writing | | | | | | | | All classes | | Half-termly | | |  | | |  | |
| **All teachers** will attend writing moderation clusters. | | | | | | | | All teachers | | termly | | |  | | |  | |
| Extra support for Year 3 to be given provision to achieve Year 2 objectives. Opportunities provided for sustained writing and editing. DK and MW meet regularly to monitor progress. | | | | | | | | Year 3 and support | | Autumn | | |  | | |  | |
| **Autumn Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)** | | | |  | | | | | | | | | | | | | |
| **Spring Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)** | | | |  | | | | | | | | | | | | | |
| **Summer Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)** | | | |  | | | | | | | | | | | | | |

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| **QUALITY OF EDUCATION IMPACT PLAN 2022-23 Four Areas of Learning (D&T, Music, MFL, Outdoor Learning)** | | | | | | | | | | | | | | | | | |
| **Key Priority 2** | | | MTVS has identified four areas of learning (D&T, Music, MFL, Outdoor Learning) where curriculum intent and implementation must be more securely and consistently embedded across the school. MTVS must further develop wider experiences so that our curriculum goes above and beyond our existing offer. | | | | | | | | | | | | | | |
| **Lead person accountable for the plan:**Julie Cox, Mat Hutchinson, Laura Poland, Sara Hayes, Olivia Holgate, Sarah Gent and Jo Taylor  **Governor/s responsible for the plan:**  Simon Kawycz, Les Smith & Yvette Brindle | | | | | **Finance Plan – How much will the plan cost:**  **Music** £6,600 annual fee  **Outdoor Learning** approx £4,000 (awaiting Grant confirmation) | | | | | | **Account Code:** | | | | | | |
| **Success Criteria & Milestones** | | | | | | | | | | | | | | | | | |
| **Success Criteria:**  End of year impact -Percentaged, timeframed –(if different to end of year) | | | | | | **Autumn**  **Target** | **Autumn Actual** | | **Spring**  **Target** | | | **Spring**  **Actual** | | | **Summer**  **Target** | | **Summer**  **Actual** |
| **1** | Within these four areas of learning**, all children** including disadvantaged and children with SEND will show increased progress in their achievement and interest in learning. **(we care, we learn, we belong)** | | | | | 65% |  | | 70% | | |  | | | 80% | |  |
| **2** | More extra-curricular clubs will be available to **all children** across the school, led by MTVS staff with a high level of engagement. **(we care, we learn, we belong)** providing children with a range of learning experiences and an enriched curriculum | | | | |  |  | |  | | |  | | |  | |  |
| **3** | MTVS links with parents, communities and local high schools are well-established and enhance our curriculum offer to ensure **all children** have access to an enriched broad and balanced curriculum **(we care, we learn, we belong)** | | | | |  |  | |  | | |  | | |  | |  |
| **4** | **All children** will have a wider understanding of D&T applications and roles in the wider world. | | | | |  |  | |  | | |  | | |  | |  |
| **5** | MTVS music offer is improved with **most children** able to reflect positively about music. There will also be a higher level of engagement in the learning/showcasing of music. **(we care, we learn, we belong)** | | | | |  |  | |  | | |  | | |  | |  |
| **6** | There will be an increased level of interest and engagement from the **children** in learning a new language. **(we care, we learn, we belong)** | | | | |  |  | |  | | |  | | |  | |  |
| **7** | The Wildlife Area is developed and is being used to enrich all children's learning experiences in a range of subjects **(we care, we learn, we belong)** | | | | |  |  | |  | | |  | | |  | |  |
| **Monitoring (**explicitly against success criteria/ milestones- see annual monitoring plan for specific detail) | | | | | | | | | | | | | | | | | |
| **Who**  *Staff member/s responsible* | | **What**  *What monitoring activities will be taking place?* | | | | | | **When -***How regularly will you conduct monitoring activities?* | | | | **Where-***Where will you review/report the outcomes of the monitoring activities?* | | **External Validation-***How will you gain external validation of your work (eg School Improvement Partner, Governors etc)* | | | |
| JC, MH, LP, SH, OH, SG & JT | | *Learning walks- Observations of teaching- Work scrutiny- Learning environment checks- Planning/ assessment checks- Subject leader action plans- PM meetings- Pupil Voice discussions-Parental views- Staff views* | | | | | | *Weekly-Termly- Annually-* | | | | *Staff meetings*  *SLT meetings* | | *Leadership Partner- termly* | | | |
| **Actions** (required to achieve Success Criteria) | | | | | | | | **Lead person responsible** | | **Timescale- start/end** | | | **Training/ CPD needs** | | | **Resources/cost/time** | |
| **Subject Leaders** to undertake regular monitoring to ensure coverage and progression of wider curricular activities. | | | | | | | | Leaders | | On going | | |  | | | Curriculum cover afternoons 1 per term | |
| **Subject Leaders** to provide a termly update to report to Governors regarding the development of their area of learning. | | | | | | | | Leaders | | Spring term | | |  | | |  | |
| **Subject Leaders**’ action plans will be written to outline coverage and progression with 2022-2023 specific focus detail. Action plans to be shared with all stakeholders. | | | | | | | | Leaders | | Autumn term | | |  | | |  | |
| **Pupil Premium and SEND lead** will work alongside subject leaders to ensure inclusion and to raise the achievements of these pupil groups through suitable adaptation of learning. | | | | | | | | WL, MH, LW | | On going | | |  | | |  | |
| **All teachers** will update the enrichment tracker as and when children participate in wider school events. | | | | | | | | Teachers | | On going | | |  | | |  | |
| **MTVS team** will provide a range of accessible and inclusive clubs to enhance these four areas of learning. The clubs will take place at lunchtimes or after-school and will be free to attend to allow all children access. | | | | | | | | MTVS team | | On going | | |  | | | Resources? | |
| **D&T - All teachers** plan and implement a D&T project which applies skills and knowledge taught to develop or record learning in the Wildlife Area/Outdoor environment. (D&T Planning documentation will reflect this and is updated throughout the year). | | | | | | | | LH  All Teachers | | Summer | | | None | | | ? Specific Equipment | |
| **D&T - Subject Lead** to engage with parents, local businesses or community to use and share their expertise to enhance teaching and learning in order to inspire future learning/employment (e.g. Through external speakers, visitors, volunteers, resources). Plan for a MTVS careers week in the Summer term | | | | | | | | LH | | Summer | | | None | | |  | |
| **Music - PPA Limited** will provide a rich, broad, specialist curriculum to develop children’s interest, knowledge and skills within lessons. This will inspire children, regardless of background, to pursue the study of music. | | | | | | | | PPA Limited  LP | | Year | | |  | | | £6,600 | |
| **Music - Subject lead** will liaise with pupils, parents, local high schools and communities to provide live music performances in school. | | | | | | | | LP | | On going | | |  | | |  | |
| **Music - Teachers**-School will organise at least 3 performances throughout the year by individuals, groups, classes or key stages. e.g. Christmas, leavers production, assembly performances. | | | | | | | | All teachers | | Termly | | |  | | | Copyright for plays | |
| **MFL - French specialist** to deliver teaching and learning across the majority of KS2. The teaching and learning will include the cultural capital and application of learning to real life scenarios. | | | | | | | | SH | | Summer | | | None | | |  | |
| **MFL - Subject Lead** to implement termly competitions, immersive experiences and consistent signage around school to increase children and parents’ interest and the profile of languages across school. | | | | | | | | SH | | On going | | |  | | |  | |
| **MFL - Subject Lead** to develop a working relationship with a local high school to create a reciprocal relationship. To develop cross phase experience/activities | | | | | | | | SH | | On going | | |  | | |  | |
| **Outdoor Learning - All teachers** will make effective use of the outdoor environment across the curriculum to develop active learning and implementation of the skill-based curriculum. | | | | | | | | All Teachers  JC/MH | | Autumn | | |  | | | £900 fencing | |
| **Outdoor Learning - All teachers** to develop the Wildlife Area through child-led initiatives. Teachers to work with Cheshire Wildlife Trust for planning activities, progression and access to visits. JC/MH to seek funding to develop this initiative further | | | | | | | | JC/MH | | Autumn | | |  | | |  | |
| **Outdoor Learning** - **Whole schoo**l to launch MTVS long term vision for Sustainability and Climate Change Education through whole school planning and pupil voice. | | | | | | | | All Teachers  SG/JT | | Spring term | | |  | | |  | |
| **Autumn Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)** | | | |  | | | | | | | | | | | | | |
| **Spring Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)** | | | |  | | | | | | | | | | | | | |
| **Summer Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)** | | | |  | | | | | | | | | | | | | |

**Behaviour & Attitudes Impact Plan 2022-23**

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| **BEHAVIOUR & ATTITUDES IMPACT PLAN 2022-23** | | | | | | | | | | | | | | | | | |
| **Key Priorit**y | | | To embed consistent, impeccable behaviour and attitudes in all children including pupils with SEND, resulting in a positive behaviour culture. This will result in highly motivated, respectful and resilient learners who feel valued and make a positive contribution to life at MTVS. | | | | | | | | | | | | | | |
| **Lead person accountable for the plan**: Wendy Lyon & SLT  Support: Liz Weston, Olivia Holgate, Sara Hayes  **Governor/s responsible for the plan**: Clare Arnold & Yvette Brindle | | | | | Finance Plan- How much will the plan cost: | | | | | | | Account Code: | | | | | |
| Success Criteria & Milestones | | | | | | | | | | | | | | | | | |
| Success Criteria:  End of year impact -Percentaged, timeframed –(if different to end of year) | | | | | | Autumn  Target | Autumn Actual | | Spring  Target | | Spring Actual | | | Summer  Target | | | Summer  Actual |
| 1 | Behaviour data will show a reduction in incidents from the end of Autumn half term baseline. **(we care, we learn, we belong)** | | | | | Aut 2021 67  Target 10% reduction 60 |  | | Spr 2022 35  Target 15% reduction 20 | |  | | | Sum 2022 33  Target 20% reduction 27 | | |  |
| 2 | **Children** take pride in their work, are respectful, happy, friendly and motivated. **All staff** have the same behaviour and expectations across school, including assemblies, lunchtimes, corridors, classroom and outdoors resulting in a consistent and positive culture **(we care, we learn, we belong)** | | | | |  |  | |  | |  | | |  | | |  |
| 3 | Pupil voice reflects a sense of value and belonging, and a safe, comfortable and inclusive environment. **(we care, we learn, we belong)** | | | | |  |  | |  | |  | | |  | | |  |
| 4 | Incidents of disruptions are reduced in class and learning opportunities are maximised. **(we care, we learn, we belong)** | | | | |  |  | |  | |  | | |  | | |  |
| Monitoring (explicitly against success criteria/ milestones- see annual monitoring plan for specific detail) | | | | | | | | | | | | | | | | | |
| Who  *Staff member/s responsible* | | What  *What monitoring activities will be taking place?* | | | | | | When -*How regularly will you conduct monitoring activities?* | | | Where-*Where will you review/report the outcomes of the monitoring activities?* | | | | External Validation-*How will you gain external validation of your work (eg School Improvement Partner, Governors etc)* | | |
| SLT | | *Learning walks- Observations of teaching- Work scrutiny- Learning environment checks- Planning/ assessment checks- Subject leader action plans- PM meetings- Pupil Voice discussions-Parental views- Staff views* | | | | | | *Weekly-Termly- Annually-* | | | *Staff meetings*  *SLT meetings* | | | | *Leadership Partner- termly* | | |
| Actions (required to achieve Success Criteria) | | | | | | | | Lead person responsible | | Timescale- start/end | | | Training/ CPD needs | | | Resources/cost/time | |
| **All staff** to consistently report incidents on Edaware | | | | | | | | All staff | | On going | | | Staff meeting time | | |  | |
| Ensure all staff have logins for Edaware and that all classes have an available device to log each incident | | | | | | | | WL | | Autumn | | |  | | |  | |
| **Teachers** to support classroom staff in usage of Edaware (e.g. How to use and log an incident). Time out of class to be arranged to support adults with secondary trauma if disclosure is difficult.Guidance to be supplied to all staff on how to complete a log. | | | | | | | | All staff  WL | | Autumn | | |  | | |  | |
| Whole school charter to be visible in the hall, referred to by all staff when necessary. Whole school charter to be developed from the class charters. | | | | | | | | WL/JC | | by 26.9.2022 | | |  | | |  | |
| **Teachers** and **children** to agree class charters, choose creative ways to display them in classrooms and they are presented on home/school agreement forms for parents | | | | | | | | All teachers | | by 16.9.2022 | | |  | | |  | |
| Update behaviour policy - include wellbeing ambassadors for Yr 2 | | | | | | | | WL/JC | | Autumn | | |  | | |  | |
| **School** will share expectations with parents - policy/homeschool agreement/class charters | | | | | | | | All teachers  WL | | by 16.9.2022 | | |  | | |  | |
| Relationships play an important role in maintaining high behaviour standard: ask **staff** to volunteer for lunch cover, or to support individuals as a person of contact where needed | | | | | | | | WL/JC | | from Aut - ongoing | | |  | | |  | |
| Identify **key adults** for support roles (mental health, safeguarding and wellbeing ambassadors) and publicise through photos in communal areas. Share and discuss (age appropriate) with children - LW, SH, WL, JC, AD, CG & MH | | | | | | | | WL/JC  assembly | | Autumn 2022 | | |  | | |  | |
| **All teachers** to decide on use of dojos for KS2 to ensure consistency and fairness -  LH to edit and create a school page for KS2 Y4 - Y6 use of dojos - agree rewards with a more learning focus  these are celebrated in celebration assemblies  Rec- Y3 continue with pebble pots and table points - also celebrated in assembly | | | | | | | | KS2 teachers | | Sept Inset day | | |  | | |  | |
| Change the end of lunchtime procedure to: 12:50pm for a warning bell to ensure that equipment is put away and that children can have a comfort break. The whistle will be blown at 12:55pm for children to stop, a second whistle will be blown for children to line up, this is to ensure children enter the class in a calm manner and are ready to learn | | | | | | | | lunch duty staff | | 5.9.2022 | | |  | | |  | |
| **chill out club** will be promoted and developed to ensure children have access to a safe, calming place should they need it during lunchtimes | | | | | | | | LW, WL | | from Sept 2022 | | |  | | |  | |
| **KS2 children** have an afternoon brain-break of 5 minutes before assembly (2:25pm, no equipment). Children will then line up at the end of this 5 minutes to go into assembly calmly. Year 3 may have their break from 2:20pm in the afternoon for the first half term to support their transition into KS2 | | | | | | | | KS2 teachers | | Autumn | | |  | | |  | |
| **SLT & teachers** to promote and encourage child initiated clubs through discussions and assemblies | | | | | | | | SLT & teachers | | ongoing | | |  | | |  | |
| **Teachers/support staff and children** decide on half-termly wellbeing ambassadors. Half termly training to take place to outline and develop roles, regularly monitoring will take place | | | | | | | | Yr2-6  WL | | Half termly | | |  | | |  | |
| Agree and write playtime expectations through playtime charter developed by the **wellbeing ambassadors** - make laminated cards and share with lunchtime coaches and other external adults. Copies to be kept in the entrance hall. | | | | | | | | WL | | by 9.9.2022 | | |  | | |  | |
| **Clubhouse leader** and **staff** to write clubhouse charter and display in clubhouse and share with parents. | | | | | | | | JJ | | by 9.9.022 | | |  | | |  | |
| **Clubhouse leade**r to develop use of chill-out areas for clubhouse both inside and outside. | | | | | | | | JJ | | by 16.9.2022  develop ongoing | | |  | | |  | |
| Agree de escalation strategies with individual children- these will be displayed privately on teachers doors (inside) | | | | | | | | LW/MH | | on going | | |  | | |  | |
| **All classes** to have demand reducing script displayed on inside cupboard door | | | | | | | | All staff | | by 5.9.2022 | | |  | | |  | |
| Continuum of need - children identified and displayed inside teachers cupboards | | | | | | | | All staff | | On going | | |  | | |  | |
| Relocate KS2 boxes to KS2 corridor and relaunch ‘worry’ boxes as ‘thoughts and feelings’ Monitor these weekly - or as needed depending on class needs | | | | | | | | class teachers | | by 16.9.2022 | | |  | | |  | |
| **SLT** to gather pupil voice on behaviour and safety after the implementation of changes | | | | | | | | WL & JC | | Spring 20223 | | |  | | |  | |
| All classrooms have fidget toys within their regulation stations and staff have a crib sheet of rehearsed techniques - any further toys needed must be agreed with teacher and parents | | | | | | | | Teachers | |  | | |  | | |  | |
| Update pathway of support - incorporate mental health and wellbeing provision map | | | | | | | | WL & LW | | Autumn | | |  | | |  | |
| Autumn Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only) | | | |  | | | | | | | | | | | | | |
| Spring Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only) | | | |  | | | | | | | | | | | | | |
| Summer Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only) | | | |  | | | | | | | | | | | | | |

**Personal Development Impact Plan 2022-23**

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| **PERSONAL DEVELOPMENT IMPACT PLAN 2022-23** | | | | | | | | | | | | | | | | |
| **Key Priority** | | | To enhance children's SMSC understanding by ensuring that our curriculum has our SMSC values at its heart, providing all children with opportunities and experiences to develop them to become responsible, respectful and active citizens. | | | | | | | | | | | | | |
| **Lead person accountable for the plan:** Di Kennedy **support**: Liz Weston  **Governor/s responsible for the plan:** Clare Arnold | | | | | **Finance Plan- How much will the plan cost:** | | | | | | **Account Code:** | | | | | |
| **Success Criteria & Milestones** | | | | | | | | | | | | | | | | |
| **Success Criteria:**  End of year impact - percentages, time framed –(if different to end of year) | | | | | | **Autumn**  **Target** | **Autumn Actual** | | **Spring**  **Target** | | **Spring Actual** | | **Summer**  **Target** | | | **Summer**  **Actual** |
| **1** | MTVS Spiritual education has been developed**: children’s** knowledge and experience of different religions, beliefs and values has been developed to ensure they have an awareness of others that allows them to respect and be reflective. **(we care, we learn, we belong)** | | | | |  |  | |  | |  | |  | | |  |
| **2** | MTVS Moral education has been developed: **children** are equipped to recognise the consequences of their behaviour and actions. School ethos supports a clear understanding of right and wrong. **(we care, we learn, we belong)** | | | | |  |  | |  | |  | |  | | |  |
| **3** | MTVS Social education has been developed : links have been made to ensure that **children** play an active role in their local community and the wider world. **(we care, we learn, we belong)** | | | | |  |  | |  | |  | |  | | |  |
| **4** | MTVS Cultural education has been developed: **children** develop an understanding and appreciation of cultural, social, religious and ethnic influences in school and further afield to equip them as citizens of modern Britain. **(we care, we learn, we belong)** | | | | |  |  | |  | |  | |  | | |  |
| **5** | MTVS RSHE offer has developed: **children** understand what healthy relationships look like and how to navigate their personal lives in a positive, safe and healthy way. **(we care, we learn, we belong)** | | | | |  |  | |  | |  | |  | | |  |
| **6** | MTVS is a positive and happy place for **all children** to achieve their potential. Clear behaviour expectations are consistent, regardless of the situation or environment. | | | | |  |  | |  | |  | |  | | |  |
| **Monitoring (**explicitly against success criteria/ milestones- see annual monitoring plan for specific detail) | | | | | | | | | | | | | | | | |
| **Who**  *Staff member/s responsible* | | **What**  *What monitoring activities will be taking place?* | | | | | | **When -***How regularly will you conduct monitoring activities?* | | | **Where-***Where will you review/report the outcomes of the monitoring activities?* | | | **External Validation-***How will you gain external validation of your work (eg School Improvement Partner, Governors etc)* | | |
| Di Kennedy + Wellbeing Team? | | *Learning walks- Observations of teaching- Work scrutiny- Learning environment checks- Planning/ assessment checks- Subject leader action plans- PM meetings- Pupil Voice discussions-Parental views- Staff views* | | | | | | *Weekly-Termly-Annually* | | | *Staff meetings*  *SLT meetings* | | | *Leadership Partner- termly* | | |
| **Actions** (required to achieve Success Criteria) | | | | | | | | **Lead person responsible** | | **Timescale- start/end** | | **Training/ CPD needs** | | | **Resources/cost/time** | |
| SMSC Audit: where are we now, where do we want to be and how will we get there  expectations is 30 mins per week of Jigsaw  **DK will monitor planning and gather teacher voice at half term to establish our Jigsaw offer** | | | | | | | | DK | | by 26.9.2022 | | SLT time | | |  | |
| Research and apply for SMSC quality mark | | | | | | | | DK | | Aut term | |  | | |  | |
| Research current SMSC/RSHE guidelines to ensure compliances, good practice and the protected characteristics | | | | | | | | DK | | by 26.9.2022 | | SLT time | | |  | |
| Use these findings to evaluate and update policies: SMSC, RSHE and any other | | | | | | | | DK | | by 10.10.2022 | | SLT time | | |  | |
| Update Jigsaw Powerpoint & Curriculum presentation and upload to website  **Governor presentation updated - all jigsaw documents to be uploaded onto website** | | | | | | | | DK | | 26.9.2022 | |  | | |  | |
| Arrange for Cathy Parkinson (SIP) to visit to provide advice and support in developing SMSC across the school **19.10.2022** | | | | | | | | DK | | Aut term | | time out of class to meet SIP | | |  | |
| Decide on weekly timetable/training needs-new unit assembly | | | | | | | | DK | | Sept Inset Day | |  | | |  | |
| Liaise with new families/PB to introduce and explain MTVS approach to SMSC/RSHE | | | | | | | | DK | | ongoing | | none | | |  | |
| Gather pupil voice, | | | | | | | | DK | | termly | | none | | |  | |
| Monitor humanities books and displays for SMSC/RSE coverage | | | | | | | | DK | | termly | | SLT time | | |  | |
| Monitor to ensure assemblies and enrichment days promote spiritual development and cultural diversity. Friday assemblies will be themed to promote SMSC-already written for Autumn. Research Picture News | | | | | | | | DK | | ongoing | | none | | |  | |
| **All teachers -**Ensure that end of term, themed reward days enhance children’s SMSC experience | | | | | | | | All staff | | ongoing | | none | | |  | |
| **All teachers** - Behaviour policy and Home School Agreement to be updated and shared with parents | | | | | | | | All teachers | | by 16.9.2022 | | none | | |  | |
| Work in collaboration with the SLT and Govs, to ensure that behaviour systems are in place, including e safety and social media issues | | | | | | | | DK | | ongoing | | none | | |  | |
| Invite Fair Trade group into school to share the Fair trade ethos and re-establish Fair trade fortnight 20th February to 5th March 2023 | | | | | | | | JT | | Spring 1 | | none | | |  | |
| Liaise with Parliamentary Outreach to re-establish links with school | | | | | | | | DK | | Spring 1 | | none | | |  | |
| Monitor curriculum trackers for Cultural Capital references | | | | | | | | DK/ all staff to update | | following assessment cycle | | none | | |  | |
| Support charities both school-led and child-led. | | | | | | | | DK | | ongoing | | none | | |  | |
| Compile a list of charities to supporters and to support 2021-22 and 2022-23 on Google Drive | | | | | | | | All staff | | ongoing | | none | | |  | |
| Re-establish links and create new community links with WI, PTA, local care home, Mickle Trafford community association, Tennis Club, Brownies, Chester Food Bank and use PTA board to inform the wider community of events to which they can be invited | | | | | | | | DK | | from Aut 2022 | | SLT | | |  | |
| Monitor opportunities for children to exercise leadership through a range of whole-school class responsibilities including school councillors, sports leaders, well-being ambassadors, play leaders, E-safety officers, office support, litter pickers | | | | | | | | DK | | Aut 1 | | none | | |  | |
| Make links with UCC to initiate Work-based Learning projects | | | | | | | | DK | | Aut | | none | | |  | |
| Communicate with schools with past pupils to establish an exhibition of work and to invite them to visit | | | | | | | | DK/JC | |  | | SLT time | | |  | |
| Establish and strengthen links with the Traveller Community to celebrate the culture of children in our school | | | | | | | | DK/WL | | 3.10.2022 | | none | | |  | |
| Continue to visit local museums and galleries - programme of progression to be written for continuity | | | | | | | | DK | | ongoing | | none | | |  | |
| Participate in city-wide cultural celebrations e.g. Harvest Festival, Remembrance Day, Cathedral Christmas trees, Lantern Parade | | | | | | | | DK | | ongoing | | SLT | | |  | |
| Contact Ian Oullton at Chester Food Bank to liaise at Harvest time  Thursday 20th October 2022 | | | | | | | | JT | | Oct 2022 | | none | | |  | |
| Establish Eco-Warrior team - light switches, recycling to roll out in summer term | | | | | | | | JT/SG | | Spring 2 | | none | | |  | |
| Re-establish Anti-bullying week 14th-18th November 2022 | | | | | | | | DK &All staff | | Aut 2 | | none | | |  | |
| Invite governors and people from our local community to our Celebration Assemblies - invite parents to Harvest Festival and coffee and cakes after assembly | | | | | | | | DK | | Autumn 1 | | none | | |  | |
| Celebrate Children’s Mental Health Week 6-12 February 2023 | | | | | | | | DK All staff | | Spring 1 | | none | | |  | |
| Prepare/ present report to governors | | | | | | | | DK | | termly 9.11.2022  16.3.2023  22.6.2023 | | SLT | | |  | |
| Subject leaders to continue to plan for learning of Positive Role Models within their subject. EG Mathematician day, Science week | | | | | | | | DK - all staff | | ongoing | | SLT | | |  | |
| Staff to update clubs tracker regularly. DK to monitor. | | | | | | | | DK - all staff | |  | |  | | |  | |
| Staff to update Enrichment tracker regularly. DK to monitor for British Values | | | | | | | | DK - all staff | |  | |  | | |  | |
| Autumn Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only) | | | |  | | | | | | | | | | | | |
| **Spring Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)** | | | |  | | | | | | | | | | | | |
| **Summer Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)** | | | |  | | | | | | | | | | | | |

**Leadership & Management Impact Plan 2022-23**

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| **LEADERSHIP & MANAGEMENT IMPACT PLAN 2022-23** | | | | | | | | | | | | | | | | | |
| **Key Priority** | | | To continue the development of best practice in all areas of leadership, including middle leadership (subject leaders) and senior leadership establishing a new senior leadership team | | | | | | | | | | | | | | |
| **Lead person accountable for the plan: SLT**  **Governor/s responsible for the plan: TBC** | | | | | **Finance Plan- How much will the plan cost:** | | | | | | | **Account Code:** | | | | | |
| **Success Criteria & Milestones** | | | | | | | | | | | | | | | | | |
| **Success Criteria:**  End of year impact -Percentaged, timeframed – (if different to end of year) | | | | | | **Autumn**  **Target** | **Autumn Actual** | | **Spring**  **Target** | | **Spring Actual** | | | **Summer**  **Target** | | | **Summer**  **Actual** |
| **1** | **All staff** have a shared ambitious vision and provide high quality education and experiences for **all children**  **(we care, we learn, we belong)** | | | | |  |  | |  | |  | | |  | | |  |
| **2** | **All staff** use their received focused and highly effective CPD to improve and develop **children's** learning experiences **(we care, we learn, we belong)** | | | | |  |  | |  | |  | | |  | | |  |
| **3** | **All staff** feel supported and a clear pathway of support is in place this ensures they are able to provide a highly effective curriculum and learning experiences for **all children** **(we care, we learn, we belong)** | | | | |  |  | |  | |  | | |  | | |  |
| **4** | The new leadership roles are effective and are sustainable, providing strategic leadership to improve the outcomes for **children**  **(we care, we learn, we belong)** | | | | |  |  | |  | |  | | |  | | |  |
| **5** | **All governors** have a clear, accurate and up to date understanding of the strengths and areas for development and partake in a range of monitoring and quality assurance activities at a strategic level. **(we care, we learn, we belong)** | | | | |  |  | |  | |  | | |  | | |  |
| **Monitoring (**explicitly against success criteria/ milestones- see annual monitoring plan for specific detail) | | | | | | | | | | | | | | | | | |
| **Who**  *Staff member/s responsible* | | **What**  *What monitoring activities will be taking place?* | | | | | | **When -***How regularly will you conduct monitoring activities?* | | | **Where-***Where will you review/report the outcomes of the monitoring activities?* | | | | **External Validation-***How will you gain external validation of your work (eg School Improvement Partner, Governors etc)* | | |
| SLT | | *Learning walks- Observations of teaching- Work scrutiny- Learning environment checks- Planning/ assessment checks- Subject leader action plans- PM meetings- Pupil Voice discussions-Parental views- Staff views* | | | | | | *Weekly-*  *Termly-*  *Annually-* | | | *Staff meetings*  *SLT meetings* | | | | *Leadership Partner- termly* | | |
| **Actions** (required to achieve Success Criteria) | | | | | | | | **Lead person responsible** | | **Timescale- start/end** | | | **Training/ CPD needs** | | | **Resources/cost/time** | |
| All stakeholders have been involved with the development and writing of the SDP  **Staff and Governors vision day 21.7.2022, Staff Inset day 1.9.2022** | | | | | | | | WL/JC | | ongoing | | |  | | |  | |
| SDP & SES shared with governors - emailed and ratified at meetings | | | | | | | | WL/JC | | ongoing from Aut 2022 | | |  | | |  | |
| Whole school based and individual CPD audited and training identified | | | | | | | | All staff | | ongoing | | |  | | |  | |
| **Leaders** will monitor and actively promote activities which enhance the wider curriculum for all children | | | | | | | | SLT | | ongoing | | |  | | |  | |
| **All staff** have access to The National College for CPD - SLT to monitor | | | | | | | | All staff | | ongoing | | |  | | |  | |
| Appraisals used to tailor and support staff to identify effective CPD | | | | | | | | SLT | | Autumn term | | |  | | |  | |
| Charter college membership provided for 2 members of staff to share good practice | | | | | | | | JC & MW | | ongoing | | |  | | | £70 | |
| Staff meeting agenda to include 20 min research and reading time to ensure all staff are kept updated with new gov initiatives and reports | | | | | | | | JC/WL | | ongoing | | |  | | |  | |
| Planned and protected subject leadership is timetable to ensure subject leads have time develop and monitor their subject areas (SH Wednesday pm) | | | | | | | | All teaching staff | |  | | |  | | |  | |
| **Governor** involvement with subject reviews  Staff Gov evening Aut (9.11.2022) | | | | | | | | WL & JC | | TBC | | |  | | |  | |
| **Leaders** will ensure **Governors** are invited to experience school in a variety of areas including, educational visits, residentials, lunchtimes, open evenings, performances etc | | | | | | | | WL & JC | | ongoing | | |  | | |  | |
| Timetable of events are shared with **Governors** via Google drive (or Gov Hub) for them to sign up to | | | | | | | | WL & JC | | ongoing | | |  | | |  | |
| School has received support and advice from visits from SIP & ASIA | | | | | | | | WL & JC | | termly | | |  | | |  | |
| Pathway of support, evaluated and amended where appropriate, offering support and guidance to all staff | | | | | | | | WL/JC | | Sept 2022 | | |  | | |  | |
| A Low Level concern policy and reporting format is in place to support staff, safeguard children to ensure they receive the best education possible  **Shared as part of safeguarding training 1.9.2022** | | | | | | | | WL, JC & LW | | ongoing | | |  | | |  | |
| Support is available to staff where needed e.g. OH support, coaching, access to Mental Health First Aider | | | | | | | | WL, JC & LW | | when needed | | |  | | |  | |
| Links to cluster primary schools strengthened to provide targeted support and sharing of good practice e.g. SEND Cluster, Subject Lead clusters, EYFS Cluster, Writing/moderation Cluster/project, HT cluster | | | | | | | | WL & JC | | Aut 2022 | | |  | | |  | |
| Induction Tutor (JC)and Mentor (DK) ensure ECT has relevant and appropriate training and support | | | | | | | | JC & DK | | ongoing from Aut 2022 | | |  | | |  | |
| ECT Mentor training to be completed in line with *Bestpractice* Mentor programme | | | | | | | | DK | | Aut 2022 | | | class cover TBC | | |  | |
| To develop a new SLT structure - new KS2 lead job description written SMSC whole school Project leader (job description to be developed) and new HT job share specific areas identified  CPD identified and in place, coaching and mentoring support in place.(HT job share area | | | | | | | | SLT & Govs | | Aut 2022 | | |  | | |  | |
| JC to attend Headspace group to develop network support group, visit local schools to develop an understanding of other leadership strategies | | | | | | | | JC | | Aut 2022 | | |  | | |  | |
| The challenge offered by **all governors** is evident in minutes of meetings and govs are able to demonstrate how this has a positive impact on the Q&E, B&A, PD, L&M & EYFS | | | | | | | | Govs | | ongoing | | |  | | |  | |
| **Governors** monitor this new leadership working arrangement regularly and report back to FGB | | | | | | | | NH & CA | | ongoing from Aut 2022 | | |  | | |  | |
| CA & NH to meet with staff to gather their views on the new working relationships | | | | | | | | CA & NH | | ongoing from Aut 2022 | | |  | | |  | |
| A school with the same SLT setup has been contacted and links made | | | | | | | | WL | | Aut 2022 | | |  | | |  | |
| DK to identify other SMSC opportunities - visit local schools to establish collaboration | | | | | | | | DK | | ongoing from Aut 2022 | | |  | | |  | |
| MH to work alongside KS1 lead to ensure whole approaches are discussed and in place | | | | | | | | MH & JC | | ongoing from Aut 2022 | | |  | | |  | |
| All staff to be clear on SLT availability - a responsibility cascade plan to be written to reflect a variety of circumstances | | | | | | | | WL & JC | | Sept 2022 | | |  | | |  | |
| SIP to deliver Governor training to ensure they have a good understanding of their roles, Ofsted framework and schools priorities and strengths | | | | | | | | SIP | | Aut 2022 | | |  | | |  | |
| **Autumn Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)** | | | | Vision days in July | | | | | | | | | | | | | |
| **Spring Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)** | | | |  | | | | | | | | | | | | | |
| **Summer Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)** | | | |  | | | | | | | | | | | | | |

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| **EYFS IMPACT PLAN 2022-23** | | | | | | | | | | | | | | | | | |
|  | | | Children at MTVS will make a start to their educational journey, through a wide and varied curriculum offer | | | | | | | | | | | | | | |
| Lead person accountable for the plan: A Montgomery  Governor/s responsible for the plan: | | | | | Finance Plan- How much will the plan cost: N/A | | | | | | | Account Code: | | | | | |
| Success Criteria & Milestones | | | | | | | | | | | | | | | | | |
| Success Criteria:  End of year impact -Percentages, time framed – (if different to end of year) | | | | | | Autumn  Target | Autumn Actual | | Spring  Target | | Spring Actual | | | Summer  Target | | | Summer  Actual |
| 1 | we care - the EYFS indoor and outdoor provision is regularly adapted to reflect the children's interests and to promote wonder and memorable experiences | | | | |  |  | |  | |  | | |  | | | % |
| 2 | we learn - all staff have a secure knowledge of children in the early years and are able to assess and plan for children’s next steps | | | | |  |  | |  | |  | | |  | | |  |
| 3 | we belong - children settle in to school life and are ready for the transition to KS1 | | | | |  |  | |  | |  | | |  | | |  |
| 4 |  | | | | |  |  | |  | |  | | |  | | |  |
| 5 |  | | | | |  |  | |  | |  | | |  | | |  |
| Monitoring (explicitly against success criteria/ milestones- see annual monitoring plan for specific detail) | | | | | | | | | | | | | | | | | |
| Who  *Staff member/s responsible* | | What  *What monitoring activities will be taking place?* | | | | | | When -*How regularly will you conduct monitoring activities?* | | | Where-*Where will you review/report the outcomes of the monitoring activities?* | | | | External Validation-*How will you gain external validation of your work (eg School Improvement Partner, Governors etc)* | | |
| *AM* | | *Learning walks- Observations of teaching- Work scrutiny- Learning environment checks- Planning/ assessment checks- Subject leader action plans- PM meetings- Pupil Voice discussions-Parental views- Staff views* | | | | | | *Weekly-*  *Termly-*  *Annually-* | | | *Staff meetings*  *SLT meetings* | | | | *Leadership Partner- termly* | | |
| Actions (required to achieve Success Criteria) | | | | | | | | Lead person responsible | | Timescale- start/end | | | Training/ CPD needs | | | Resources/cost/time | |
| To use the Early Excellence provision audits for indoor and outdoor and assess the quality of provision to ensure learning environment reflects all seven areas of learning | | | | | | | | AM | | Ongoing/ termly | | |  | | | Dependant on resources needed | |
| Work with subject leaders to inform how EYFS supports pupils for future learning in MTVS | | | | | | | | AM | | Autumn 2 | | |  | | | SLT time  Staff meetings | |
| To continuously develop and enhance the provision inside and outside of the classroom in line with topics, themes and child-led interests | | | | | | | | AM | | ongoing | | |  | | | None | |
| Establish accurate on entry developmental starting points using the Government Baseline and in house baseline | | | | | | | | AM | | autumn 1 | | | RBA training | | |  | |
| Establish accurate on entry communication and language starting points using BPV baseline assessment | | | | | | | | AM | | autumn 1 | | | BPV training | | |  | |
| Give additional and continuous support to children whose baseline assessments are below ARE | | | | | | | | AM | | ongoing | | |  | | |  | |
| Organise transition days to ensure a successful transition for children from their pre-school settings to school | | | | | | | | AM | | autumn 1 | | |  | | |  | |
| Visit children’s homes (home visits) to get to know families and understand children’s backgrounds in order to build a strong home-school partnership | | | | | | | | AM | | autumn 1 | | |  | | |  | |
| Continuously assess children and make all staff aware of their next steps | | | | | | | | AM | | ongoing | | | Continuous provision training for support staff | | |  | |
| Give 1:1 literacy, numeracy and phonics intervention to enable children to develop and narrow the gap | | | | | | | | AM | | ongoing | | |  | | |  | |
| Develop a language rich environment through the use of high quality texts, staff modelling and C&L opportunities including ‘chatter box’ | | | | | | | | AM | | ongoing | | |  | | |  | |
| Continuously use Tapestry to capture WOW moments, provide next steps from spotlight child time, record active learning and send home weekly blogs to parents | | | | | | | | AM | | ongoing | | |  | | |  | |
| All EYFS staff to be involved in the assessment process - meetings to be held in line with schools assessment cycle - as well as weekly provision meetings to discuss focus groups | | | | | | | | AM | | ongoing | | |  | | |  | |
| Children making slower progress will be identified. Provision maps will be created and updated. Children will receive daily/ weekly interventions and progress will be reported to SLT at pupil progress meetings | | | | | | | | AM | | ongoing/ termly | | |  | | |  | |
| Plan and model how to be an effective learner in the different areas of the curriculum and within the different areas in the classroom | | | | | | | | AM | | ongoing | | |  | | |  | |
| Develop links with Year 1 and Year 2 - whole Key Stage topic/ theme and enquiry led learning | | | | | | | | AM | | ongoing/ termly | | |  | | |  | |
| EYFS staff to attend CWAC training, to ensure judgements on ELGs are correct | | | | | | | | AM | | ongoing - see Ignite training dates | | | see Ignite training dates | | | Staff meeting time | |
| Autumn Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only) | | | |  | | | | | | | | | | | | | |
| Spring Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only) | | | |  | | | | | | | | | | | | | |
| Summer Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only) | | | |  | | | | | | | | | | | | | |

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