



Alvaston Infant and Nursery School

School Implementation Plan 2022/23

Our Vision:

It is our mission to ensure that our teaching and learning opportunities provide children with an outstanding educational offer, which enables all children to make excellent progress, both academically and personally, whilst equipping them with the cultural capital needed to succeed in the next stage of their learning journey and shaping them to become responsible citizens of society, both now and in the future. We strive to nurture and treasure every member of our community, in a safe and supportive environment, so they can grow, develop and flourish in order to reach their full potential. Through our high-quality teaching and learning environment, we believe that we encourage and instil confidence in every individual so that they can become the best that they can be.

Chair of Governors: Mr Julian Bland

Headteacher: Miss Molly Allen

Date written: 25/07/2022

Summary of Intentions:

One – Quality of Education

Reading – To ensure that all staff are confident with the new reading approaches and that this is deeply embedded across the school.

This will lead to 80% of children reaching ARE in every year group.

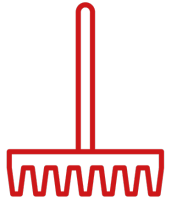
Assessment - To improve and implement a new assessment policy, which will allow teachers to assess foundation subjects accurately.

Knowledge - Further develop the knowledge of staff in all subject areas, particularly in music and computing so that they are confident to teach every subject well.

Experiences - To implement a sequential experience plan across the school which enhances education for children.

Culture – To develop successful links in the community so that children celebrate difference, develop respect and learn about the lives of others.

Outdoors: To improve outdoor learning.



Two: Behaviour and Attitudes

Attitudes - Ensure the provision allows children to truly understand and apply the attitudes for learning.

Relationships – Implement a new ‘Relationships Policy’ (which will encompass behaviour) and fully embed restorative justice and emotional coaching across the school. This will lead to children being more confident to solve conflicts themselves and that they are given time to reflect on their behaviours.

Attendance - Improve attendance across the school so it is 98%.

Monitoring -Improve monitoring so that we can assess the impact of work done.



Three: Personal Development

Safety: Ensure that the provision offered supports everyone to feel physically and emotionally safe and that they are taught about ways that they can be safe, happy and health.

Pupil Premium: Ensure that the most disadvantaged pupils are strategically tracked across the school and are given every chance to catch up / keep up with their peers. Improve monitoring so we can track impact of support in greater detail.

Aspiration: Ensure that the provision teaches children to appreciate that everyone in society is ‘needed’ and instil high hopes and aspirations within them.

Character: Further develop children’s character so that it is worthy of being shared with others.

Enrichment: Improve the enrichment opportunities offered to children so they can nurture their talents.



Summary of Intentions:

Four – Leadership and Management

Community: To become a hub of our community.

Attendance: To improve attendance so that it is 98%+ and to fully embed the new attendance approach.

Stakeholders: To ensure all stakeholders are aware of the school's strengths and priorities and can articulate the strategic direction of the school.

Equality: To improve the provision for any child or adult who has a need. To implement a new inclusion strategy to improve progress made for SEND and disadvantaged children.



Five: EYFS

Sequential Curriculum: To ensure that the curriculum is coherently sequenced so that learning can be built upon.

Words and vocabulary: To prioritise words and vocabulary so children can access the full curriculum provision.

Adults in play: To ensure all adults are aware of and can respond to the children 'in the moment' so that learning can be extended.

Transition: To improve transition across the school so children are ready for their next stage in education, this will include any new starters and reviewing the admissions policy.

Sticky learning: To ensure children master the basics and that learning is committed to the long-term memory.



Quality of Education

Reading - To ensure that all staff are confident with the new reading approaches and that these are deeply embedded across the school. This will lead to 80% of children reaching ARE in every year group.

Key Areas:

- E** Overall Effectiveness
- L** Leadership & Management
- Q** Quality of Education
- B** Behaviour and Attitudes
- P** Personal Development
- F** EYFS

Implementation:



Other Areas	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
F	Ensure all new staff are trained with the new approaches. Revisit key concepts of early reading practices.	MA/JH	Within the first week of new starters joining Staff meeting refreshers weekly Peer coaching Nov 22	Staff time - £500	All staff will become experts in early reading and will be able to share practice. Peer observations demonstrate that the school is consistent with its approach and this leads to 80% of children reaching ARE, in reading, in every year group. Action words and re-reading leads to children reading more fluently. 100% Staff talk with confidence about the schools approach and can provide specific examples of how it supports those who find it most difficult to read. The pace of phonics is clearly mapped and this enables teachers to be consistent and ambitious for all pupils and helps to identify any pupil who is falling behind the suggested pace of the scheme. It also allows for all staff to support more able children with what they need to learn 'next'. Peer coaching, staff workshops and refresher training (e.g. purest sounds revisitation, video of typical phonics lessons) lead to 100% of phonics lessons being deemed to be of a high quality. This leads to excellent phonics and reading outcomes for all. At the end of the year, 90%+ of children reach ARE in phonics. By the end of September, all staff are confident to choose a book which matches the needs of the individual child (this includes more able children). The focus on 'contextualizing' a book enables children to talk with confidence about what they are reading.	JH / MA – see separate monitoring cycle.
L F	Implement reading recovery and ensure progress is tracked closely by introducing bespoke analysis trackers.	All staff	Set up systems Sept 2022 MZ- 2 days GL 3 days Half termly monitoring (Oct, Dec, Feb, April, July) Purchase new resources and equipment	£33,200	100% of the lowest 20% of readers access high quality additional reading support in addition to quality first teaching. There is clear progress seen from their starting points. This is reviewed by the English Lead on a half termly basis and impact is tracked and discussed with leaders, class teachers and parents and carers. Monitoring indicates that the reading recovery programme is highly effective.	MZ/JH/MA/GL / Link Governor – MH/LW

Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
L	Improve the library provision for children by purchasing a reading pod, introducing a new library administration system and ensuring children can access the library during free time. Set up library after school club so parents can attend with their children to select and read books.	MA/SS/JH/LE	Sept 2022 (reading pod install) Nov 2022 new library admin system/lunchtime provision	£65,000 including resources	As requested by the children, they will have a quiet space, whereby they can relax with a book at break and lunch time (reading pod on the playground) . 100% of children have been to the reading pod due to the fact they 'want' to go and read. This will promote the love of reading. 95% of the school will say that they love reading when asked and can tell you why. Any child who states they do not like reading will be identified as a reluctant reader and will form part of a special reading club. The staff member leading this club will be able to give evidence of how children's attitudes have changed over time. The treasured texts will mean that in Nursery, children know 10 books by heart, in Reception they know 20, Year 1 they know 30 and Year 2, they know 40. Children are observed accessing these books in the library and it is clear to see that they enjoy reading. Visits to the reading pod are planned and children look forward to selecting a special book of their choice. Children are observed handling the books with care, love and respect. Children are taking books home at least once per week and this improves children's attitudes towards reading. The library is used by the vast majority of our school community.	Nov 2022, Feb 23, July 23 – use of the library and child voice (MZ/Link Governor)
L	Improve reading provision for all children, especially those who fall behind their peers. Adapt NELI approach so it meets the needs of the children in the school and allows progress to be made. Introduce new trackers so that leaders can evaluate impact of interventions.	MZ/JH/RT/T D/LE/WM	Ongoing	Resources (Bug Club / Books) - £5,000 Staff: £62,000	The lowest 20% of readers access intensive support and this starts with our youngest pupils who access Talk Boost and Neli. This provides them with the speech, language and understanding to process new knowledge. Monitoring of the action words shows that this is being taught across the school and is having maximum impact for the children, with 85%+ being able to read over 80% of common exception words. The designated Speech, Language and Communication (SLC) staff members in each year group are highly skilled with what they do. Analysis of data shows that 100% of children who are below ARE in SLC make good or better progress from their starting points (NELI/Talk Boost). Target children (weakest 20% of readers) are identified and extra support is offered swiftly, all parents are informed and know what they can do to help at home (resources are provided). Detailed notes and formative assessments show the good progress children have made. Each half term, all of these children improve upon their phonic assessment score and their common exception word check. 100% of children who are behind their peers are invited to receive additional support, after school. 80% of the children identified take up this opportunity.	TD/RT to evaluate SLC after the end of each cycle – feedback to SLT MZ/JH /GLto review parent feedback / questionnaires Half termly CEW checks (MZ/JH/GL)
L	Monitor and evaluate the new story time approach. Improve reading retreats in the classroom so that the treasured texts are accessible for all children.	MA/JH/MZ (approach) Class Teachers (implement) Year Group Leads (oversee)	Treasured texts to be displayed (Nov 22) English monitoring cycle (ongoing) Pupil voice on stories they read in class – Oct 22, March 23 (MZ)	£2500	The reading approach across the school is consistent. Treasured texts are displayed in the classrooms and children will be able to retell these stories, with increasing accuracy. Children show great respect for these books and clearly demonstrate a love of reading. Pupil voice indicates that children look forward to story time and can talk about specific favourites. Monitoring of story times in school shows that children are read to at least 5 times per week. Teachers carefully plan to read books that relate to the following areas (each area, once per week): Love of reading, vocabulary builder, treasured text, revisitation and overcoming specific barriers to the school e.g. regulation, culture, experiences. This leads to children receiving a 'balanced diet' of books and as a result, their learning is positively impacted. 100% of classes can recall at least one book from each category and can talk about why they think it has been read to them.	Termly moderation YGLs / LH

Quality of Education:

Assessment - To improve and implement a new assessment policy, which will allow teachers to assess foundation subjects accurately.

Key Areas:

- E** Overall Effectiveness
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Implementation:



Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
<ul style="list-style-type: none"> L B 	Implement a new assessment policy, which places emphasis on continuous assessment judgements being made in foundation subjects. Ensure that teachers are addressing gaps that have been identified in all subjects.	RF/MA Year group leads	Sept 22 – Assessment staff meeting Target book monitoring – YGLs – Dec, Feb, June	N/A	All staff feel more confident regarding the new assessment approaches. Staff can talk about how they use mini assessments, observation and their knowledge of the child to make judgements regarding children’s attainment. Short term plans document intended end of unit outcomes and possible assessment tasks. Monitoring demonstrates that adults are planning a range of assessment activities which allow children to explore and discover key ideas, concepts and questions. By the end of the summer, 100% of staff are able to ask relevant questions and engage in meaningful play, which will allow them to identify next steps, assess key knowledge and arrive at a sound conclusion as to the child’s attainment level in foundation subjects. Target books show that teachers are addressing gaps in foundation subjects through 1:1 time spent with individual or small groups of children.	Dec 22, March 23– MA/RF Assessment conversations with teachers Subject Leaders (at the end of each unit) Year group leads
<ul style="list-style-type: none"> E L 	Subject Leaders and Curriculum Leads to conduct monitoring and conclude if they agree with judgments (against Knowledge and Skills Documents). Ensure that data drops (Dec, Feb, July) are shared in leadership team meetings so all leaders are involved with reviewing this progress.	Subject Leads	Sept 22 Feb 23 July 23	Non contact time for staff	By the end of the summer term, subject leaders’ monitoring will indicate that 98% of these judgements are accurate and correct. By the end of the spring 1, every subject leader feels that their subject is taught well and can see the impact of the learning in their subject. 100% of teaching staff feel more confident with their assessment judgements.	Year Group Leads SLT

Quality of Education:

Knowledge - Further develop the knowledge of staff in all subject areas, particularly in music and computing so that they are confident to teach every subject well.

Key Areas:

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Implementation:



Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
F L	Review knowledge organisers and knowledge and skill progression documents so that they address misconceptions and are in line with the adapted EYFS Learning Goals.	JH/RF/MA Subject Leads	Feb 23	Non contact time	Subject leaders review the knowledge and skill progression documents and consider key misconceptions. This aids teaching and learning and enables all staff to teach each subject well. This is evidenced in lesson looks, pupil voice and staff questionnaires. Knowledge organisers provide children and families with the intended learning for the term. New planning formats document the potential misconceptions that may arise when teaching a certain unit of work and these are addressed by teachers skillfully. Monitoring shows that children are confident with the key vocabulary that has been taught and can give definitions of what these words mean.	MA / Subject Leaders
L	Implement regular, planned coaching for staff regarding planning of the music curriculum. Team teaching and observations to be arranged.	JF	Nov 2022	Supply cover costs £126.00 Music Express	Staff voice demonstrates that they found the coaching helpful and that the CPD (training clinics) they have received has impacted positively upon teaching and learning. Staff feel more confident to teach music and talk about how the resources purchased provide a starting point for teaching and learning. Lesson look feedback and pupil voice demonstrate that Music teaching has improved across the school.	Music Lead Jo F
	Staff to have regular refreshers regarding the teaching of high quality phonics. All staff to regularly revisit phonemes so that they are saying the purest sounds. Revisit expectations of reading in school.	MA/JH	Training for staff – Nov 22 On going revisitation of sounds		Phonics refresher for all staff indicates that staff feel more confident to teach phonics and know what effective phonics looks like in school. Quality assurance of phonics lessons demonstrates that the teaching of phonics is of a consistent, high quality – no student or staff member teaches phonics without this secure knowledge. This continues to impact positively upon children's attainment and progress.	Phonics Lesson Looks – Dec 22 / March 23

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Implementation:



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L	Refurbish the old library to create a Computing Classroom and ensure the staff have the resources and space to teach computing well. Staff to be given time to explore and experiment with new and current resources, including computing, music and science.	BH/JF/MH	Computing Classroom Sept 22 Termly monitoring	£25,000 computing classroom £7,000 resources	The computing classroom is utilised well and children visit when they are timetabled to. As a result, monitoring indicates computing is taught well across the school. Staff voice states that they feel they no longer face barriers when they are teaching computing e.g. not enough laptops/charging points. Children talk about the computing curriculum with confidence and many visit computing club at lunchtimes. Staff feel confident to use the new resources (Rugged Robot, VRs, instruments, human body) and are aware of how they work and how they can improve the quality of education. 100% of staff have experimented with new resources and 100% of staff feel the Computing Classroom has improved the computing provision within school.	Staff and child voice Nov 22 – HP/BH Monitoring Jan 23 – BH BH/JF/MH
E L	Work with parents to support them regarding how they can keep children safe online, this will involve sending reminders on Dojo and creating a section on the website whereby they can view short videos.	HP/BH	Nov 22 Workshop – Dec 22	Non contact	Children are educated about how they can keep themselves safe online. They can talk about what they can do if they encounter danger and who they might go to, to ask for help. The school website has short videos and top tips for parents and the Youtube views show that parents are engaging with this material. Parent voice states they are more aware of how to protect their children whilst online.	BH/SC – pupil voice – Feb 23 Parent voice – Dec 22

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<ul style="list-style-type: none"> F L 	The Headteacher and Curriculum Leaders to review the full curriculum. Refine knowledge and skill builders so they reflect the curriculum decisions that have been made. Review the planning documents so that they include potential misconceptions and key vocabulary.	HT/Curriculum Leads Year Group Leads to evaluate coverage	August 22 (k&s builders) (See separate monitoring cycle) Every half term	Non contact	All staff are fully aware of what they are teaching and when. They can articulate how this feeds into a sequential curriculum. Teachers who work with the documents are able to put forward suggestions and this leads to valuable debate and amended documents, where necessary. All staff members, including support staff, find the documents useful and express that they are an aid to help them teach. The misconception points identified provide a further aid for teaching. This ultimately improves the quality of education for children. All subject leaders can articulate the changes that have been made and can talk about how effectively their subject is being taught by summer 2023. This is supported with a range of quality assurance processes e.g. pupil voice, drop ins etc.	Subject Leaders Year Group Lead Senior Leadership Team through lesson looks and discussion
<ul style="list-style-type: none"> P L 	The new Science Lead to implement actions from the PSQML and continue to raise the profile of Science so that it is taught highly effectively. To enrich the outdoor environment so that relevant and meaningful learning takes place.	MH/LD	£2,000 CPD / Subscriptions / PSQML £20,000 – outdoor areas		The Science Subject Leader can talk with confidence regarding the improvements that have been made in Science. She will then work closely with teaching staff to further their knowledge and develop their confidence. Staff voice and lesson looks indicate that staff's subject knowledge in Science has improved. Staff utilise the outdoor environment (e.g. pond and outdoor spaces) and meaningful activities are planned for and this enhances the education for children (e.g. Everyone is an Engineer).	Science Governor, Science Lead, Teachers

Quality of Education:

Experiences - To implement a sequential experience plan across the school which enhances education for children.

Key Areas:

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Implementation:



Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
<p>P</p> <p>F</p> <p>L</p>	<p>Introduce new experience plan and experience expectations for each year group. This will be linked to the school's identified barriers document and will ensure that as a minimum, there will be:</p> <p>1 x enrichment trip, linking to the curriculum, 3 x love for reading events, Life skills (Forest School) one half term each, 3 x Arts and Culture events, 4 x experiences linking to belief and faiths, 2 x community cohesion work, 4 X performances.</p>	Year Group Leads	Ongoing	<p>£2,000 PP subsidisation</p> <p>£1,000 school contribution to religious trips / experiences</p>	The children access a high quality, bespoke education, which allows them to develop their knowledge through experiences and real life opportunities. This promotes their love of learning and when asked, children can talk, in detail and with enthusiasm about the experiences that they have accessed. This supports their speech, language and communication, as well as their wellbeing and engagement. This will help to create life long learners who take away memorable learning that they will treasure. 100% of children can talk about a visit / experience they have been on and subject leaders feel these experiences have positively contributed to their education.	<p>Year Group Leads, SMSC Lead, Subject Leaders</p> <p>Curriculum Leads</p>
<p>L</p>	Year Group Leads to plan and discuss the sequential plan with curriculum leads. Year group leads to monitor and provide feedback to curriculum leads so successes can be celebrated and next steps identified.	Year Group Leads and Curriculum Leads	On going	Non contact	Every subject leader has a sequential map regarding the key visitors, experiences and trips that relate to their subject. Clear justification regarding why these experiences have been undertaken is given and subject leaders monitor and evaluate how these have impacted teaching and learning, in relation to their subjects.	Subject Leads and link Governors

Quality of Education:

Culture – To develop successful links in the community so that children celebrate difference, develop respect and learn about the lives of others.

Implementation:



Key Areas:

- Overall Effectiveness
- Leadership & Management
- Quality of Education
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Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
 	Educate children regarding those who are less fortunate than themselves. Leaders to visit a school in Kenya and develop life long links and form a 'sister school' partnership. Educate children regarding the Kenyan life styles and the lives of children that will be visited. Plan in opportunities for children to revisit the live streams that were shared so that they continue to revisit their learning.	All teachers MA/JH/LD /SC/JV	Assembly rota (sept 22) Ongoing education and planning the trip through the curriculum	£10,000 Trip – fundraise d	Children develop a desire to want to help others who are less fortunate than themselves. They show care and compassion and can give ideas and examples of how our school family can help other people in the world. The education offered to children equips children with the knowledge regarding a contrasting locality and the diverse lives and challenges that others may face. Through pupil voice they clearly demonstrate a knowledge and understanding of the Kenyan Experience and the role that they have played.	All staff JH/LD/MA/SMSC Lead
 	Strengthen links with local care homes and provide a programme of support, linking to the arts in education. Ensure that children are taught about the importance of culture through a variety of different platforms e.g. stories, art, drama. Introduce an annual show where children can perform at a local theatre.	RW/JV/HP Year Group Leads Curriculum Leads	Care home links planned out June 23 - show	£500 theatre hire	The children in school can talk about how they work with the wider community with care and compassion. Children in every class are given the opportunity to perform / present to the care home at least once. The school production is well attended and parents can talk about the cultural diversity that has been celebrated and the impact the performance has had on children's personal development.	SMSC Lead Arts Lead SMSC Governor

Quality of Education:

Culture – To develop successful links in the community so that children celebrate difference, develop respect and learn about the lives of others.

Implementation:



Key Areas:

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Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
P	Purchase resources (books, puppets, props) and provide CPD for staff so that teachers make conscious decisions regarding images and figures that the children are exposed to. E.g. making sure every child and ethnicity is well represented. Continue to educate children regarding events and celebrations that may occur in the world, through Picture News.	TD / SC / All staff	Nov 22- Resources Reviews – termly	£2,000 books and resources	The environment and resources on offer reflects the diversity celebrated in school. Children can talk with confidence regarding different celebrations and festivals that occur around the world. Children respect and appreciate each other's beliefs and can talk about their own beliefs and ideas. Teachers can give specific examples of how they ensure that all children can 'see and identify' themselves at Alvaston Infant and Nursery School.	RE Governor RE Lead SMSC Lead
P	Work with the school community (including parents) to raise awareness of the importance for cultural diversity. Set up a diversity committee to work with the HT to champion the culture performance. Create a community themed plan regarding key events and issues E.g. cultural diversity, celebration of black lives matter – this will include celebrating festivals and events from other religions and cultures.	SC / TD / MA	Ongoing through school plan / calendar	£500	Parents / carers can explain and talk about ways in which the school promotes cultural diversity. As a result, parents feel that the school is exposing children to a variety of different cultures. Parents and the wider community become actively involved in these events and they appreciate why they are important. Children are educated about sensitive topics and can talk about this with an increasing understanding, giving their views, with some support. This equips them to be respectful and caring citizens of society.	QE Governor SLT Summer 23 parent voice

Quality of Education:

Outdoors: To improve outdoor learning.

Implementation:



Key Areas:

- E** Overall Effectiveness
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Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
P	Teachers to consider outdoor learning opportunities for children during every PPA session. Review knowledge and skill documents to make the outdoor learning more explicit e.g. fieldwork skills in geography and plant exploration in Science. Purchase and install pond to provide more outdoor learning opportunities. Introduce outdoor learning guidance to ensure safety. Train staff so they are confident to use the guidance and explore outdoors.	Teaching staff MA/RF (K&S) LD – guidance and training	Weekly Sept 22 Jan 23	£12,000	Teachers are constantly revisiting the opportunities for outdoor learning and this leads to an increase of experiences for the children to access outdoors. Monitoring shows that learning outdoors is purposeful and effective and drop ins show that children are engaged and motivated to want to learn. During planned SLT meetings, Year Group Leads can talk about the outdoor learning opportunities that have been offered and can demonstrate impact of this work. The pond is used regularly and children show respect for this area and talk positively about it. Staff refer to the outdoor learning guidance.	YGLs - weekly SLT - weekly LD – lesson looks / planning looks – half term
P	Develop links with Elvaston Castle so that the grounds can be used more frequently. Formulate a plan for the grounds to be used.	LD	October 22 Termly	£21 per session used Increased staffing	The children visit their local area much more frequently and develop 'place attachment'. This aids their wellbeing and engagement which will subsequently improve the quality of education. Children talk with confidence regarding what they have learnt on their visits and class teachers can reflect accurately when assessing children and the progress that they have made as a result of outdoor learning.	Class teachers SMSC Lead

Behaviour and Attitudes:

Attitudes - Ensure the provision allows children to truly understand and apply the attitudes for learning.

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Implementation:

B

Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
P	Introduce a 'Spot On' assembly and revisit rhymes and examples of how children have displayed certain attitudes for learning. Attitudes to learning to be assessed in January and July (developing, secure, mastering).	MA/SC all staff JV/SC	Jan / July analysis in relation to how many children are working at each level for each attitude. Sept 22	£200 – printed star of the weeks	In every star of the week assembly, every rhyme is revisited and examples of how we can show these behaviours are explored. As a result, the vast majority of children will be able to recall the rhymes associated with each character by the end of July 23. They will be able to give age appropriate examples of how each attitude can be practised. E.g. I am independent as I don't need to ask my teacher for help. I try by myself first and then I might look back in my book to find the answer to my problem. Monitoring shows that more children are secure or mastering the learning attitudes at the end of the academic year.	SC – Dec 22, JV – Feb 22, SC/JV July 22
P	Introduce continuous provision into Year 2 to develop children's attitudes for learning. Consider and map out how continuous provision progresses throughout school. Share vision for continuous provision with all staff and provide training.	MA/JH/NE/LD/TD	Sept 22 – vision 10 th Oct – INSET day (training)	£2,000 resources for continuous provision	The excellent Reception and Year 1 continuous provision is built upon through the school so that in Year 2, children demonstrate the same level of problem solving and motivation towards their learning. This leads to children being autonomous learners, who are able to organise themselves and produce work which is of an excellent standard. Lesson looks demonstrate that meaningful play is evident across the school by the end of the Autumn term and this continues to be built upon.	SLT – Dec, Feb, July SDC – Sept, Feb, July
	Introduce calm starts, with children coming in in a staggered way from 8:45am-9:00am and ensure breakfast is offered.	SLT/YGLs/All staff	Oct 22	N/A	The majority of children say that the calm starts help them to be 'ready' for their learning. The majority of parents feel that the staggered start reduces traffic and allows them to calmly enter the school with their child. They feel this has positively impacted upon their own and their child's wellbeing.	Staff and parent voice - Starting the day calmly - SC – Nov 22

Behaviour and Attitudes:

Relationships – Implement a new ‘Relationships Policy’ (which will encompass behaviour) and fully embed restorative justice and emotional coaching across the school. This will lead to children being more confident to solve conflicts themselves and that they are given time to reflect on their behaviours.

Key Areas:

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Implementation:

B

Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
P E	Rewrite the ‘Behaviour Policy’ and replace with a ‘Relationship Policy.’ Receive training from Jason Bangbala and agree with staff the new behavioural approach (including the emotional coaching) and implement this in school. Enroll onto the DCC courses centred around behaviour (Is there another way?) and ‘the kindness principles’ – David Whitekar. Improve children’s personal and social development with one another by introducing dedicated ‘Relationship Time,’ in class and during Talk and Sort.	MA/SC/SLT Staff members JV/SC – Relationship Time observations	End of Oct Monitoring half termly (Termly)	£3000 (including training received on emotional coaching and behaviour approaches)	The new Relationship Policy is implemented so that there is a consistent approach towards behaviour in school. Staff can talk with confidence about how the school ‘looks behind the behaviours’ and how they use emotional coaching and restorative justice to help children understand their own and each others’ emotions. The emotional coaching offered encourages children to be more understanding of one another and by the end of the year, they begin to resolve conflicts with increasing confidence. Staff engage in meaningful conversations and facilitate these so that children’s voices are heard. Relationship Time impacts the way children interact and respond with one another and this leads to them making wider friendships with one another.	SC MA SMSC Governor
E	Introduce ‘What’s right for me?’ bag and teach children ways in which they can self regulate. Review this at the beginning of each half term.	SC/Teacher s Talk and Sort Lead	Oct 22 INSET Revisit half termly	£500 – printing and resources	Staff are aware of strategies that they can teach to children to help them self regulate e.g. breathing techniques. ‘What’s right for me?’ bags are introduced across the school by the end of the Autumn Term. All children can talk about some strategies that are in their bag. By the end of Summer 2, children can talk about the strategies which are most helpful to them. Less children will ask to use their bags and will begin to react in the moment to select self help strategies. As a result, children can self-regulate and practise mindfulness before a situation escalates, this leads to low numbers of behavioural incidents. .	SC/JV – Dec 22, Feb 23, July 23
E	Provide targeted support for children who may present as being ‘dysregulated’. Review children accessing support on half termly basis. Provide training for new talk and sort lead. Introduce parent drop ins and provide updates for parents.	All staff MA/Talk and Sort Lead	Training – Sept 22 Ongoing / half termly analysis	Salary of Talk and Sort Champion 2.5 days	There is a clear plan of support for children who appear to be ‘dysregulated’. This leads to an increase of support and an decrease of incidents recorded. Teachers and parents can refer to the Talk and Sort Lead. Parents talk positively about the support that their families and their children are receiving and are kept up-to-date with their children’s development. Some families attend regular drop ins with the Talk and Sort Lead and all state that these have been helpful and supportive.	Questionnaire – Talk and sort lead / JV/SC Termly

Behaviour and Attitudes:

Relationships – Implement a new ‘Relationships Policy’ (which will encompass behaviour) and fully embed restorative justice and emotional coaching across the school. This will lead to children being more confident to solve conflicts themselves and that they are given time to reflect on their behaviours.

Key Areas:

- E** Overall Effectiveness
- L** Leadership & Management
- Q** Quality of Education
- B** Behaviour and Attitudes
- P** Personal Development
- F** EYFS

Implementation:

B

Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
P	INSET training from Jason Bangabala. Through the relationship policy, introduce new praise and positive reinforcements, along with agreeing key actions for sanctions. Seek views of parents and ensure new policy is adhered to. Support from Jason to provide coaching and quality assurance.	MA/SC	Oct 22(policy to be written, parent forum) Nov 22 (monitoring)	Non contact of SC	In September 22, all staff have had the chance to reflect on current practice after the training. As a result of staff's and parent suggestions, the relationship policy is drafted by Oct 22. The policy is understood by all stakeholders and by Nov 22, all staff are changing and adapting their practice and there is a consistent approach across the school. Monitoring indicates that there is an increase of specific praise and this leads to children knowing what is expected of them. In March 23, all staff feel confident to apply the policy and monitoring indicates this has a positive impact on children's wellbeing and relationships with one another and with staff. This leads to fewer behavioural incidents and it is clear to see the excellent relationships between staff and the children. In July 23, staff talk positively about the changes and can give examples of how this work in practice.	Staff voice Nov 22 Jason Banagbala (monitoring) - Feb 23 SLT (June 23)
P	Provide Restorative Justice training for all staff and begin to implement the approach. Agree common language and scripts for Restorative Justice sessions.	SC/All staff MA/SC	Dec 22 Dec 22	£2,000	In Dec 22, all staff can see the benefits of Restorative justice and agree that this approach helps to support children to resolve conflicts, understand one another's behaviour and learn how to encounter and situations more effectively next time. Through observing staff resolving conflicts, it is clear to see children reflecting on situations and understanding that versions of the 'truth' may be different. As a result of this, children become more empathetic and more aware of themselves and others.	SMSC Governor – Feb 23, June 23

Behaviour and Attitudes:

Attendance - Improve attendance across the school so that it is 98%.

Implementation:

B

Key Areas:

- E** Overall Effectiveness
- L** Leadership & Management
- Q** Quality of Education
- B** Behaviour and Attitudes
- P** Personal Development
- F** EYFS

Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
E	Embed new attendance strategy (including for Nursery Provision) and introduce weekly meetings at a designated time. Attendance to be an agenda at every SLT meeting so year group leads can implement agreed actions as part of their leadership time. Concerns to be shared with class teachers during weekly PPA sessions. Arrange regular meetings with EWO.	CM – attendance lead YGLs Class teachers LD – Nursery questionnaires	Sept 22 Weekly updates from CM Weekly actions carried out June 23	£6,000	Children with low attendance, including those who attend nursery) are quickly identified by the Deputy Headteacher. Telephone calls (as an initial concern) and meetings (more serious concerns/red group) are arranged with parents in order to share concerns. Year group leads are notified of this and this is disseminated to class teachers, who also closely monitor the situation and closely work with parents. Home visits are conducted on every occasion whereby the school does not know where the child is. This leads to over 60% of children (in each group) having improved attendance on a week by week basis. Every class teacher is aware of who is in their red and amber groups and attendance forms part of every PPA meeting and clear consistent approaches are followed. The timely referrals to the EWO and the increased accountability leads to attendance being at 98% by the end of Summer 23. As a result of the works done in Nursery, parents start school knowing the importance of good attendance and this is reflected in parental questionnaires.	Safeguarding Governor SLT Year Group Leads Class Teachers JB CM - Parents Termly
E	Improve communication with parents and stakeholders so that everyone is aware of the approaches and systems that the school are using to improve attendance.	MA/JB	Weekly At SLT Parent forums (termly)	N/A	All staff are fully aware of what the school is doing in order to tackle attendance. Stakeholders are invited to forums, the policy is on the website and Governors are kept up-to-date on attendance at every Full Governor Meeting. This leads to a joint vision and shared approach which will lead to improved attendance, of 98%, by the end of the academic year.	Safeguarding Governor SLT EWO

Behaviour and Attitudes:

Monitoring -Improve monitoring so that we can assess the impact of work done.

Key Areas:

- E** Overall Effectiveness
- L** Leadership & Management
- Q** Quality of Education
- B** Behaviour and Attitudes
- P** Personal Development
- F** EYFS

Implementation:

B

Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
See action re attendance, this will be monitored weekly and evaluated on a half termly basis.						
<p>L</p> <p>P</p>	To ensure that monitoring across the school is carefully planned and leads to the school making improvements towards the provision offered. Plan in time to share monitoring feedback.	Subject Leaders	<p>Subject action plans Sep 22</p> <p>Termly SDC reviews</p> <p>Half termly staff voice and reports shared.</p> <p>Termly reviews and action plans</p> <p>Half termly staff voice and reports shared.</p>	Non contact and cost of any improvements	Monitoring leads to subject leaders making improvements in their subjects and as a result, the vast majority of children are engaged in their lessons, which leads to children showing excellent attitudes and behaviours towards learning. Actions and trends are analysed and shared in a timely manner and this leads to an improvement of the quality of education across all subjects. They display excellent attitudes for learning and this, along with other works done, allows us to embed the recommendations on the SMSC Gold award. Safeguarding and behavioural analysis is shared with all staff and they are aware of the trends and patterns that have been identified. This leads to the curriculum and provision being amended / adapted to meet the needs of the children and to all staff being aware of the emerging needs of individuals/classes/year group and or themes. Staff voice indicates that they are aware of the safeguarding and behavioural needs that occur in school.	<p>SMSC Lead and Governor</p> <p>SLT</p>

Personal Development:

Safety: Ensure that the provision offered supports everyone to feel physically and emotionally safe and that they are taught about ways that they can be safe, happy and healthy.

Implementation:

P

Key Areas:

- E** Overall Effectiveness
- L** Leadership & Management
- Q** Quality of Education
- B** Behaviour and Attitudes
- P** Personal Development
- F** EYFS

See behaviour and attitude section regarding new relationship policy and emotional coaching.

Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
E	Further improve the quality of education and provision offered so that children are taught about online safety, appropriate content and how they can help themselves to stay safe mentally and physically.	Oct 2022 INSET Day – SC HP/BH- Two-weekly updates for all staff. BH Parent Workshop – Dec 2022 Website videos – Dec 2022 – BH/HP Ongoing updates for parents on dojo /Blog to be set up	Sep 22 Dec 22 Jan 23	NA	By the end of the academic year, 100% of teaching staff feel more confident regarding applications and content that the children may access or be exposed to and they are aware of the potential risk. Any disclosures are recorded promptly on CPOMS and appropriate action is taken. Children are aware of how they can keep themselves safe online and they know what content they should and shouldn't be exposed to. The curriculum design ensures that online safety and appropriate content is discussed weekly with the children. The school website provides parents with information regarding potentially harmful or dangerous applications and dangerous content. Parents feel that this helpful and allows them to better protect their child. Children can talk with confidence about ways that they can keep themselves mentally healthy with confidence by Spring 1.	HP / Safeguarding Governor / MA
	Introduce regular mindfulness activities and provide children with mental strategies to help them to keep a healthy mind. Rest and reflect to occur daily. Introduce 'What's right for me bag?' and the 5 ways to wellbeing. Parents with children who may need extra support to be informed in timely manner.	Oct 22 INSET Day – SC All staff- Trial and evaluate new approaches regular feedback in School Improvement Plan Reviews	Oct 22 Termly reviews for Talk and Sort for parents and with SLT/Talk and Sort Lead		Staff fully understand the importance of ensuring children are taught strategies to help them to self regulate and these are bespoke to each child. These strategies are taught to all children, who can provide examples of what they may do to reflect on their emotions and respond to them appropriately. Rest and reflect occurs daily and takes many different forms across the school. E.g. Art Therapy/ meditation and by the end of the Summer Term, children use a range of strategies in these sessions e.g. exercise, breathing, drawing. As a result, children self regulate and demonstrate high levels of self control. Action is taken to support those who demonstrate dysregulated behaviour and this is highly effective (Talk and Sort referrals). 90% of parents who have children attending talk and sort feel informed about how their child is progressing and they feel the sessions have been helpful. The new emotional coaching approach supports children to understand their behaviours and equips them with skills to regulate more effectively in the future.	SMSC Lead and SMSC Governor SLT

Personal Development:

Safety: Ensure that the provision offered supports everyone to feel physically and emotionally safe and that they are taught about ways that they can be safe, happy and healthy.

Key Areas:

- E** Overall Effectiveness
- L** Leadership & Management
- Q** Quality of Education
- B** Behaviour and Attitudes
- P** Personal Development
- F** EYFS

Implementation:

P

Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
<p>Q</p> <p>E</p>	Educate children regarding healthy eating and leading a physically active lifestyle, this will include adapting the PSHCE knowledge and skill progression document so that children are taught about the protected characteristics.	<p>MA/SC – knowledge and skill documents and monitoring</p> <p>BH/EK- Monitoring of playtime provision</p> <p>MH- Science monitoring</p> <p>MH/BH- Monitoring of the dining hall.</p>	<p>Sept 22 / Termly (monitoring - SC)</p> <p>Nov 22/ Mar 23/ Jun 23</p> <p>Nov 22/ Apr 23</p> <p>Dec 22/ Apr 23</p>	<p>£500 subsidised clubs / increase amount of lunchtime staff</p>	<p>The curriculum is designed to teach children about healthy choices that they can make towards their diet. All children can talk about healthy choices that they could make. Staff support children to make healthy choices and this includes them acting as positive role models whilst dining with the children. Teachers eat with children once per half term as a minimum. As a result of this, more children are willing to try new foods and they show excellent table manners and eating habits.</p> <p>The knowledge and skill progression documents make it clear for teachers to see what they should be teaching in relation to the protected characteristics during each year group. As a result, children show an age appropriate understanding of the protected characteristics and show an awareness of equality and equity. Some children can think of ideas regarding how we can tackle some issues relating to the protected characteristics e.g. racial incidents.</p> <p>All children have been offered the opportunity to engage with an extra-curricular club which encourages them to be physically active. Through a carefully designed break and lunchtime provision, children engage in activities which help to keep them physically healthy.</p>	Science lead/ SMSC lead/ PE Lead
F	Promote good dental hygiene routines and share these with parents and children. Teeth brushing to commence in Nursery.	<p>Nursery Staff</p> <p>LD - Monitoring</p>	Oct 22	£200	The school invites experts to come and talk to children regarding their health. Parents are offered regular workshops, which they feel are informative. As a result, they gain an awareness of teeth brushing. Teachers motivate children to want to brush their teeth by setting up their own teeth brushing channel. This has been watched by over 40% of the school. Children can talk about why they need to brush their teeth and they know what may happen if they do not.	HP/ BH / MH

Personal Development:

Pupil Premium: Ensure that the most disadvantaged pupils are strategically tracked across the school and are given every chance to catch up / keep up with their peers. Improve monitoring so we can track impact of support in greater detail.

Implementation:



Key Areas:

- Overall Effectiveness
- Leadership & Management
- Quality of Education
- Behaviour and Attitudes
- Personal Development
- EYFS

Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
 	Implement a new pupil premium policy and approach including bespoke pupil premium logs. Year Group Leads to monitor impact of PP provision half termly and feedback to SLT. Set up PP flight path.	MA Year Group Leads MZ GL LE WM RT	Start Sept 22	NA	The pupil premium policy clearly outlines the offer for disadvantaged children, this includes how the recovery premium will be spent. Inclusive, quality first teaching will be delivered by all teachers and any child falling behind will be swiftly supported in order to help them catch up. By Autumn 2, teachers who are responsible for catch up support are clearly documenting the support given and can evaluate the impact of expenditure. This is shared with the SLT half termly and plans are put in place to make adaptations to these interventions. The National Tutoring Teacher is deployed highly effectively and clear progress is seen. Pupil premium logs clearly document the support that each disadvantaged child receives and this is regularly referred to by the Year Group Leads during PPA sessions. This leads to Pupil Premium children making excellent progress from their starting points. Year Group Leads and Class Teachers can talk with confidence about the provision offered and the rationale for it. This is shared with parents, who are positive about support given. All disadvantaged children will receive regular, bespoke support.	TA2s to evaluate impact half termly, which includes consulting parents and gaining views Half termly meetings – SLT Termly with PP Governor MZ Termly Questionnaire
 	Ensure that the pupil premium strategy and spending accurately reflects the support that is being given. Improve monitoring so that the impact of this work is regularly reviewed and evaluated. National Tutoring Teacher to have a comprehensive plan that targets disadvantaged children.	MA/ Class teachers- vulnerable child flight path/GL	Half-termly	NA	Vulnerable children (any child who has had social worker involvement during their time at school) will be tracked closely by the head teacher, year group lead and the class teacher on a half-termly basis. Any areas of need identified will be addressed and support will be put in place. All disadvantaged families will be offered financial support if appropriate to ensure that children are able to access the same opportunities and experiences as their peers. Evidence of pupil premium support will be tracked throughout the whole school and case studies per year group document the rapid progress that these children make. This is further supported by progress data analysis. The pupil premium governor and head teacher conduct formal, termly monitoring to evidence the impact of spending. (Reading, NELI/ Talk Boost / logs).	MA / PP Lead Gov TA2s All class teachers YGLs

Personal Development:



Pupil Premium: Ensure that the most disadvantaged pupils are strategically tracked across the school and are given every chance to catch up / keep up with their peers. Improve monitoring so we can track impact of support in greater detail.

Key Areas:

-  Overall Effectiveness
-  Leadership & Management
-  Quality of Education
-  Behaviour and Attitudes
-  Personal Development
-  EYFS

Implementation:



Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
 	Offer appropriate support in speech, language and communication, emotional regulation and reading so that all children are given every opportunity to perform in line with their peers.	JA RT MZ GL TA 2s – lunchtime support	Ongoing	£50,800	Children are equipped with the speech, language and understanding that they need to access an ambitious curriculum. Children who are behind their peers are assessed and support is provided to help them with their personal area of need, whatever that may be. This is reflected in provision maps and is closely tracked through a pupil log. Effective monitoring demonstrates that the support provided is highly effective. Enrichment support with highly skilled staff at lunchtimes means children are immersed in language rich opportunities and this aids their development. This is further reflected in pupil observations and conversations with staff members.	Pupil premium lead governor/ SLT/ class teachers

Personal Development:





Aspiration: Ensure that the provision teaches children to appreciate that everyone in society is 'needed' and instil high hopes and aspirations within them.

Key Areas:

-  Overall Effectiveness
-  Leadership & Management
-  Quality of Education
-  Behaviour and Attitudes
-  Personal Development
-  EYFS

Implementation:



Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
  	<p>Improve the quality of education so that children know why it is important to learn every subject and they are educated about different job roles. Further develop the website so that subject areas provide children and families with knowledge regarding job roles, which link to each subject. Change planning formats to explicitly document which jobs may link to a certain topic / subject and plan this into teaching time.</p>	<p>JH/RD – Dec 22 – Website – JH/LP All teachers / subject leads</p>	<p>Sept 22 – planning documents shared Dec 22 Ongoing</p>	N/A	<p>Lesson looks and drop ins show that teachers are making explicit links regarding the subjects children are learning and job roles that they may lead to. By the end of the academic year, all year groups integrate at least one careers/job role into the subject per half term and the planning clearly document the intended learning / outcomes. Monitoring demonstrates that children are aware of the different subjects that they are taught and they can express some jobs which may link to these subjects, with some support e.g. pictures. The website allows children and families to explore subjects and there are useful websites and explicit links to aspirational jobs on each curriculum home page by the end of Summer 23.</p>	RF / JH/ Subject Leaders
	<p>Introduce a mapped experiences plan with a minimum requirement for what children will experience in each year group, linking directly to the school's 'Curriculum Pathway/Barrier Document.' (Love of reading, life skills, arts and culture, belief and faiths, community cohesion and performances. Introduce an aspiration wall / chart in each classroom so children review half termly what they would like to aspire to be in the future.</p>	<p>MA/RF/SC – document tracker SC/JH/MA – Aspiration day</p>	<p>Sept 22 (Regularly planned in, through visitor map) Summer 23</p>	<p>PP funding subsidy - £2,000</p>	<p>The mapped visitor plan allows parents plenty of notice to contribute towards an costed trips. There is a clear rationale as to how the trip enhances education for the children and the intended outcomes. The wider community regularly contribute towards the education that is provided to the children. During these sessions, children are highly engaged and can talk with confidence about what they have learnt. All children can express what they would aspire to be as they get older by the end of Summer 23.</p>	LD /SC

Personal Development:






Character: Further develop children's character so that it is worthy of being shared with others.

Key Areas:

-  Overall Effectiveness
-  Leadership & Management
-  Quality of Education
-  Behaviour and Attitudes
-  Personal Development
-  EYFS

Implementation:



Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
 	To develop links with the local community and work with children to map out ways in which they can contribute positively to their local area and beyond. E.g. litter picking, signing in care homes, spreading messages of kindness, helping children in Kenya. Forest School planned sessions and training from specialist. This will be included in the enrichment map (see previous page). Picture news to be displayed and explored weekly.	Year group leads (plan)	Oct 22	£300 – picture news £5000 – experience suppliments	When asked, children can talk about how they have or would like to improve the lives of others or the world around them. Most children have an awareness of controversial issues that are occurring in the world around them e.g. new Prime Minister, refugees from Ukraine. Staff are fully aware of the opportunities that children are given to allow them to become active and respectful citizens and this is documented clearly on their experience map, which is coherently planned, in line with the curriculum offer within each year group.	SC/JV half termly monitoring
	Develop the whole school approach towards behaviour so that it is centered around children taking responsibility for their own behaviours and developing their own personal self. Consult staff and provide training from Jason Bangbala and PSG Kindness Principle courses to be attended. Rewrite behaviour policy.	MA/SC	Sept 22 – Behaviour Training Oct 22 – INSET day – common language	£2000	Leaders of the school attend CPD and engage with research and share findings with all staff members. Together, the school create a bespoke approach towards behaviour and relationships whereby children are encouraged to understand themselves and their behaviours and as a result they can self regulate, support one another and resolve conflicts. 80% of all staff feel confident to roll this out in October. The new 'Relationship Policy' (previously known as the Behaviour Policy) is centred around personally developing every child and supporting them on their journey through life. Monitoring of CPOMS and behaviour across school indicates staff are using restorative approaches and use a common language to support children to develop personally, socially and emotionally. This leads to children becoming kind and respectful members of our community.	Senior Leadership Team and SC – half termly – including observing restorative conversations and analysing actions on CPOMS.
 	To adapt the curriculum so that the protected characteristics are taught effectively. Staff meetings on protected characteristics and mapping to be done regarding how this progresses across school to improve staff confidence.	SC /MA(K&skill) SC/JV(chara cteristics) – staff meeting re	Sep 22 Dec 22 / April 23		As a result of the training and documents created, teachers are confident about the protected characteristics and can provide examples of how these may be taught at an age appropriate level. 100% of teaching staff know what should be taught in their year group. Children show an awareness of some of the protected characteristics. Children express the need for everyone to be treated fairly and with respect.	Inclusion Lead and Equity and Equality Governor – CM

Personal Development:

Enrichment: Improve the enrichment opportunities offered to children so they can nurture their talents.

Implementation:

P

Key Areas:

- E** Overall Effectiveness
- L** Leadership & Management
- Q** Quality of Education
- B** Behaviour and Attitudes
- P** Personal Development
- F** EYFS

Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
L	Design a bespoke plan which fosters children's talents and interests. Ensure all children attend a club of their choice. Raise number of girls attending sports clubs and set up girls' football club. Buy in to DCCT – Super Schools subscription to offer specialist teaching / support. Increase competitive games within the provision. All subject leads to identify children who are talented in relation to their subjects. Increase the offer of support from school so children are offered every opportunity to nurture their talent. Introduce half termly Terrific Talent assemblies, whereby children and the local community showcase and celebrate their talents – parents to be invited in. Have a section on school website showcasing pupils whose talents have been spotted. Lunchtime provision to offer a wide range of activities for children to 'choose to do'. Train up mini leaders.	BH/ZL/SC (Plans for clubs) Subject Leads/teachers (identify talents) MA/BH/ZL (Assemblies) BH/ZL/LP - Website CM/TA2s – Rotas	Sept 22 Half termly Half termly Sept 22	£3,200	100% of children have been offered an extra curricular club. These clubs are of high quality. Child voice indicates that they are genuinely interested in the clubs that they attend and this enhances the educational offer provided to children. Children who are disadvantaged are given the opportunity to attend more than one club. By the end of the DCCT enrichment, it is clear to see children are excited by the lesson that being taught and children show high levels of motivation. The competitive nature of the sessions leads to an increase in involvement. If disadvantaged children have specific talents, the school may offer some financial support in order to support the child to develop or may provide 1:1 tuition within school. Subject leaders are fully aware of those who excel in their subjects and there is evidence that they have worked with parents to sign post support and encourage further experiences / opportunities, some of these parents pursue their child's talent. The school to showcase talent of the children and the local community in a variety of different ways, which raises aspirations and allows other to share their interests, which enables them to develop personally. By Spring 2, mini leaders are established in school and they support other children with increasing confidence, articulating themselves clearly and seeking support where necessary.	BH/ZL +TA lead – Parent/child voice for every club Curriculum Lead (talented children) – Feb 22 DCCT Champion – staff voice Child and parent voice – June 22 SC – mini leader monitoring Dec 22, March 23
	Headteacher to lead on a Celebrating Diversity Show at the end of the academic year, where all children are invited to showcase their work. Create a timetable for clubs and when each class will be covered to explore poetry, dance, singing, art linking to diversity. Identify individual talents to work on solo / duet pieces and work with parents to see if they have any ideas to share. Appoint choir teacher/organise community to teach children a specialist skill, where appropriate. Contact St Benedict school to organise performance in theatre and support from secondary students. Children to lead on advertising the shows, making sets and props, which will involve working with parents/wider community.	MA – (Teacher, timetable, covering classes) MA (consult parents/wider community)	Sept 22 Oct 22	£1000	Children are given the opportunity to perform for a purpose and the whole school community (teachers, parents, wider community) work together to create a high quality show and it is clear to see how group and individual talents are being nurtured by the quality of performances, which are commented upon by the audience, teachers, parents and others. 80% of the school attend the end of year show at the Robert Ludlam Theatre and it is clear that children have had ownership of this. This celebrates others and parent and child voice documents that the talent sharing has encouraged others to try out new things	Parent and child voice – July 23

Leadership and Management:

Community: To become a hub of our community.

Implementation:

L

Key Areas:

-  Overall Effectiveness
-  Leadership & Management
-  Quality of Education
-  Behaviour and Attitudes
-  Personal Development
-  EYFS

Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
	To work with families and the local community in order to offer sports activities, which will enable parents and families to connect and lead healthy lives. Ensure a comprehensive plan is devised and parent and pupil voice sought.	BH/GL/ZL – Plan	Oct 22	Cost of staff, offset against income	The local community are invited in to part take in parent/child clubs. This enables them to network with one another and they feel that it helps them to keep fit in around childcare. By June the clubs have been attended by at least 20 different families.	PE Governor / Critical friends
There are other areas which link to this statement, which are interwoven throughout the plan.						

Leadership and Management:

Attendance: To improve attendance so that it is 98%+ and fully embed attendance approach.

Implementation:

Key Areas:

- E** Overall Effectiveness
- L** Leadership & Management
- Q** Quality of Education
- B** Behaviour and Attitudes
- P** Personal Development
- F** EYFS

Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
	Please see attendance section in behaviour and attitudes.					

Leadership and Management:

Stakeholders: To ensure the staff work with the Governors so that they are fully aware of the school's strengths and priorities and can articulate the strategic direction of the school.

Implementation:



Key Areas:

- Overall Effectiveness
- Leadership & Management
- Quality of Education
- Behaviour and Attitudes
- Personal Development
- EYFS

Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
	Develop stronger links between subject leaders and Governors. Invite Governors in to review subject action plans and subject guidance.	Subject leaders	Dec 22 Reviews April 23	N/A	Staff and Governors work together in order to ensure best practice is implemented. Governors provide challenge for subject leaders and Governor voice indicates that Governors feel much more informed regarding the strategic direction of their subject. All Governors have had the opportunity to monitor their subject with the subject lead and can provide examples of what the school is doing to improve even further.	MA/ SLT Governor's voice April 22 and June 2022
	Governors to formulate an action plan to address their development needs. CPD to be offered to Governors; as appropriate and agendas to reflect the strategic direction of the school. Regularly review the school improvement priorities.	KD	Dec 22	CPD	Governors can reflect on the strengths and areas for development and work together to address these. The strategic plan helps the Governing Body to address areas of need and they can give examples of strategies that have been implemented which have helped further improve the leadership and management in school.	Governor's voice April 2022 and June 2022
	Leaders of the school to ensure that the Governors have the opportunity to contribute to and are fully aware of the school improvement priorities. Assign Governors to each area of the school improvement plan and invite them to attend regular reviews which take place, in the form of a Strategic Development Committee.	MA (Summary SIP/ Assign Governors) MA/Clerk	Sept 22 Once every term	N/A	Governors feel that they are more aware of the school improvement priorities and can give examples of how they have contributed to whole school improvement. As a result, Subject Leaders can provide evidence of how their link Governor has been a critical friend and how they have held them to account.	Leadership Team Subject Leaders Governors

Leadership and Management:

Stakeholders: To ensure the staff work with the Governors so that they are fully aware of the school's strengths and priorities and can articulate the strategic direction of the school.

Implementation:



Key Areas:

- Overall Effectiveness
- Leadership & Management
- Quality of Education
- Behaviour and Attitudes
- Personal Development
- EYFS

Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
	Improve the way in which the school improvement plan is shared. Hold termly parent forums and take feedback / evaluate progress. Create one page SIP for parents and children and revisit regularly.	MA	Sept 22 (share child friendly SIP) Oct 22 (Forum) March 23 (Forum) June 23 (Forum)		Parents attend the sessions and can talk about how the school is improving. Some parents can give examples of how they have contributed to school improvements. Children can talk with confidence, (using the poster) about how the school have improved and things they have asked to change.	Governors (SMSC Governor) – Dec 22, June 22

Leadership and Management:

Equality: To improve the provision for any child or adult who has a ‘need’. To improve the progress made for disadvantaged and SEND children.

Implementation:



Key Areas:

- E** Overall Effectiveness
- L** Leadership & Management
- Q** Quality of Education
- B** Behaviour and Attitudes
- P** Personal Development
- F** EYFS

Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
Please see separate Personal Development Section, linking directly to Pupil Premium.						
E Q	Rethink the SEND provision within the school and provide training so there is a shared, positive common language towards inclusivity. Establish Inclusion Leaders and ensure everyone becomes an inclusion champion within the school, to distribute leadership effectively. Introduce Inclusivity Pillar and provide training. Staff to attend training as relevant. Re-write the SEND policy and agree guiding principles. Create and share a home, school agreement. Provide support for parents and families through Talk and Sort Lead. Create a tiers of support document for key inclusivity areas to highlight graduated responses for all stakeholders e.g. Mental Health, SEND, EAL.	MA – Inclusion Roles and home school agreement MA / SC – Training for staff Inclusion Leads – Policy – CM oversee	Sept 22 Oct 22/ Feb 23 Dec 22	£6,400	All school staff can see the value and the importance of having a shared common language, which is promotes positivity. This is reflected in the form of staff voice. Staff understand that they are Inclusion Champions and understand their roles and the roles of the leaders – this covers: Relationships, Quality First Teaching, Curriculum, Fair Access and Admissions, Wellbeing, Pupil Voice, SEND, SEMH, EAL, Family Engagement and (other) Partners. Staff members become skilled in signposting effective and relevant support through others or resources e.g. Derby Direction. Families and Staff feel that the home school agreement clearly outlines expectations. The new SEND Policy outlines the responsibilities of each inclusion leaders and their role and this enables us to give the right support, in the right place at the right time. Together we agree a common language and work with one another to create an inclusive school whereby everyone can live their best life. This is a lived part of the school’s ethos and is reflected in monitoring, staff, pupil and parent voice.	SEND Governor/Inclusion Leads January 2023/ June 2023 Learning Walks and Staff Voice MA Parent Questionnaire Oct 22 (agreement) Mental Health Governor Inclusion Leaders
	To provide training and implement new assessment system for those who may need the curriculum adapting to meet their bespoke needs.	CM / TD	Training Dec 22 Implementation – Jan 23	£2,000	The school implement a new assessment system, which is understood by all staff. By March 23, staff voice indicates that the vast majority of staff feel confident to use the new assessment systems. This leads to the Inclusion Leaders (responsible for SEND) being able to make accurate judgements regarding the progress of SEND children.	CM/TD -Staff voice – March 23

Leadership and Management:

Equality: To improve the provision for any child or adult who has a 'need'. To improve the progress made for disadvantaged and SEND children.

Implementation:

L

Key Areas:

- E** Overall Effectiveness
- L** Leadership & Management
- Q** Quality of Education
- B** Behaviour and Attitudes
- P** Personal Development
- F** EYFS

Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
<p>E</p> <p>Q</p>	<p>Establish a clear monitoring cycle for interventions. Assign specific roles to staff regarding the support they offer for SEND children e.g. NELI/Talk Boost/phonics and ensure timetables are established. Work closely with staff to ensure that impact is evaluated and presented to the SLT on a half termly basis.</p>	<p>CM – Monitoring Cycle</p> <p>Appropriate staff made aware of intervention support</p> <p>CM/Staff involved - impact evaluation</p>	<p>Sept 22</p> <p>Sept 22</p> <p>Dec 22 and half termly thereafter</p>	<p>£17,000</p>	<p>The SEND monitoring cycle ensures that the quality of provision offered to children is quality assured. Regular feedback is provided to staff and this is evidenced in staff voice. The vast majority of staff feel that areas of strength and next steps have been identified in a timely manner. Staff who lead interventions have a clear purpose and half termly analysis enables leaders to evaluate the impact of the intervention and the impact of spending on the children's learning. By the end of the academic year, 90% of children accessing interventions make good or better progress.</p>	<p>SEND Governor / SENDco</p> <p>Half termly data analysis- CM to collate and share</p> <p>Staff voice termly</p>
<p>P</p>	<p>Provide coaching support for all staff members regarding PLP writing. Create a target bank so that staff can choose relevant and appropriate targets. Inclusion TA to monitor and support the quality of provision for children who may have more complex needs.</p>	<p>CM/TD</p>	<p>Research Banks – Dec 23</p> <p>Coaching – PLP deadline dates</p>	<p>£1,050</p>	<p>Staff members produce high quality PLPs, which match the needs of the individual children. This is further evidenced through parent voice and monitoring. As a result, children make good or better progress from their starting points, in relation to their targets. 90% of children meet or exceed their targets by the end of the next review cycle. Families feel that the PLP targets meet their child's needs and they are aware of the support that is available, more widely. The specialist Inclusion TA, who supports the SENDcos feels that 100% of children who may need various adaptations to help them access learning receive the support and provision that they need by the end of the Summer term.</p>	<p>Termly monitoring of SEND folders – CM/TD</p> <p>Data analysis at the end of each cycle and at the end of the academic year.</p> <p>SEND Parent Voice January 2023</p>

Leadership and Management:

Spaces: To ensure that the school offers parents and families what they need in terms of Nursery provision.

Key Areas:

- E** Overall Effectiveness
- L** Leadership & Management
- Q** Quality of Education
- B** Behaviour and Attitudes
- P** Personal Development
- F** EYFS

Implementation:



Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
F E	To review the nursery model and to offer non term time provision for Nursery and School aged children within the community and ensure that parents can register their child easily. Keep a running document, which can be easily accessed so we are clear on what sessions we can offer.. Introduce a new Stay and Play / open days for parents in the local community so they can access the provision and get to know the school prior to their child starting.	LD SS/MA/LD LD/SS/MA SS LD	Weekly work during non contact Nov 22 – stay and plays introduced	Staffing dependent on needs of school	The school are proactive with their responses to what the children and the community need. A clear record is maintained so we can see what sessions we have on offer and parents are made aware of the full range of options available. Parents feel that the school offer them a flexible provision. This approach creates more spaces to allow more children to attend due to the offer of non-term time care. By Oct 23, the school has a clear plan to demonstrate how they will offer non-term time hours to Nursery and school aged children. This is advertised well. This allows parents to access high-quality provision across the school. There is evidence that this creates more space to accept more children in the future. Parents who access 15 hour provision are supported to return to work and some of these children become 30 hour children and this impacts upon their learning and development as well as raising aspirations of the community. Parent voice indicates that they found registering their child quick and easy and 90% of parents felt communication has been excellent. All parents accessing non-term time care felt this was good value for money and were happy with the quality of care that they received.	MA – Questionnaire feedback (Sept 22) from non term time care LD/SS Nov 22 (spaces questionnaire) LD/ Finance Governor / EYFS Governor to review plan and review of nursery numbers compared to last year Parent voice re spaces – Jan 23, April 23

Early Years and Foundation Stage:

Sequential Curriculum: To ensure that the curriculum is coherently sequenced so that learning can be built upon.

Implementation:

F

Key Areas:

- E** Overall Effectiveness
- L** Leadership & Management
- Q** Quality of Education
- B** Behaviour and Attitudes
- P** Personal Development
- F** EYFS

Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
Q	For subject leaders to research and gain knowledge in relation to their subjects so that there is a sequential curriculum from Nursery to Year 2. Review all knowledge and skill documents to make them more accessible and so that they reflect the ELGs. EYFS staff to attend agreement trialling. For Curriculum Leads to provide support for subject leaders during monitoring activities. Implement new assessment system and policy so assessment is useful and informative and ensure all staff are aware of how to assess in EYFS. Regular revisitation of knowledge and skill documentation during staff meeting time. New staff to be supported and ECTs to have training regarding subject leadership from RF. RF to attend PPA sessions	All teachers LD/TD (Eazmag/Birth to 5) All subject leaders - JH/RF overseeing	Sept 22 (Research) Dec 22 – all subjects to be reviewed Half termly (revisitation) – Staff meetings	£2,000 (Eazmag and training) Non contact £600 – agreement trialling and cover RF's non contact salary to support subject leaders	Subject leaders have an in depth knowledge of their subject within the EYFS curriculum and beyond. EYFS staff share best practice and inform others regarding the EYFS Framework. Staff voice demonstrates that staff feel confident to use the knowledge and skill progression documents and these have evolved over time due to regular reflection and adaptation, where necessary. The Curriculum Lead, Governors and Headteacher conclude that the progression documents are sequential and are matched to the specific needs of the children in our school. All subject leaders can justify and give examples of how their subject is built upon, over time and how this leads to long term knowledge. The new assessment system allows staff to analyse and make accurate judgements regarding their subject area and this is reported back to staff in order to ensure that the children receive the best possible education. All teaching staff feel confident regarding assessment in every year group by Spring 1.	Subject Leaders EYFS Leaders Curriculum Lead, Headteacher and Governors Staff voice (termly on knowledge and skill documents usefulness/adaptations) Staff voice termly (continuous provision and CPD - impact from each other.
Q P	Deploy staff strategically across the school so that the work done on continuous provision is sequential and is built upon. Develop, resource and establish this practice into Year 2. Design a progression of continuous provision to highlight expectations. Share good practice, observe others and monitor impact in order to adapt practice where necessary.	SLT – staff deployment JH – continuous provision mapping JH continuous provision CPD plan	Sept 22 Dec 22 Dec 22 and at regular points (se plan)	£4,000 (resources and time)	Staff voice demonstrates that they feel more confident to implement continuous provision and monitoring reflects that this takes place from Nursery to Year 2. This is fully embedded across the school and all staff can articulate this and how it progresses. Staff can provide examples of how this has aided learning and development. This leads to children making good or better progress in all subjects and assessments and quality assurance further demonstrates this. The CPD offered has allowed staff to learn from one another and other professionals and staff talk can give specific examples of how they have adapted practice and how this has impacted learning by Summer 2.	HT / Curriculum Lead Subject Leaders SMSC Lead / Lead SMSC Governor

Early Years and Foundation Stage:

Words and vocabulary: To prioritise words and vocabulary so children can access the full curriculum provision.

Implementation:

F

Key Areas:

- E** Overall Effectiveness
- L** Leadership & Management
- Q** Quality of Education
- B** Behaviour and Attitudes
- P** Personal Development
- F** EYFS

Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
Q	Monitoring on retention of vocabulary specified on knowledge and skill organiser – this to be shared with staff. Feedback to be shared and sharing of best practice to be planned in staff meetings. Subject Leaders to map out key vocabulary in relation to their subject and share updated versions with staff. Implement half termly quiz regarding key vocabulary (linking to prior learning). Year Group Leads to identify the most relevant key vocabulary that they expect children to learn and know by heart.	Extended Leadership Team Subject Leaders	Oct 22 Jan 23 (key vocab)	N/A	Quality assurance, monitoring and sharing of best practice leads to improvements being made. As a result, the children acquire new vocabulary that they use and can recall. Regular revisitation ensures that this vocabulary is committed to the long term memory. This is evidenced through lesson looks and through low stakes quizzes. Teachers use the vocabulary section on the knowledge and skill progression documents to select the most relevant vocabulary that the children will need to know and can justify why they have done this. This leads to children using and applying this vocabulary. When children are asked about this vocabulary, the vast majority of children, including those with SEND are able to articulate what the vocabulary means. When children are asked about the vocabulary in their environment, children are able to transfer knowledge to explain what it means and how it links to learning.	Extended Leadership Team Communication Lead – Learning walks half termly Pupil Voice – December, April, July Curriculum Leads (termly)
Q	See Reading Section in Quality of Education.	See Reading Section in Quality of Education.			In addition to the success criteria in the Reading Section in the Quality of Education band, the new approach (which focuses on speech, language, vocabulary and understanding), this equips our children who start with us in EYFS with a secure understanding of words, vocabulary and the world around them. This enables them to broaden their experiences, learn about and understand the world around them, which will subsequently enable them to be successful when reading to understand.	See Reading Section in Quality of Education.

Early Years and Foundation Stage:

Adults in play: To ensure all adults are aware of and can respond to the children 'in the moment' so that learning can be extended.

Implementation:

F

Key Areas:

- E** Overall Effectiveness
- L** Leadership & Management
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- F** EYFS

Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
<p>P</p> <p>Q</p>	<p>Training regarding being an 'adult in play' and questioning. Staff to observe each other to share best practice and learn from one another. Training regarding how to pick up misconceptions and address these. Teachers to video lesson to evaluate impact of strategies. Professional dialogue to be had.</p>	<p>JH/LD – plan to be devised</p>	<p>Oct 22</p>	<p>£500 (cover)</p>	<p>Adults are able to 'play' with the children and lesson looks demonstrate knowledge staff are able to do this skilfully and for a specific purpose. E.g. to address misconceptions, assess, extend play or further learning. Staff feel more confident to be an 'adult in play' and can talk about how they have done this for different purposes.</p>	<p>Extended Leadership Team</p> <p>Videos – termly</p> <p>Staff voice – termly</p>

Early Years and Foundation Stage:

Transition: To improve transition across the school so children are ready for their next stage in education. This will include new starters and reviewing admissions policy.

Implementation:

F

Key Areas:

- E** Overall Effectiveness
- L** Leadership & Management
- Q** Quality of Education
- B** Behaviour and Attitudes
- P** Personal Development
- F** EYFS

Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
Q	To improve links with PVI settings and the local community. Invite PVI staff to network and share practice. Set up network meetings with agendas.	LD	3 x per year / termly	£100 refreshments Non contact	EYFS practitioners, that serve within the Alvaston community come together to share best practice. Questionnaires from networks held at Alvaston Infant and Nursery School and reflective comments from sessions attended externally provide evidence that practice will evolve in order to make improvements to the quality of education offered to children. This will help to ensure that children entering into our Reception cohort are 'school ready' and equipped with the skills to prepare them for the next stage in their educational journey.	EYFS Governor and AHT
L	To improve the transition approach for children within Alvaston Infants by designing a transition plan. Year Group Leads to map out key events that will occur, including internal moderation, review of the EYFS profile, home visits for nursery children, open mornings (for internal and external children) and quality assurance surrounding this. Observations, team teaching, workshops for parents on 'Nursery Readiness' etc. To work in collaboration with the Junior School, sharing and adapting plans, where necessary.	JH – devise plan Year Group Leads All Staff (implement plan) Subject Leads (Monitoring)	Dec 22 (plan)	Non contact	The transition plan provides a clear vision and a strategic approach which is understood by all teachers. The moderation of assessments and the EYFS Goals allows teachers to arrive at accurate judgements regarding where children are working. This enables teachers to plan and prepare for the children which they will receive in September. The team teaching and observations allow teachers to develop knowledge of children and enables them to engage in pedagogical debate regarding any improvements which may need to be made to ensure children are 'ready' for the next stage of their learning journey. 100% of families (including external families) are offered opportunities to visit the school. Parent voice indicates that they were well-prepared and knew the expectations regarding the next academic year.	HT/QE Governors Subject Leaders All teachers TD/LD Staff voice on transition – June 23 Parent voice – LD

Early Years and Foundation Stage:

Sticky learning: To ensure children master the basics and that learning is committed to the long-term memory.

Implementation:

F

Key Areas:

- E** Overall Effectiveness
- L** Leadership & Management
- Q** Quality of Education
- B** Behaviour and Attitudes
- P** Personal Development
- F** EYFS

Key Area	Action	Staff Member	Expected Date	Cost	Desired Impact	Monitored by
<p>Q</p> <p>L</p>	<p>Curriculum Leads to devise a new curriculum plan and propose this to all teachers. Map out themes across all subjects from Nursery to Year 2 to show clear progress from year to year. E.g. Power and Monarchy in History. Reduce number of topics covered.</p> <p>All teachers to use the agreed knowledge and skill progression documents to ensure that knowledge is built upon, over time. Support in place for all new teaching staff so they are familiar with the curriculum.</p> <p>Clear expectations shared regarding how these should be used, including: formative assessment/teacher judgements, revisitation, cross curricular learning, context for learning, cognitive overload, topics, and personalisation.</p>	<p>MA/RD/JH – Sept 22</p> <p>All teaching staff</p> <p>MA/RF/JH</p>	<p>Sept 22 (curriculum documents)</p> <p>Dec 22 all knowledge and skills to be updated and rolled out and assessment policy finalised (Dec 22)</p> <p>CPD on curriculum March 23</p>	<p>£500</p>	<p>The curriculum plan is driven by the knowledge and skills that children need to learn and the topics are chosen accordingly. Knowledge and skill progression documents are used to sequence learning and ensure children master the learning in a sequential way. This enables children to build on prior knowledge and leads to them retaining information over time. Staff are fully aware of the need to use their teacher judgement in order to match learning to children's needs. As a result, they can confidently give examples of when they have needed to revisit or slow learning down. As a result of staff training, teachers consider the most 'important' knowledge children need to acquire and lesson looks demonstrate they have an awareness of cognitive load. Quality assurance demonstrates that the mapped curriculum drives topics and this provides a clear context for learning. This leads to children becoming excited and motivated to want to learn. Year Group Leaders plan regular revisitation opportunities and teachers can talk about the impact of these (staff voice). As a result, children achieve highly across all subjects. Teachers can skilfully use the progression documents to provide a personalised approach towards children who may fall behind in certain subjects. These bespoke approaches give children the best possible chance of catching up with their peers.</p>	<p>Subject Leads</p> <p>MA – Staff voice – January 23, June 23</p> <p>Lesson looks (termly) SLT</p> <p>Data analysis</p>
<p>L</p> <p>Q</p>	<p>For children to master the basics in handwriting. BH to share gross and fine motor activities with all staff. Re-share handwriting policy. Implement system so impact of works can be evaluated.</p>	<p>JH/MZ/BH</p>	<p>Dec 22 – activities shared and new system</p> <p>Half termly assessments</p>	<p>N/A</p>	<p>Daily handwriting activities to be offered to the children (including gross and fine motor activities). The new assessment system demonstrates that children make good progress in handwriting and term by term, they are able to form more letters correctly. At the end of Reception, 80% of children are able to form all letters correctly. In KS1, this is built upon and by the end of Year 1 90% of children can form all letters correctly and these are relative in size to one another. In Year 2, 70% of children are able to join their handwriting correctly.</p>	<p>BH – Dec monitoring of gross and physical activities</p> <p>JH termly handwriting assessments</p> <p>Data Analysis</p>