

WRENINGHAM CE VC PRIMARY SCHOOL SIDP 2022-2023



**1 Corinthians 12:12,
*"There is one body, but it
has many parts. But all
its many parts make up
one body."***

Together Everyone Achieves More

SCHOOL CORE VALUES - Stewardship, Courage, Hope, Forgiveness, Friendship, Compassion, Thankfulness, Kindness, Respect, Love, Service, and Perseverance.

SCHOOL OUTLINE DEVELOPMENT PRIORITIES 2022-2025

	2022-2023	2023-2024	2024-2025
Quality of Education	Ensure that throughout the school high standards of teaching and learning are evident in every classroom	Continue to develop the quality of teaching and learning depending upon analysis of observations.	Continue to develop the quality of teaching and learning depending upon analysis of observations.
	Identify and support learners at risk of not making EXP+ progress in Reading, Writing and Maths.	Results show nearly all pupils make EXP+ progress including pupils, accurately assessed at working at a higher standard in maths in the EYFS & Year 2, working at a higher standard at the end of KS2.	3-year trends clear and sustained.
	Identify pupils for national tutoring programme - maths		
	Strengthen pupils' early reading skills by ensuring that they have access to a systematic and rigorous programme of phonics teaching.	All teachers and TAs delivering a systematic synthetic phonics scheme with confidence, consistency and fidelity.	All teachers and TAs to be delivering a systematic synthetic phonics scheme with confidence, consistency and fidelity. Phonics results strong and above Nat.
	Timetable daily catch-up phonics lessons for any child in Year 2 or 3 who has gaps in their phonic knowledge or has not passed the Phonics Screening Check.	Timetable daily catch-up phonics lessons for any child in Year 2 or 3 who has gaps in their phonic knowledge or has not passed the Phonics Screening Check.	Timetable daily catch-up phonics lessons for any child in Year 2 or 3 who has gaps in their phonic knowledge or has not passed the Phonics Screening Check.
	Build a Reading Spine of books - a defined set of high-quality core texts that ensure pupils experience a range of high-quality texts and authors during their time at our school.	A reading spine of high-quality texts for each class is in place. Books are shared with the children in a variety of ways both directly as part of English and guided reading lessons, and also read to the pupils for pleasure.	Review the reading spine – update as necessary.
	Build a high-quality reading culture in the school - one which promotes reading for pleasure, prioritises the teaching of reading, prioritises money and time to support	Reading remains a priority so and the school builds on its high-quality reading culture.	Reading remains a priority so and the school builds on its high-quality reading culture.

	reading, involves parents and is a focus for staff CPD.		
	Ensure a high-quality PE curriculum is continued, using the PE premium funding to make additional and sustainable improvements to the quality of the provision. Year 6 pupils help lead PE lessons. Achieve the school games gold award and the additional Platinum Award.	Excellent PE provision continues for all pupils and the school retains its School Games mark.	Excellent PE provision continues for all pupils and the school retains its School Games mark.
	Ensure writing in KS1 and in particular Y2 is a priority - the Y2 cohort were absent from school at critical points in their learning in Year R and Year 1.	The % of pupils achieving ARE+ in writing in KS1 and in the Y3 cohort is increased.	3-year trends clear and sustained.
	Support all children across the school to gain stamina in writing.	Support all children across the school to gain stamina in writing.	Children across the school more able to write independently for an extended period.
	Embed a Year 2 to Year 6 phonics-based spelling programme that leads on from phase 5 at the end of Year 1 and covers spelling rules, tricky words etc.	Monitor the effectiveness of the spelling programme and its impact on standards in writing.	Monitor the effectiveness of the spelling programme and its impact on standards in writing.
	Embed Purple Mash across the whole curriculum.	The school's computing curriculum is broadened, and standards raised.	The school's computing curriculum is broadened, and standards raised.
	Embed changes to the school's curriculum and evaluate and refine further depending upon analysis. Ensure systems in place to check pupils' understanding and show the impact of the new school curriculum. Continue to develop teacher's subject knowledge across the whole curriculum.	Continue review of school curriculum. Ensure it is fully embedded with clear intent, implementation and impact and progression of skills and knowledge fully embedded.	Continue review of school curriculum. Ensure it is fully embedded with clear intent, implementation and impact and progression of skills and knowledge fully embedded.
	Continue to ensure the quality of teaching and learning in mathematics is strong.	Continue to ensure the quality of teaching and learning in mathematics is strong.	Continue to ensure the quality of teaching and learning in mathematics is strong.
	Support pupils' understanding of chronology with a school timeline.	Support pupils' understanding of chronology	Support pupils' understanding of chronology
	Apply for the ECO Green Flag award.	Pupils have good awareness of ECO topics	Pupils have good awareness of ECO topics
Behaviour & Attitudes	To ensure sustained attendance rates with a particular focus on those whose attendance falls below 95% and any persistently late pupils.	Attendance and punctuality remain a school priority – ambitious attendance target set.	Attendance and punctuality remain a school priority – ambitious attendance target set.
	Further develop pupil leadership roles so that they make a tangible contribution to the life of the school (school council, PE leaders, peer mediators etc).	Pupil leadership roles in school (e.g., school council, peer mediators, eco warriors, school librarians etc.) continue to make a significant contribution to the school.	Pupil leadership roles in school (e.g., school council, peer mediators, eco warriors, school librarians etc.) make a significant contribution to the school.

Personal Development	Continue to develop outdoor education in the school, seeking to achieve the LOfC quality badge, so that pupils are engaged and motivated to learn, with improved mental health, as a consequence of experiencing learning beyond that of the classroom.	Pupils experience learning beyond that of the classroom and have improved mental health, with the use of outdoor learning.	Pupils experience learning beyond that of the classroom and have improved mental health, with the use of outdoor learning.
	Erect a colourful shade sail in the playground to support LOfC ambition.	Shade sail in place and used by both pupils and parents.	Shade sail in place and used by both pupils and parents.
	Continue teaching RE using the new Revised Norfolk RE Syllabus in one week blocks each half-term and develop pupils' ability to be reflective about their own beliefs and knowledge of, and respect for, different people's faiths, feelings and values.	Continue to ensure the distinctive character and effectiveness of the school as a Church school.	Continue to ensure the distinctive character and effectiveness of the school as a Church school.
	Ensure a whole school focus on Wellbeing and Mental Health for staff and learners. Further the capacity of the school to support the mental and emotional well-being of identified pupils by training a second ELSA lead in school.	A consistent whole school approach to mental health and wellbeing exists. SEMH is a strength with all staff skilled to manage these needs and with 2 ELSA leads trained within in the school.	SEMH is a strength within in the school with all staff skilled to manage these needs and 2 ELSA leads in school. A consistent whole school approach to mental health and wellbeing exists.
	Support younger pupils in Year 1 class 2 to continue their learning journey, completing a feasibility study to extend the Early Years outdoors areas to include class 2.		
	Embed the RSHE curriculum within the school and provide ongoing training for staff delivery as well as support for parental understanding.	RSHE curriculum embedded and supporting children to have positive healthy relationships.	RSHE curriculum embedded and supporting children to have positive healthy relationships.
Leadership & Management	Ensure all teaching staff have access to good CPD that helps to continually improve the quality of their teaching, and ensure they have good knowledge of the subject(s) they teach and lead.	Monitor effectiveness of performance management processes and procedures across the school and further improve the quality depending upon analysis of impact.	Monitor effectiveness of performance management processes and procedures across the school and further improve the quality depending upon analysis of impact.
	Embed Governors roles and monitoring of the school through annual monitoring cycle.	Sustained, effective Governance in place.	Sustained, effective Governance in place.
	Ensure the effectiveness of safeguarding, providing CPD for staff, completing an external safeguarding audit, reviewing safeguarding policies and practices.	Whole school safeguarding policies and practices in school are robust and a safe environment exists for all children to thrive.	Whole school safeguarding policies and practices in school are robust and a safe environment exists for all children to thrive.
	Embed Governors roles and monitoring of the school through annual monitoring cycle.	Sustained, effective Governance in place.	Sustained, effective Governance in place.

We have been developing an exciting curriculum - all the facts and skills you learn in school. We will be helping all children to be good at problem solving in Maths, making sure everyone understands online safety, carrying out practical activities in science, enjoying music and art, and completing many other subjects.

We will continue to do a lot of teaching and learning outdoors, and we hope that we will reach the Learning Outside the Class Quality badge this year!

Being an ECO Green Flag School is something we are all very proud of. We will continue to work hard to protect our environment and achieve our next Green Flag.

We will continue to ensure we have a positive playground environment with peer mediators playing an important role, helping everyone to enjoy playtimes.

Being a Church School is very important to us. We will have collective worship every day and continue to have children lead the school collective worship.

We will take children from Year 3 to Year 6 on a residential trip every year they are in Key stage 2. We will lead school trips for class 1 & 2.

PUPILS' PLAN
Our ideas for the school this year 2022/2023



This is what we hope to do this year to keep our school happy and successful.

We want children to give their ideas and views and will continue to have a school council so that all children can be listened to when decisions are taken.

We will be helping you to become faster, more fluent readers. You can help by reading more at home. We want all children to enjoy reading and so will buy new books and lead many more exciting library quizzes and competitions.



We will continue to sing in collective worship and in concerts, in church and in school plays and productions.

The school has a very good reputation for sport. Children will continue to learn a wide range of sports. We will offer many different sports clubs for children to enjoy.

We will be teaching you about healthy relationships and wellbeing. We will be exploring what a growth mindset is.

Our vision is that all children, parents, staff and governors work together so everyone feels safe, confident and happy, keen to learn and able to achieve their very best within our Christian community.

SCHOOL PRIORITIES 2022-2023

To ensure high standards of teaching and learning are evident in every classroom.

To ensure safeguarding policies and procedures across school are highly effective.

To teach Little Wandle SSP in high quality daily phonics lessons.

To place reading and books at the centre of our school's curriculum.

To teach a broad and ambitious curriculum to every child.

To support pupils to develop a deep understanding in maths, implementing a Maths Mastery approach across the school.

To accelerate the writing progress of children not at age expectation, particularly in UKS1 and pupil premium children

To ensure children in the Reception class have a challenging and enriching experience, one that responds to their interests both indoors and outdoors, with an emphasis on high quality adult interactions.

* The plan is RAG rated – intended outcomes are coded **Red** (Yet to Start/Not done), **Amber** (Working Towards) or **Green** (Achieving/Achieved).

**The school's Quality Assurance Framework is in a separate document.




This half term's priority

ACTION PLANS AND ONGOING IMPACT

Priority: 1	To ensure high standards of teaching and learning are evident in every classroom	
Rationale:	<p>Teaching is consistently good or better so that pupils make good or better progress, closing any gaps.</p> <p>Teaching is designed to help children remember what they have been taught in the long-term.</p> <p>Building a culture of teamwork and collective accountability.</p> <p>Ensure consistent approaches to teaching in all classes.</p> <p>Evidence indicates outdoor learning activities can enhance children's wellbeing and' motivation to learn</p>	<p><u>School's Aims</u></p> <p>As a school with a church foundation, Christian values of Stewardship, Courage, Hope, Forgiveness, Friendship and Compassion, underpin everything we do.</p> <p>We want all children to flourish in our school – to build upon and develop individual strengths and talents</p> <p>We work hard and inspire children with the highest quality teaching</p> <p>We continue to develop our deep understanding of children and their learning.</p>
Success Criteria	<ul style="list-style-type: none"> - Improved outcomes for all pupils -QFT ensuring the best learning outcomes for all pupils and consistency in approach to teaching, learning and assessment - All pupil groups, including SEN, PP, LAC, make good and outstanding progress from their starting points 	

- Staff continuously developing and refining their teaching and are reflective practitioners
- Conditions for learning are the best possible so that effective teaching and learning can take place
- Teaching Assistants are highly effective in supporting all pupils' learning
- Progress is tracked and monitored termly and effective support is put in place for pupils who have fallen behind
- Teachers have strengthened range of pedagogical approaches.
- Retrieval Practice is used to support children transferring ideas from working memory into the long-term memory - pupils know more, remember more, and understand more.
- The emotional literacy and overall resiliency of vulnerable children is developed.
- Children developing the language required to describe and identify their feelings, and strategies are developed to help them cope.

Intended Outcomes		Tasks/Actions	Who is Responsible	Resourcing / Time	Timescale	Monitoring By	Evaluated By	R
								A
								G
1a	A consistent approach to teaching, improving learning and wellbeing for all pupils across the school.	<p>All teachers to use nine 'non-negotiables' in their classroom practice:</p> <ul style="list-style-type: none"> • Maths English/Maths working walls. • School Marking Policy with a focus on formative assessment e.g., Pink for Think etc. Marking should be meaningful, manageable and motivating. • A chapter book/ daily reading ongoing to class – emphasis on story time and ensuring reading has a high status in each class. • Teachers to plan TAs time so they are used most effectively in supporting all pupils' learning. • The Whole School Coloured Behaviour System used in each class. • A Worry Safeguarding Box accessible in each class. • A 'Meet Greeter' in each class to welcome visitors, 'Today we are learning...' • Individual pupil writing targets (SMART) • End of unit task completed to review pupils' knowledge and understanding of the unit's core vocabulary (Science, History, Geography). • Rosenshine Principles are evident in teaching practice 	All Teachers/TAs HTeacher VNET Advisor	£2,000 VNET Budget Line E28 Teaching and learning policy. Staff meeting feedback	Ongoing April 2022 to March 2023 Teaching and learning review VNET Review 7/11/22 with Ruth McGlone	Teaching and learning review VNET Aut Term HT - completed FADE sheets of Book Looks held last Monday each month (to be completed with pupils as required) HT / Senior Teacher / Advisors Learning Walks e.g., pupils know/can find their writing target); Planning Reviews; Drop-ins	Govs RSC - Summary Report on the progress of the SIDP VNET-whole school Quality of Teaching Learning and Assessment Review with Sonia Innes (Aut term)	
Staff completing end of unit reviews in History, Geography and Science. PE assessed with Jasmine Real PE.								
1b	Retrieval practice embedded in teaching practice supporting pupils' learning.	<ul style="list-style-type: none"> - Retrieval practice is used daily to revisit previously taught concepts and at the start of a new unit -Teachers build on children's understanding and previous learning. -Regular reviews of previously taught vocabulary to support the development of fluency. 	HT/ST	All teaching staff	Ongoing April 2022 to March 2023	HT completed FADE sheets - lesson obs/ lesson plans	Govs RSC - Summary Report on the progress of the SIDP	

1c	Improved capacity to support vulnerable children with a second ELSA providing social, emotional and mental health support to targeted pupils (pupils feel supported, develop greater self-awareness, develop coping strategies, talk about difficulties)	-Budget a second TA to undertake ELSA training	Business Manager/ Ht	Pupil Premium Funding £400 Budget Line E09	April new budget – re-scheduled Aut Term	HT	HT	
		-Book May 3rd, 4th, 17th & 20th and June 15th & 17 th release dates for Aynur Bailey to attend ELSA training	Office confirms training dates	NS/SD	Summer term	KR ELSA Lead	Govs RSC -	
		-The second trained ELSA to start supporting vulnerable children	TA Aynur Bailey	2h/week 6 day training - release	Autumn Term In place	KR ELSA Lead SENCO Supervision – half termly in cluster groups with link EP	Govs RSC - Summary Report on the progress of the SIDP	
Second trained ELSA is now supporting identified vulnerable children.								
1d	Pupils are engaged and motivated to learn, and with improved mental health, with the use of outdoor learning	-The school is actively working towards attaining the LOtC Quality Badge and LOtC is embedded in the curriculum. -Develop a portfolio to evidence the school's outdoor learning activities and to meet the LOtC set of quality indicators	Teachers Colleen Cameron Leading LOtC	1 day release for C. Cameron to apply for quality badge. Muddy Puddle E20 £50	Ongoing Summer term 2	HT Drop-ins Planning scrutiny Pupil Voice	HT Govs RSC	
1e	Children understand that challenge, mistakes, grappling with concepts, are an inherent part of learning.	- Children identify with our four learning powers, developing perseverance and resilience as learners -Re-introduce the learning pit, marvellous mistakes and the idea of 'yet!' (I can't do this <i>becomes</i> I can't do this <i>yet!</i>). - Displayed 'learning powers' in each class. 	Teachers/ TAs	Class time	Ongoing	Ht/ Senior Teacher Learning Walk Pupil Discussions	Gov monitoring visit	
1f	Staff have access to high quality CPD and modelling excellent practice to a student.	The school will be involved in the ITT Teacher Training Partnership with a SCITT student in class 2	Mentor Caroline Davies Ht	Ongoing support	Ongoing until June 2023	H/t Programme Leaders and Lead Tutors		

Progress towards intended outcomes

Mrs Bailey is currently attending ELSA training 14/9
 SCITT student is in class 2 and is being mentored by Caroline Davies.

Priority: 2 To ensure safeguarding policies and procedures across school are highly effective									
Rationale:		School Safeguarding audit February 2022. The school must meet statutory requirements for safeguarding children	School's Aims We nurture and encourage the pupils and have happy children who feel safe in their school. We want all children to flourish in our school – to build upon and develop individual strengths and talents. Every child 'is someone' in our school.						
Success Criteria		-Pupils are safe as a positive whole school safeguarding culture exists. -Pupils make informed safe choices online -Staff understand school safeguarding procedures and policies. -Safeguarding concerns are identified and addressed quickly in line with KCSiE2021, working with other professionals to provide effective support. -Strategies to promote good attendance are in place and effective.							
Intended Outcomes	Actions	Who is Responsible	Resources/ Time	Timescale	Monitoring By	Evaluated By	R	A	G
2a	All staff aware, understand and are fully compliant with school safeguarding policies and procedures ensuring every child at our school feels safe and is protected from potential harm.	-Complete Norfolk Safeguarding Self evaluation	HT DSL	Summer Term 2022	Completed by end of Sum Term -July 2022	Review completed self-evaluation	FGB Norfolk CC Safe/g Team		
		- Enact actions from the self-review tool and following the school's safeguarding audit in February 2022	HT DSL	Summer Term onwards	Completed by end of Sum Term -July 2022	Claire Farrelly LA Advisor - Safeguarding Wed 22 June	Safeguarding Gov FGB via HT report		
		- Deliver half termly safeguarding updates and ensure all staff undertake regular safeguarding training. -Record training completed included DSL update training.	HT DSL	Staff meeting time Summer Term 2022	Ongoing Training Log	HT record of staff Safeguarding Training	Safeguarding governor FGB via HT report		
		- Deliver training on revised KCSiE in Sept 2022 with amendments highlighted. Policy updated.	HT DSL	INSET Day 5/9/22	Aut Term 2022	Safeguarding governor	FGB via HT report		
		-DSL and Alternate DSL attend Multi agency training.- Professional Curiosity & Working with Families	HT DSL	HT 4/5/22 ADSL – Aut term £340 E09	Time – day release	HT record of Safeguarding Training	FGB via HT report		
2b	All staff are clear about the procedures for responding to safeguarding concerns and the completion of	-Deliver training on record keeping, focusing on effective recording of concerns.	Rebecca Bentley- Safeguarding Training Officer	INSET Day 19/4/22	19/4/22 Summer Term 2022	HT record of Safeguarding Training	FGB via HT report		

	Recording Forms for Concerns		HT					
2c	Update volunteers on safeguarding procedures and practice in school.	-Awareness session to volunteers on reporting concerns.	HT DSL	Mary Fairman Room Thursday 28/4/22 PM	Completed by end of Sum Term 2022 29/4/22	HT record of Safeguarding Training	FGB via HT report	
2d	Lead, support and participate in family network meetings as Early Help for school families.	-Both DSLs to complete Early Help Assessment and Planning (EHAP) training so that school families can be supported with an Early Help Plan.	HT DSL	Training Tues 26/4/22 Free	EHAPS ongoing	HT record of Safeguarding Training	Safeguarding Gov FGB via HT report	
2e	Staff and parents are clear about how to keep children safe online	-Online Safety training delivered by Jill Duman to staff and parents	HT Rob Hodge ICT subject lead	Jill Duman, Teaching and Learning Adviser	Thu 22 Sept 2022 Jill Duman £330	HT record of Safeguarding Training	Parents attendance & feedback	
Jill Duman in school Thursday 22 September to lead a parent workshop and staff training on online safety.								
2f	Attendance monitoring is effective and maintains a high profile in school	-Attendance that falls below 95% is followed-up including Attendance Support Plans for pupils with attendance below 90%.	HT	Time to meet with parents and children	Ongoing Updated Half termly	Safeguarding Gov	FGB via HT report	
New model NCC attendance policy adopted and is on the school website.								
2g	The SCR is maintained up-to-date and contains recruitment and vetting checks for all staff including volunteers and supply staff	-The SCR is updated regularly. SCR checks are undertaken with the safeguarding governor and HT on a termly basis. -All fields are on the SCR are completed - information not relevant is 'N/A'	School Business Manager	Bus manager time to update	Termly	SCR Record Monitoring sheet completed by Safeguarding Gov & HT	Gov FGB via HT report	
Progress towards intended outcomes – summer term								

Priority: 3	To teach Little Wandle SSP in high quality daily phonics lessons	
Rationale:	Being able to read well is a key life skill for children. Phonics Check - Y2 Aut Term 2021 -pupils who missed the check in Sum 2021 due to covid 75% Phonics Check Target – Y1 Sum Term 2022 87.5%	<u>School's Aims</u> We want all children to flourish in our school – to build upon and develop individual strengths and talents We work hard and inspire children with the highest quality teaching
Success Criteria	-The teaching of early reading is highly effective. -Children make rapid progress through the stages of acquiring phonic knowledge and skills -A well-organised system is in place for teaching early reading, which starts from the beginning of Reception. -Increased percentage of pupils meet the expected standard in the Y1 phonics screening check, so that almost all children, including the disadvantaged, achieve in line and above national outcomes	

Intended Outcomes		Tasks/Actions	Who is Responsible	Resourcing / Time	Timescale	Monitoring By	Evaluated By	R A G
3a	Phonics is taught consistently across the school and ensures fidelity to SSP Little Wandle.	Teach Little Wandle SSP daily in the EYFS and Key Stage 1.	All teaching staff	Summer term onwards	Ongoing	Literacy/ Reading Lead BF		Green
		Monitor phonics sessions regularly to ensure consistency in teaching and any "bad habits" are picked up quickly and addressed.	Reading Lead and all staff to observe phonics sessions.	HT to release Lit - lead and staff	Aut Term and ongoing	Literacy/ Reading Lead BF		Yellow
		Monitor reading sessions to ensure fidelity and consistency across all staff.	Reading Lead	Release time	Summer Term	HT		Yellow
		Refresh training regularly based on training data reports produced from Little Wandle website.	All TAs/ teachers in class 1/2/3	Little Wandle website cost	Summer Term and ongoing	Reading Lead BF	Govs RSC	Yellow
		Ensure teachers make full use of the Little Wandle website, accessing forums and videos to support early implementation.	All TAs/ teachers in class 1/2/3	Little Wandle website Time	Ongoing	Reading Lead BF	Govs RSC	Yellow
		Hold parent information sessions to explain how Little Wandle works and how to support their children's reading.	Reading Lead BF	Release time as required to deliver workshop	Summer Term and ongoing Aut term	HT	Parents' feedback	Green
		Start Little Wandle catch up and keep up sessions - extra practice for children who are making the slowest progress.	TAs Reading Lead BF	Timetabled as required	Summer Term and ongoing	HT		Yellow
<p>Reading lead released to observe phonics sessions ongoing. Parent workshops completed. Catch up and keep up sessions completed – Y2s being done (TA is CG, PM). The 3 Year 2 pupils not reaching phonic threshold to be given targeted keep up sessions matched to the phonics being taught that week. Parent information sessions held. Repeat in the autumn term. Year 3 pupils with gaps in their phonic knowledge being taught Little Wandle.</p>								
3b	Reading Lead to manage the effective delivery of the SSP Little Wandle across	Establish a routine for Little Wandle phonics, reading and writing sessions that works for Wreningham School. Evaluate and adapt it so that it remains consistent and uses the full methodology of phonic teaching and reading practices to develop prosody and comprehension.	Reading Lead	Release time as required	Summer Term and ongoing	HT	Govs RSC - Summary Report on progress of the SIDP	Yellow

	the EYFS and KS1.	-Determine the best organisation of teaching spaces and resources – ongoing.	Reading Lead Teachers	Staff meeting time	Ongoing	HT	Reading Lead feedback to Govs	
		-Develop systems to tackle any poor attendance and punctuality of the children who need the most support	HT	Attendance monitoring	Ongoing	HT	HT Report to FGB	
		-Timetable daily catch-up phonics lessons for any child in Year 2 or 3 who has gaps in their phonic knowledge (KS TA does 'keep up').	Class 3 teacher	Timetable time for catch-up	Autumn Term	Reading Lead	HT	
		-Audit phonic resources. Purchase resources as required e.g., phonic flash cards, word cards, white boards and pens etc.	Reading Lead	Release time as required E19 £100	Ongoing	HT	Reading Lead report to Govs RSC	
		Assess children's progress half-termly and track YR/Y1/Y2 pupils' phonics acquisition- used to set pupils for the following half term week 6.	Reading Lead	Release time as required 2xPM in the sixth week	Ongoing half termly	HT	Phonics scores	
		-Purchase decodable books so children can practise reading texts closely matched to their level of phonic attainment.	Reading Lead	Cost £2000 (£1000 Match Fund Wensum Hub)	Sum Term	HT	Govs RSC	
		-Ensure the learning environment in class supports pupils' phonic acquisition e.g., spelling patterns/letter strings etc. on display, working walls supporting phonic development etc.	Reading Lead		Summer Term onwards	HT/ Senior teacher learning walk	Gov monitoring visit	
Decodable books for KS1 purchased and being used by children – being sent home on a weekly basis. Need to buy decodable books for KS2 for the children who have yet to complete Little Wandle. Children's progress assessed each half termly.								
3c	A whole class approach to teaching spelling is in place from Year 2 to Year 6	Purchase and embed a spelling scheme from Y2 to Y6 that will lead on from Little Wandle (spelling shed).	Literacy Lead Class teachers	Cost E19 £300	Summer Term onwards	Headteacher	Gov RSC	
Purchased spelling shed for children who have completed Little Wandle.								
3d	Year 3 and 4 children with gaps in phonics knowledge identified and given additional	Undertake placement assessments in Year 3 and 4	Jo Lattimore	Release time from class 2	April/ May	Literacy Lead	Govs RSC	
		Children in Year 3 and 4 with gaps in phonics knowledge given additional teaching as needed.	Class 3 teacher	L Wandle Phonic appropriate age books E19 £2000	Summer term onwards	HT	Govs RSC	

support as needed.								
Placement assessments completed. Reading fluency tests completed for Y3/4. Children in Y3/4 with gaps in their phonic knowledge work in group 3 in MF room. Year 2 who have completed Little Wandle go to class 3 for Spelling Shed.								
Progress towards intended outcomes – summer term BF appointed Reading Lead. Spelling shed purchased.								

Priority: 4									To place reading and books at the centre of our school's curriculum								
Rationale:			Being able to read well is a key life skill for children. Reading is prioritised so that every child will learn to read with fluency, regardless of their background, needs or abilities. Develop a coherent whole-school strategy for promoting reading for pleasure. Reading in-school data Spring Mid 2022 ≥EXP Progress: Y6 90.9%; Y5 94.4%; Y4 77%; Y3 76.4; Y2 81% Children who read above the expected level for their age are twice as likely as children who read below their age to be school library users [Nat Literacy Trust.]						School's Aims			We want all children to flourish in our school – to build upon and develop individual strengths and talents We work hard and inspire children with the highest quality teaching We have a culture in which the pupils' achievements and successes are celebrated. We are an outward-looking school with links to many schools and professional networks					
Success Criteria			-All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations and so allow them to access the full curriculum offer. This is reflected in reading data that is above national for both boys and all pupils combined. -A reading culture is developed and children enjoying reading books as evidenced by increased number of pupils using the library. -There is an excellent range and quality of fiction/non-fiction books, including a variety of genres and authors that appeal to both genders, in the school library and in classrooms. -By the time children reach year 6 they have developed a wide, rich vocabulary and broader knowledge of the world, and as a result, are able to access the more complex books expected in secondary schools.														
Intended Outcomes		Tasks/Actions				Who is Responsible		Resourcing / Time		Timescale		Monitoring By		Evaluated By		R	
4a		An extensive list of high-quality books with different narrative styles, rich language, to ensure children hear the best stories read aloud.				All teachers Reading Lead		Budget Line E19 £400 Staff meeting 19/5/22		By summer term 1 Friday 27 May		Headteacher		Govs Raising Standard		A	
		-Each class has a reading spine of books that staff use in their long-term plans and used as class reads, study books for writing and whole class reading. -Continue to build a stock of good quality reading books for class libraries and the school library. -Audit library books including against subject plans. Expand the range and quality of fiction/non-fiction books ensuring a variety of genres/authors that appeal to boys and both genders.				Library Lead LW		Budget Line E19 £400 and partly met through pupil premium		Ongoing Book audit by summer term end		Headteacher		Govs Raising Standard		G	

4b	The profile of reading and reading for pleasure is raised throughout the school	-Children reading daily (a class non-negotiable) in the form of an ongoing whole class chapter book and in guided reading or one-to-one	All teachers	Daily	Ongoing	Headteacher Senior Teacher Drop-ins		
		-Lead reading cafes in each class, engaging with parents about reading.	All teachers	Class timetable	Termly Cl.2 28/4/22 Cl.1 5/5/22	HT	Parents feedback	
		Use online reading records – centralise all evidence of pupils reading – ensure a really good picture of pupils overall reading picture between home/school/ and LW SSP	Reading Lead Teachers	Go Read £100/ annual E20 Line 44170	June 2022	HT	Parents feedback	
		Develop each class reading corner so that it is refreshed and reminds pupils of reading for pleasure etc.	All teachers/ TAs	Time	By end of June 2022	HT/ JL		
		Complete a pupil survey on reading attitudes – reading enjoyment, reading frequency, favourite genres	Reading Lead		Completed by summer term 2	HT Senior Teacher Drop-ins	Pupil Surveys	
4c	High-quality teaching of reading takes place throughout the school with children engaged in reading and listening and talking about stories, books poems, texts	-Pupils have regular and focussed reading opportunities including a guided reading session each week. Guided reading to include: -Teacher reading to the children and modelling book talk (teachers show their thinking to pupils, modelling how to re-draft/edit their writing, verbalising aloud their metacognitive thinking (can I use a different word to add detail...)). -Echo reading, the teacher reads a short segment of text, e.g. a sentence or short paragraph, and the pupil echos it back.-Prosody	Class teachers Reading Lead	Books for guided reading E19 £300 (£75 per class)	Aut Term and ongoing	12/10/22 Emma Adcock in VNET adviser to complete guided reading obs HT Guided reading observations/ timetables	Govs RSC	
		-Norfolk reading project in school. Reading Support Volunteer in school each week to hear C.2 readers	Volunteers	Space to hear readers	Weekly Ongoing	Reading Lead	HT	
		Everyday Readers: lowest attaining readers are heard daily across the school, including children in key stage 2 who are not yet 'free readers', and pupils supported using Dyslexia friendly books – Barrington Stoke, aged 7/8 pack 40 titles.	Class Teachers	Identified daily time £225 E19 Line 4085	Ongoing	HT/ST Pupil progress meetings Pupil Asset data		
Norfolk Reading Project - Nicola Duthie in every Tuesday to hear readers.								
4d	The school has a colourful, well-resourced school library, with competitions and reading events, will	Train Y6 in the role of school librarians.	Library Lead L Watkins TA	Librarian Badges	Aut Term Ongoing	HT	Govs RSC	
		-Ensure library slots for every class and open library at break time.	Class teacher Library Lead	Class Timetable slot	Sum Term onwards	HT	Govs RSC	
		-Run Reading competitions to engage the children, create excitement around books and encourage pupils to read a variety of texts e.g., Reading Teddies - Home/school reading	Library Lead Reading Lead	E19 £400 – included in cost of	Ongoing	HT		

5a	Strong subject knowledge enables staff to secure and sustain improvement in each area of the curriculum.	-Teachers have access to high-quality professional development linked to performance management, subject leaders and school priorities. -Staff disseminate relevant course contents to all teaching staff. -KS1 and KS2 subject leader maths consortium – 6 half days -Early Years consortium – EYFS maths	HT All staff	All staff Total £1,200 Budget Line E09 Time allocated for feedback to staff in TA meeting/staff meeting. £480 6 half days £495 3 whole days	Ongoing Aut term Julie Leader & Caroline Davies to attend maths consortium	Monitoring CPD Feedback sheet completed by all staff attending training.	Govs RSC - Summary Report on the progress of the SIDP	
5b	Subject leaders at all levels have clear roles and responsibilities to carry out their role in curriculum design and delivery	-Write subject leader job description.	HT	Staff meeting time to share subject leader job description	By Aut Term 2		Govs RSC	
5c	Resources to support the school curriculum in school and are well-organised	-Audit subject resources and identify gaps in Science, Geography, English Reading, History, Maths, musical instruments (e.g., atlases, measuring jugs, magnifying glasses, scales, glockenspiels etc.). -Ensure storage of resources is organised/ tidy across the school. -Ensure a world map for every classroom (Geography Topic), and other resources as meets the curriculum	Subject leaders TAs – release time	Staff Meeting time/ subject release time Musical instruments staff meeting 11/5 E19 £400 English/ Phonics £400 Art £100 RE £100 RSHE £200 Science £200 Green Flag 23/24 Sing UP E20 £192 Digi Maps E20 £99	Ongoing	HT	Govs RSC	
5d	Pupils' progress captured by end of subject unit assessments.	-Assessment of a unit of work is done by tasks, quiz/challenges that capture pupils' knowledge/ understanding of core concepts/vocabulary in Science, History, Geography and French.	All teachers	Staff meeting time to share approaches	Science & RE are ongoing History, Geography French from summer term onwards	HT/ST Book Look – evidence of how teacher's capture pupils' understanding in science books	Govs RSC	
5e Curriculum Development	A high-quality, coherently planned Art curriculum is in place that engages, inspires, and challenges pupils.	-Write the Art curriculum Intent, Implementation, and Impact statements.	Art Subject Leader	Staff meeting time 5/5/22	By summer term 1 Friday 27 May	HT	Art Intent, implementation and impact statements shared with gov	

		-Review use of sketch books, using the books to document the creative art process. Sketch books used to gather information/ ideas for use on a larger piece of work, practice drawing techniques such as shading, perspective etc.	All teachers	Share in staff meeting	Sum term	HT/Subject lead See Monitoring, FADE sheet 27/6/22	Sketching Book look	
		-Review and update Long Term Art Plans 2021/22 & 2022/23	Art Subject Leader	Staff meeting time 24/5/22	Ongoing	Subject lead	HT/ Govs RSC	
FADE Sheet - Ensure a range of media used in kS2 including textiles (collage, weaving, sewing, batik)								
5 f/g Curriculum Development Computing	Pupils' make rapid progress in computing and digital skills across the curriculum	-Embed Purple Mash through the schools. -Teachers have organised their class timetable to teach IT weekly.	RH IT Subject lead Class teachers	1 Year Purple Mash licence E20 £750	Ongoing	HT Feedback from RH re. teachers use of Purple Mash	Govs RSC	
		-Staff to receive CPD – staff meeting time.	RH IT Subject lead	Staff Meeting time Aut term	Ongoing	HT	FGB via HT report	
	All teachers now teaching using Purple Mash 11/22							
	IT resources support the requirements of the school computing curriculum	-Audit staff CPD requirements. -Staff questionnaire completed and shared in staff meeting. CPD completed in staff meeting 2/11.	RH IT Subject lead	Friday 21/10 – questionnaire to staff	Staff meeting 2/11/22 Mr. Hodge	HT	Govs FGB	
		-Physical Audit all IT resources and including -Any gaps in IT resources are noted.	RH IT Subject lead	Friday 21/10		HT Business Manager	GOVS FGB	
Nearly completed audit – all laptops and desktops listed. New desktops now in school need to be included								
5h Curriculum Development RSHE	School is meeting the statutory requirements for the RSHE curriculum so that children have positive healthy relationships.	-Complete the RSHE curriculum Intent, Implementation, and Impact statements.	Subject Lead Mrs. Cameron	Subject release time 6/5/22	Autumn 2022	HT	Jo Lattimore RSHE link governor	
		-Continue to develop subject lead folder	Subject Lead Mrs. Cameron	RSHE E03 £75	Ongoing			
		-Pupil voice informing the school RSHE curriculum.	Subject Lead Mrs. Cameron	Staff meeting time	5/5/22 Jan/Feb 2023	HT		
		Subject lead to collaborate with cluster schools with a focus on diversity.	Subject Lead Mrs. Cameron	Staff meeting time	Ongoing			
		Update TAs/teachers on where the school is re. the RSHE curriculum.	Subject lead Mrs Cameron	Release time	Jan/Feb 2023			
		Lead a parent information session.	Subject lead Mrs Cameron	Release time	April/May 2023			

5i HISTORY	Pupil voice show retention of skills and knowledge & books show progression of understanding.	Book Look - History Books/ pupils' voice. -What History skills have you used? -What History knowledge do you know? -How does this link to other enquiries/ themes? Complete FADE sheet. Feedback to staff.	Subject lead - RJ	1xAM 28/11/22	28/11		Curriculum governor	
		-Introduce History assessment sheet across the school.	Subject lead - RJ	Tuesday AM				
5j GEOGRAPHY	A spiral curriculum in place that is planned and sequenced towards clearly defined end points. All National Curriculum objectives are covered.	-Review each curriculum subject map building a schema. -Ensure coverage of all Geographical knowledge and skills from the National Curriculum -Define what the big idea (overarching concept) is in each subject and an enquiry question. Audit of Geography resources -purchase any gaps - weather station, globes,maps.	BF Subject lead/ HT		Ongoing	HT/ Subject lead Evidence of knowledge in children's books show secure knowledge and learning that has taken place in a unit.		
		-Trial, and if successful, introduce Geography assessment sheet across the school.	BF Subject Lead	Staff meeting 30/11/22	Aut term 2 onwards			
5h DESIGN TECHNOLOGY	High quality, enjoyable D&T provision with clear curriculum coverage across all year groups in place and evidenced in books and around school in a 3D form where relevant.	-Subject Co-ordinator refresh training	RH	4 sessions VNET booked – currently in progress	Aut/ Spring 2023	HT	Curriculum Gov	
		-Subject lead to lead CPD to staff. Disseminate of expectation, training and modelling	RH	Staff Meeting time Wed 11/1/22	Spring 23	HT		
		-Amend and update school DT map	RH	Spring term 2023	Spring 23	HT – check D&T curriculum map is updated		

	<ul style="list-style-type: none"> -Establish a clear progression in range of skills required: Cooking – hygiene, cutting/chopping/heating Design – sketching, annotating, evaluating, cutting, folding, attaching/fixing/securing, manipulation of materials. -Ensure staff establish a rationale when designing and making. -Ensure focus on 'bigger idea' – relevant to current world issue/ environment/ humans need. -Ensure a balance of 'marquee-bigger world' design unit, along with 'smaller scale', daily life/useful product-based tasks -Ensure element of problem solving with the task -Embed 'meta-design' explicit lesson in how to design at outset of task 	RH	Co-coaching and upskilling with D&T subject lead in Key Stages 1 &2.	Spring 23 ongoing	HT		
Essential weighting of 'cooking and food' within the D&T subject established – including importance of health and nutrition	<ul style="list-style-type: none"> -Subject lead to refocus weighting and importance of Cooking and Food with D&T -Clarify links to science, FS topics to enhance rationale. -Essential focus on fresh/ healthy /nutritious food along with reasons and knowledge behind the importance of this. 	RH	Subject release day – to be arranged by subject lead	Spring term 2023	HT		
	<ul style="list-style-type: none"> -Review kitchen facilities - be creative: cold foods (salads / fruit / healthy wraps) -Explore equipment requirements/audit – e.g. oven availability, tools 	RH	Any costs arising to be met by contributions from PTA, D&T budget	Spring 23	HT		
Undertake D&T projects that will enrich the children's learning and progression of D and T skills and knowledge.	Explore opportunities for engagement with local High school.	RH link with Claire Taylor WHS Academy	Transport & cost	Ongoing	HT		

Priority: 6								
To support pupils to develop a deep understanding in maths, implementing a Maths Mastery approach across the school.								
Rationale:		To implement maths mastery across the school to ensure we have well-sequenced and interlinked Reception, KS1 and KS2 maths curriculum.			School's Aims We want all children to flourish in our school – to build upon and develop individual strengths and talents We work hard and inspire children with the highest quality teaching			
Success Criteria		Maths mastery supports pupils to develop their fluency and a deep understanding of mathematical concepts. Most children make at least EXP progress in maths. Teaching staff are effective in their use of models, images and manipulatives, supporting pupils' fluency, reasoning and problem solving. Well planned lessons support pupils to build their mathematical understanding, improve fluency, build problem solving capacity and develop mathematical reasoning skills						
Intended Outcomes	Tasks/Actions	Who is Responsible	Resourcing/ Time	Timescale	Monitoring By	Evaluated By	R A G	
6a	Teachers' maths plans support QFT and high-quality learning and Improved fluency, reasoning and problem solving skills in maths.	-Confirm teachers' plans are based on an adapted version of White Rose e.g., splitting addition and subtraction in the autumn term and teaching it in the spring term too. -Ensure adapted long-term plans are on the school website	Class Teachers	White Rose Maths E20 £150 Rock Tables E20 £95	Ongoing	Ht/ Maths subject lead – long term Maths plans scrutiny	Progress of children evaluated by HT Govs RSC	A G
		Teachers' weekly Maths plans are based on White Rose and include recognised/agreed elements including specific learning objective/success criteria; mathematical talk/ questions identified; key vocabulary; sequence of lessons showing learning over a week or 3/4 days; varying challenges 1/2/3.						
		-Teachers use models, images and manipulatives to help pupils build their understanding of mathematical concepts – investigate CPD available staff meeting	All teachers	Maths resources e.g., Numicon, number beads, Cuisenaire rods, 100 square, number lines etc. Maths Budget E19 £200	Ongoing	HT Teaching observations Maths Planning scrutiny Drop-ins	Govs RSC	G
		-Use White Rose to support reasoning and problem solving in all maths lessons	All teachers		Ongoing			
		-Maths lessons start with a recap/retrieval of previous learning/ starter and build key skills initially, and a fluency in these before children move to reasoning and then more challenging problem solving related to the key concept they have developed fluency in.	All teachers	All teaching staff	Ongoing	HT Evidence in maths planning Maths lesson observations	Govs RSC	

6b	Ensure children accurately assessed at working at a higher standard in maths in the EYFS & Year 2 continue to work at a higher standard at the end of KS2.	-Use White Rose end of unit assessment and end of term assessment to accurately track pupils' and identify underachievement. -Interventions put in place for children underachieving. -Termly pupil progress meetings to discuss progress. - Gather maths books of pupils assessed at greater depth for all KS2 years and compare.	All Teachers Maths subject lead	White Rose end of unit assessment Staff Meeting time	From Sum Term onwards	HT Progress meetings	Subject leader evaluation	
6c	Children catching up and reaching EXP in Maths KS2 at the end of Y6	-Plan and organise date/time to deliver national tutoring programme -Identify children at risk of falling behind in maths -Plan teaching programme -Teach pupils each week for 15 sessions -Assess progress	Kirsty Sims TA	Mary Fairman room Wednesdays 3.30PM to 4.30PM	Starting 7/9/22	HT	HT Maths Subject lead	
6d	Children in ks1/lower ks2 to catch up with expected standards in arithmetic	-Plan short daily arithmetic sessions in classes 1- 3 to include a mixture of the 4 operations.	Maths subject lead (Caroline Davies) and Class teachers	Staff meeting time to talk with teachers. Decide on how and where to add sessions. Sessions timetabled daily.	Starting 31/10/22	Maths subject lead	Maths subject lead Monitor end of term assessments to check for improved scores.	

Priority: 7 To accelerate the writing progress of children not at age expectation, particularly in EYFS & UKS1 and pupil premium children								
Rationale:	School data review highlights /EYFS Year 2 children writing 2022 EYFS 58.8% GLD – 7 PUPILS emerging in writing Current Y2 have not had the same KS1 provision as previous years due to lockdown Support all children across the school to gain stamina in writing.					<u>School's Aims</u> We want all children to flourish in our school – to build upon and develop individual strengths and talents We work hard and inspire children with the highest quality teaching. We have a commitment to success for all.		
Success Criteria	% of children at age related expectation in writing increases Children make faster than expected progress in writing in Year 1 and Year 2							
Intended Outcomes	Tasks/Actions	Who is Responsible	Resourcing/ Time	Timescale	Monitoring By	Evaluated By	R	A
7a	Increase achievement and progress in	-Teachers review writing assessed as EXP/GD across KS1 and KS2 and complete standardisation	Teachers	Staff meeting Time	Termly 3/11/22	English subject lead	Govs RSC	G

	writing throughout the school, including those children achieving greater depth	activity so their judgements are consistent with each other and national standards. -Lead on cluster writing moderation activity				A good range of evidence for writing is built up		
		-Pupil progress meetings each term target children at risk of falling behind EXP progress and pupils assessed at greater depth to maintain this assessment. -Support EXP/GD writing Y2 and target to make accelerated progress	Teachers	Teacher release time for Pupil Progress meetings E03 £180	Termly Sum term 6/7/22 w/b 28/11/22	HT – notes from progress meetings	Govs to review data for progress evaluation	
		-Literacy Lead to deliver staff meeting on feedback in writing, identifying when feedback in writing is most effective and how it can be provided.	Literacy Lead	Staff meeting time	Aut term	Ht/ Senior Teacher: Book Look	Share books in Govs RSC	
		-Pupils' use SMART targets to focus on a specific component of their writing to develop and improve.	Teachers	Class time	Ongoing	Discussions with pupils: evidence pupils know their writing target/ can find their target card. Focus Book Look	Gov monitoring visit Completed FADE sheets	
		-Continue a focus on handwriting to support high standards and promote a school wide culture and expectations.	Teachers	Class time	Ongoing	Ht/ Senior Teacher	Share books in Govs RSC	
7b	Improved progress of pupils in writing in the Early Years with greater opportunities provided for pupils in the EYFS to write and embedded in the curriculum	Continuous Provision: Indoor and Outdoor Activities to develop pivot strength e.g., brushing, using rollers and brushes on the wall, upside down writing/mark-making; Fine motor control activities e.g., using tweezers and pom-poms, threading, pegboards, geo trays, nuts and bolts, tracing, playdough, finger gym, finger rhymes, pegging (washing line) Pencil control activities e.g., tracing, following the lines, tuff tray – rice, shaving foam Writing boxes/baskets, clipboards, whiteboards in all areas e.g., construction, role play Themed writing den; writing labels for models; wallpaper writing – large floor work. Print rich classroom Adult led: Shared storytelling, building vocabulary, introducing story language; regular story, poetry times; retelling stories, changing endings etc, using props and puppets, drama; modelling writing Shared writing Letter formation practice	J Leader EYFS TAs	EYFS budget	Ongoing – resources out in the class available for all pupils to use	H/t		

Priority: 8 To ensure children in the Reception class have a challenging and enriching experience, one that responds to their interests both indoors and outdoors with an emphasis on high quality adult interactions.								
Rationale:		Statutory Baseline Assessment introduced September 2021			School's Aims We believe learning should be fun, purposeful and challenging. We want all children to flourish in our school – to build upon and develop individual strengths and talents.			
Success Criteria		The percentage of pupils achieving a good level of development (GLD) will be above nat. The EYFS outdoor environment is exciting, stimulating and safe. Pupils are given a wide range of learning opportunities. EYFS children have access to continuous and progressive experiences outdoors.						
Intended Outcomes		Tasks/Actions	Who is Responsible	Resourcing/ Time	Timescale	Monitoring By	Evaluated By	R A G
8a	Continue to develop the outside learning environment in EYFS to ensure the children have activities both indoors and outdoors enabling free flow provision throughout the day.	-Continue to strengthen the quality of outdoor provision to motivate the learners and enable them to thrive indoors and outdoors in equal measure. -Appeal for donations of specific items to support development.	EYFS team	E19 £200	Ongoing	JL – lead teacher	HT JL	
8b	Strengthen partnership with parents by considering opportunities, post Covid, to involve and engage them in pupils' learning.	-Continue to use Tapestry to build up a learning journey of observations of children's learning and share with parents. Observations link to different areas of learning. -Tapestry used to get a fuller picture of the child in school and at home. Parents make comments about uploaded observations from school and share the children's learning at home.	EYFS team	E20 Tapestry £101	Ongoing	JL – lead teacher	HT JL	
		-Lead a Reading/ Maths Café in the EYFS	EYFS team	Reading Café Th 5/5/22	Summer term onwards	JL – lead teacher	Number of parents attending-feedback	
		-'1.45 to arrive' (AKA stay & Play) – parents come into the class each half term. Families dinner – Friday 14/10/22	EYFS team	Time	Aut term onwards	JL – lead teacher	Number of parents attending-feedback	
8c	Formative assessment strategies build up a	-Pupils progress monitored on extra support to put in as required.	JL	Tapestry	Ongoing	HT	Govs review EYFS data	

	qualitative profile of each child's progress and attainment.	-Lead cluster EYFS meetings to compare and moderate pupils	JL	Mary Fairman Room	Termly 3/11	HT	Feedback cluster heads	
		Termly pupil progress meetings to discuss progress.	JL	Release time	Ongoing Termly	HT	Headline Data Summary report to Govs	
8d	Pupils received timely support with early speech and language development, enabling them to catch up more quickly, and have better access to the curriculum.	Identify emerging speech and language needs and provide high quality support e.g., Time for Talk, Show & Tell, activities to develop the children's auditory processing.	EYFS team	Timetable time	Ongoing	HT		
8e	Pupils in Year 1 class 2 have access to a more appropriate curriculum, continuing the learning journey from the EYFS into Year 1, supporting their development.	-Extend the EYFS outdoor area to include outside of class 2. -Move the perimeter fence to enclose the new defined space -Buy some new equipment -put a door into class 2 accessing the new outdoor area	JL RJ Class 2 teachers	Budget to be determined	TBD	HT	Govs	

WRENINGHAM CE VC
PRIMARY SCHOOL
QUALITY ASSURANCE
FRAMEWORK 2022-2023



**1 Corinthians 12:12,
*"There is one body, but it
has many parts. But all its
many parts make up one
body."***

SUMMER TERM 1 2022		SUMMER TERM 2 2022 →		SCHOOL CLOSED
MAY		JUNE	JULY	AUGUST
Subject Monitoring Focus MATHS/ ART/ SCIENCE		Subject Monitoring Focus GEOGRAPHY		
KS1 SATS W/B Monday 2 May 2022	New intake Pack include photo permission, educational off-site visits, FSM form	Eden Red Vouchers – Means Tested FSM		Update staff induction schedule
KS2 SATS W/B Monday 9 May 2022				
Headteacher Declaration Forms	VNET in school to complete analysis of Reading and next steps 6/6/22	Early Years Self -Review Evaluation of SIDP – summer to Govs		Staff Development Performance Management - Are teachers meeting their PM objectives?
Art & Design Sketch Books - Book Look Monday 5/6/22 (half term previously) FADE sheet and pupil voice	Science - Book Look Monday 26/6/22 FADE sheet and pupil voice	Geography - Book Look FADE sheet and pupil voice		Staff Handbook 2022/2023
Art & Design - Review previous actions, Look at progression and skills, curriculum, planning, vocabulary, resources: Subject Health Report	Science - Review previous actions Look at progression and skills, curriculum, planning, vocabulary, resources: Subject Health Report	Geography - Review previous actions Look at progression and skills, curriculum, planning, vocabulary, resources: Subject Health Report		Update SEF
Maths choose focus: Curriculum/ manipulatives/ CPA/language		Identify common mis-read words in summer phonics screening check		New children onto library/ Go Read
SEN Health Check. SENCO to check actions on IPs. Is provision evident in the class?	Learning Walk- Reading Lead guided reading. Complete Reading Spine.	Parents annual reports with questionnaires		Prepare spelling shed for September
New intake transition letter to YR parents	Pupil Premium document	w/b Monday 4/7/22 Pupil Asset data		
		Pupil Progress Meetings		
Parent Annual Report template to teachers	New Children MSAs	Summer Term 2022 Headline data summary		
Safeguarding SEF Norfolk Schools Walk to School Week w/b 16/5/22	Health and safety programme	Low Attendance letters to parents		
Attendance Plans	Review Minor Accident Report Forms	Pupil On A Page/EYFS		
Governors Op Committee Premises Plan	Phonics Screening Check	Attendance Analysis – Report to governors		
RE Week May	SWRT/ SWST	Check Single Central Register		
	Complete June impact/evaluation of SIDP	FGB Monday 11/7/22		
	Budget Revision	Pupils lead Collective Worship		
	Writing Standardisation activity	Review Minor Accident Report Forms		
	Prayer Space W/b Monday 13 June 2022	Outdoor Classroom Day TBA		
	Fun Run Friday 24 June 2022	Open Evening 3.15-6PM Wed 13 July		
		Sports Day Friday 15 July		
		Y6 Pupil Headteacher for a Day 20/7/22		
		Art Exhibition Friday 15 July		
		Garlic Theatre in school 12/7/22		

AUTUMN TERM 1		AUTUMN TERM 2	
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Subject Monitoring Focus READING / COMPUTING / MATHS		Subject Monitoring Focus WRITING/HISTORY/ MATHS	
Phonics learning Walks/ check on resources/ guided reading	Computing – review previous actions, curriculum, planning, resources, lesson visits	Maths choose focus: Curriculum/ manipulatives/ CPA/language Subject lead lesson visits w/b 31/10/22	PM Overall staff Appraisal Data Capture form to Govs FGB
	Audit staff CPD requirements. -Staff computing questionnaire Staff to receive CPD – staff meeting time.		
Whole Curriculum- Ensure curriculum plan and progression is in place	EYFS Environment-inside, planning	Maths Book Look – Monday 31/10	Review Minor Accident Report Forms - identify repeated accidents (trips/paving slab etc.)
	Parents looking at books after school w/b 21/11	Book Look - Monday 28/11	
Emma Adcock in 12/10 Guided Reading audit and staff meeting	SEN IPs completed before October Half Term 24/28 October	Monitor progress of PP Update SEF Parents' maths morning	Termly attendance analysis - Pupils near/below 90% and late sessions/ letters
Maths Book Look – Monday 26/9			
Settling In Questionnaire to New Intake Parents	Confirm Baseline Data - Total %pupils entering YR ARE Cluster Baseline Moderation		
Complete Reception baseline	Teaching observations – VNET links to Performance management	Switch Off Fortnight NOV	Letter to C1 YR parents explaining Y1 split Sept 2022 e.g. which Y1 pupils remain in C1 and which move to C2
	RSHE parent information meeting. Feedback to inform the curriculum		
Whole School safeguarding training INSET Day 5/9/22	Aut Term w/b 10/10/22 Govs Headline Data Summary	School Open Morning Complete Nov impact/evaluation of SIDP Share RE Books in staff meeting	Early Intervention Attendance Plans
	Update Assessment Policy		
Jody Gibbons After School Club Agreement	Check Single Central Register	Performance Management TAs	Update Provision Map after Pupil Progress Meetings
'Think then Click'- Internet Safety	Review Child Protection files	Overall school Appraisal data capture form	
	Confirm Targets YR GLD % KS1/KS2 R/W/M Y1Phonics	Pupil Progress Meetings W/b Mon 28/11/22	
Online Safety Checklist Audit 22	Writing Moderation	Analyse school data – Pupil Asset	
Update Pupil Premium register	Performance Management for teachers include job descriptions	Target 2023 % Total Absence Primary - 3 term	
Confirm pupil and cohort targets	Annual parent Voluntary Contribution Letter	RE Policy – SMSC Policy Review Child Protection files	
Class Timetables	Follow-up Thumbnail Sketches Parents Meetings 18/10 on request PM Policy /Pay Policy	Families' week	
Attendance target	RE week Monday 17/10/22	Handwriting Competition w/b 21/11/22	

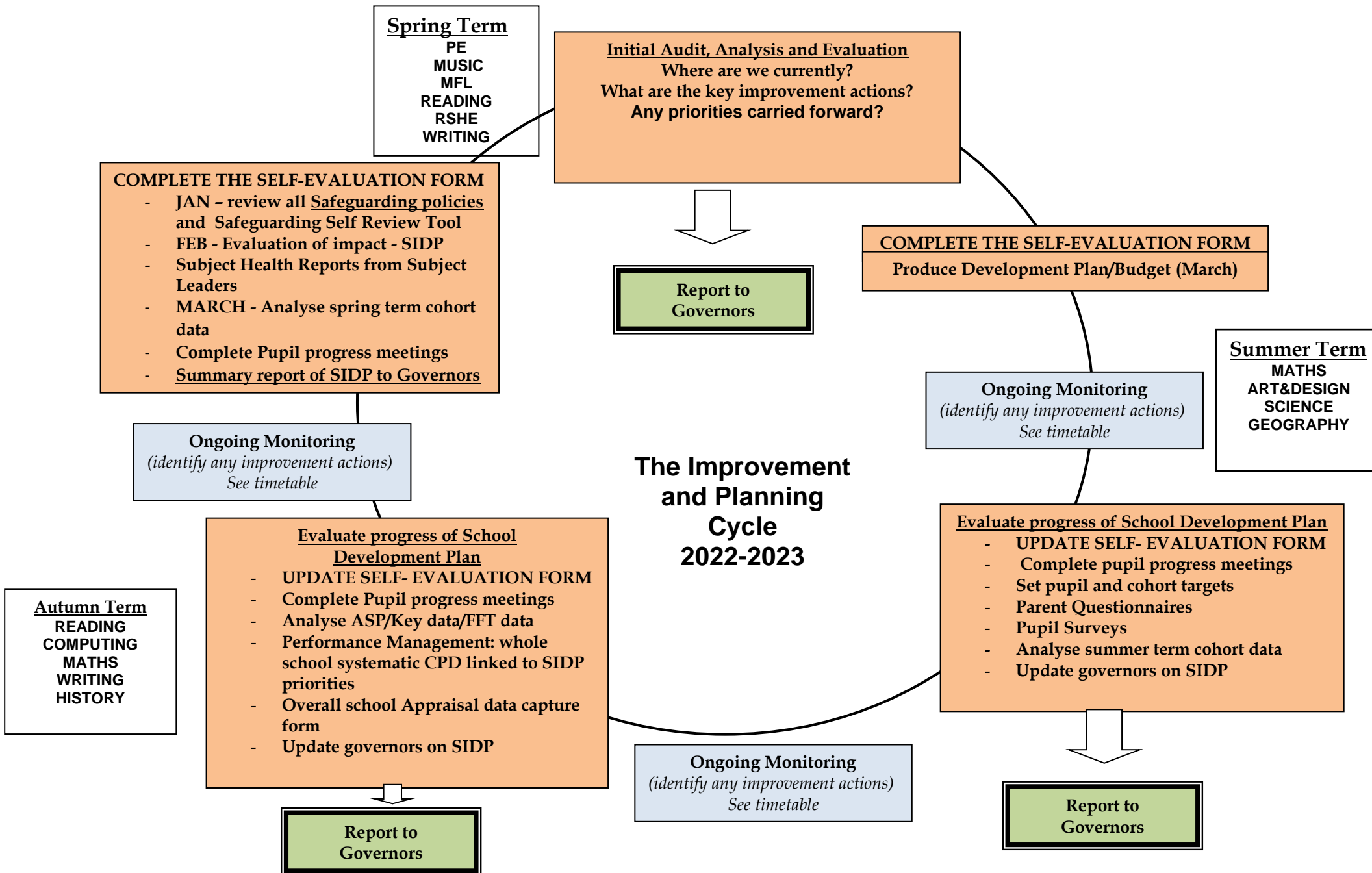
Dates Check curriculum plan for events for the year e.g. RE week, Harvest Festival SIAMS SEF Who are we as a Church school?	School % attendance in Oct newsletter	Staff wellbeing Questionnaire	
	REQM -apply	Pupil Asset Data – November 2022	
Photographs and Video Consent Form (Online Safety Policy) - Parents of new starter pupils, all new Reception pupils September	Pupil Thumbnail Sketch of progress to parents	Collective Worship Policy	
	October Census	Exclusions Policy	
Regular off-site visits/activities Consent (Educational Visits Policy) - Parents of new starter pupils, all new Reception pupils Sept	Meeting with teachers to review 3 pupils being taught out of chronological age group Harvest Festival	Marking Policy RSHE Policy	
July Parent Questionnaire Responses in Autumn newsletter	H&S Review Minor Accident Report Forms	Home School Learning Policy	
Asthma record care plan (Supporting Pupils with Medical Needs) Parents of new starter pupils, all new Reception pupils Sept – Highlight termly in Newsletter	Write Autumn 2 Collective Worship Timetable	Pupil Thumbnail Sketch	
Acceptable Use Policy	Lexia - Update pupil list	Track Attendance	
Pupils' consent form to access internet Online Safety Policy All Parents/annually Governors Terms of Reference – Raising Standards/Operational	SEN w/b 3/10/22 Element 3 High Needs top up funding – James Beech, Bea Burrell & Freddie Hanna	National Anti-Bullying	
		History subject leader lesson visits and pupil voice	
		History - Review previous actions, Choose focus – chronology, vocab curriculum coverage, planning, vocabulary, resources,; Subject Health Report	
Set up YR tracking document		Book Look 28/11 History Books FADE	
Home School Agreement – All Pupils Annually			
Update SEN Register/Provision Map			
H&S Risk Assessment checklist/ Fire Risk Assessment F607a/ Outdoor Play Equipment Level 2 Inspection Checklist - C652			
SEN pupil intervention Plans w/b 10/10			

SPRING TERM 1		SPRING TERM 2		SUMMER TERM 1	
JANUARY		FEBRUARY		MARCH	
Subject Monitoring Focus PE/ MUSIC/MFL/GEOGRAPHY/ DESIGN & TECHNOLOGY		Subject Monitoring Focus READING/ RSHE		APRIL Tuesday 18/4/23	
				WRITING	
Composition/Vocabulary, standardisation of work	PE - Subject leader lesson visits followed by pupil survey	Pupil survey to inform RSHE curriculum		Choose focus: Retrieval/ curriculum/ CPA etc.	
Writing Book Look Monday 30/1/23 FADE	PE - Review previous actions, pupil voice, Look at progression and skills, curriculum, planning, resources. CPD for staff as needed Subject Health Report w/b 26/9/22	Check teaching of full RSHE curriculum		Maths Book Look 24/4/23	
Update Safeguarding Policies including Safeguarding Incorporating Child Protection	REVIEW Online Safety Policy	Phonics learning Walks		Headline Data Summary to Govs	
Spelling Bee competition	Intimate Care	RE Books – share in staff meeting		Fire Alarm Drill	
Review Attendance policy – biennially	Attendance Policy	Write SIDP 2022/23		Update Summer Term SEN Register	
Behaviour	Ed Visits	Attendance Termly analysis: Pupils below 95% receive warning letters		Safeguarding DSL update training	
H&S	Whistleblowing	Attendance - Review no. late sessions		Review Child Protection folders	
School Equity Plan	Check SCR Single Central Record with governors	Early Intervention Attendance Plans		SEF Effectiveness of leadership	
Positive handling	Plan a Good Mental Health week	Annual Safeguarding Report to Govs		H&S Risk Assessment checklists school/ EYFS	
Recruitment	Book Look 27/2 MFL Books FADE	Interim Performance Management Reviews		Fire Alarm test	
Supporting Pupils With medical Conditions	Monitor progress of Pupil Premium-eligible pupils	Collective Worship Timetable		Review Minor Accident Report Forms	
SEND	Little Wandle SSP - Review	Parent's Evenings		Summer term class curriculum newsletters	
Teachers Spring term curriculum newsletters to parents	Mock Phonics Screening Check	Science Egg Challenge		Class Timetables – summer term	
Pupil Questionnaire	Book Week 27/2/23	IPs completed 3 wks. before Easter term ends		Update Provision Map	
H&S Risk Assessment checklists for school/ classrooms	MFL - Subject Health Report	New intake transition. Letters to parents		Update Lexia pupil list	
EYFS Risk Ass. in/outdoors	CPD for staff as needed	Review Child Protection files		SEN pupil intervention Plans by w/e Fri 7/5	
Subject leaders Subject Health Checks	Review previous actions, pupil voice, Look at progression and skills, curriculum, planning, resources.	Tracking Data on Pupil Asset		Analysis of Pupil Data – to Governors 18/5	
Curriculum Intent Statement Science/ Core words		Pupil progress meeting		Lesson Observations W12/5 & F14/5	
Follow-up Autumn term pupil progress meeting: Are actions being done?					

Update SEN Register Spring 2022		Pupil On A Page - EYFS Data April	Curriculum AM with teachers Th 13/5&Th1/7
Critical Incidents & Trauma			Elect school council/ playground pals
Management Red book 2022			
Raising Standards Committee			
NS to complete Legionella			

*Following each session of monitoring, plan a staff meeting to share the findings and next steps / stages to drive improvement. There will be ongoing activities to complete as a subject leader if it is not the focus in a term including subject training, pupil voice, support planning, drop-ins, keep a top-level overview etc.

IMPROVEMENT & PLANNING CYCLE



Subject Leader

Providing Evidence of Action and Outcome – FADE sheet

Review and Evaluation Form	
School Name	Wreningham VC Primary School
Monitoring Activity	
Date	
Reviewers	
Focus (What exactly is the monitoring going to look at in detail?)	(In discussion with the H/teacher)
Analysis (Once the evidence is collected, analyse it and decide what it suggests about the school's strengths, weaknesses and areas for development)	Be succinct – five or six bullet points.
Planned Action for Development – What to “<u>D</u>o” (What action(s) are we going to take? Be succinct and show who and when?)	Bullet points of proposed action.
Date of Review	This should reflect the time necessary for the outcome of actions to be evident.
Evaluation of Impact	Not to be completed until after the review.