

SCHOOL DEVELOPMENT PLAN



HERRICK PRIMARY SCHOOL

2020-2021 (Original)

Introduction

The School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. In these 'unprecedented' times, we are determined to ensure that both strategic and operational planning supports all stakeholders with an understanding of where the school is going and what actions will be taken to ensure we get there. Planning, protocols, timescales, data(where relevant), resourcing, staff training etc. is designed to give a sharp, clear focus to those aspects of work which we believe will support improvement.




Everyone has had the chance to contribute ideas as to how our school will ensure both high levels of safety, well-being and continuity of learning. Staff and Governors have met during lockdown and will meet termly to review how successful our actions/improvements have been and agree priorities for the coming term/s and year. We ask parents, staff and children to share their ideas through questionnaires and the school council. We want everyone to support us and help us improve and 'overcome' - this can only happen if we are all involved.

There are 4 sections: Return Plan, Whole School Plan and Bubble(Phase) Plans

1. *Return Plan* – will focus on 3 key priorities – Safety, Pastoral Care and Curriculum
2. *Whole School Plan* – Leadership & Management / Quality of Education
3. *Bubble(Phase) Plans* – Behaviour & Attitudes / Personal Development
4. *EYFS Plan*

1. Return Plan - September 2020 (post lockdown) – Safety, Pastoral Care and Curriculum

At Herrick Primary School we are going to commit time during the 1st part of the Autumn, to ensuring that routines, expectations, standards, relationships and values are quickly re-established. We will be focusing on 3 key priorities – Safety, Pastoral Care and Curriculum (each priority is then linked to 3 specific types of support). At the heart of these plans, getting children ‘back-on-track’ in both an academic and emotional sense is the absolute priority.

Key Priorities		
	<p>Safety: Planned opportunities to ensure all children are aware of the routines and procedures in school that are there to keep them safe.</p>	
	<p>Pastoral Care: A focus on the child’s well-being and the emotional impact of the pandemic and period of absence.</p>	
<p>Curriculum: Amending the curriculum offer so that any negative impact on attainment and progress can be addressed as soon as possible.</p>		
<p>Possible Support:</p> <ul style="list-style-type: none"> • <u>Support for All:</u> Elements of provision that are available and appropriate to all children in school (relevant to year group) • <u>Focused Support:</u> Additional measures for groups of children that can be delivered through class provision or additional family contact • <u>Targeted Support:</u> Specific support for individual or families, often using external agencies 		

2. Whole School Plan - Leadership & Management / Quality of Education

We are committed - *to give each and everyone a chance*, and therefore ultimately *improving the quality of the educational provision* for all our children. Any attempt to raise standards in our School is focused on the classroom. Continued and sustained improvement is dependent upon improving the ‘Quality of Education’ – and as this is not yet judged outstanding, we therefore view the overall effectiveness to be **good**. To enable us to continue to maintain and build on incomplete actions from last year - we have identified the following as our current priorities:

Leadership & Management: Aim -To raise level of achievement above national averages with pupils making rapid progress across year groups and Key Stages.	
<p>B.1 Adapt curriculum to include 'return plan' – focus on safety, pastoral support and curriculum</p> <p>B.2 Embed new curriculum and assessment expectations to ensure that assessment is used to effectively benchmark achievement against year group expectations</p> <p>B.3 Develop capacity of subject leaders to support effective curriculum opportunities in relation to Foundation subjects</p> <p>B.4 Continue to develop Governance so that Governors systematically self-evaluate effectiveness and demonstrate deep knowledgeable of the context and challenges including provision for vulnerable groups</p> <p>B.5 Develop skills of leaders to monitor and evaluate effectiveness of curriculum</p> <p>B.6 design to focus on WHAT is taught and not how planning identifies; 'must know' and 'be able to' build on prior knowledge provide greater clarity and opportunities to assess</p>	<p>Milestones/Indicators</p> <p>Amending the curriculum offer so that any negative impact (of lockdown) on attainment and progress can be addressed as soon as possible</p> <p>Results for progress for all children and groups is in the top 25% nationally</p> <p>-attainment for combined Reading, Writing and Maths to be above 85%</p> <p>-all scaled scores to be above national</p> <p>-90% children in Y1 pass the phonics test by the end of Y1</p> <p>-Year groups and groups meet trajectory targets</p> <p>-Narrow the gap for FSM and other underperforming groups and rest of cohort</p> <p>-New assessment systems in place for all Foundation subjects</p>

Quality of Education: Aim -To enable the quality of teaching to be judged good/outstanding by all pupils making rapid progress in their learning.	
<p>A.1 Implement a curriculum that helps develop pupils' cultural capital</p> <p>A.2 Further develop practice to help support disadvantaged and SEND pupils access the learning (post pandemic)</p> <p>A.3 Further develop varied assessment tools 'to know they impact'</p> <p>A.4 Identifying and addressing the gap in reading for PYG and SEND pupils</p> <p>A.5 Further develop deep learning across all subjects</p> <p>Further develop reading across the school</p>	<p>Milestones /Indicators</p> <p>-Implement a reading curriculum where key skills prevail</p> <p>-All teachers obtain 12 points in the 5 aspect review</p> <p>-Working Books are used as the only tool to assess progress</p> <p>-PYG children make accelerated progress</p>

3. Bubble(Phase) Plans – Behaviour & Attitudes / Personal Development

Each bubble(phase) have written their own actions in supporting their children in the two areas of; Behaviour and Attitudes and Personal Development. Teaching staff have had relevant CPD in relation to child trauma, impact of Covid and pastoral strategies during lockdown and have personalised actions linked to their year groups.

Behaviour and Attitudes: Aim -To enable pupils to behave impeccably at all times, to ensure level of challenge is high so pupils do not lose concentration, children to develop 'thirst for and love of learning', to recognise the importance of 'being me, being happy and being safe'.	
To be completed by individual bubbles	
Personal Development: Aim -The pursuit of excellence to successfully drive the highest levels of achievement and personal development for all pupils over a sustained period of time.	
To be completed by individual bubbles	

4. EYFS Plan

Summary of Key Actions:

- Transition from Nursery to Reception
- Teaching strategies that help children to express their feelings and emotions in an appropriate way
- Implementing SRE – Jigsaw programme
- Understanding healthy life style and importance of hygiene
- Developing Outdoor- woodland learning
- To develop children's Communication and language skills

SECTION 1

Return Plan – will focus on 3 key priorities – Safety, Pastoral Care and Curriculum

Safety				
	Action	Responsibility/ Completion	Outcome	Evidence/ Evaluation
Universal Support	Pre-recorded Key Stage assembly from Mr Patel to re-establish the school's values and behavioural expectations	Head Teacher	Weekly assemblies have been recorded and shared with children each week. Themes appropriate to the school calendar: Black History and Remembrance Day have also been addressed- Ongoing. From term 1.1 onwards, children are recording class assemblies to share weekly so that all children see each other across the school.	T drive/Phase Assemblies folder
	Re-visit the school values and 'over-communicate' this in correspondence with children	Class teachers Bubble Leads	KS1 have shared the Herrick Learning Attitudes through discussions and assemblies, KS2 have introduced Dojos and delivered phase assemblies.	KS1 Phase Leader PowerPoints on system and routine assembly saved in 20/21 Phase/SK Assembly folder. KS2-t drive/phase assembly folder Launch of Dojos on Herrick Website Emails sent out to parents
	Children to complete the 'class activity' and come to an agreement about what the school values will look like in their classrooms (pictures, writing, drawing...whatever they want)	Class Teachers	Each Bubble spent the first week helping settle children and establish routine.	Pastoral Team CHAT Page and minutes

		Pastoral Team organised with one member from each bubble. Blue Bubble- post it notes-What you want your teacher to know.	Planning in each bubble folder on well-being and class rules.
A separate assembly that is made available to teachers and children to watch at any time is to be recorded. This will explicitly refer to the hygiene procedures and bubble integrity	Phase Leaders	KS1 Phase Leader assembly has referred to importance of wiping mouth, washing hands and general behaviour. A visual timetable is on display in each class to include handwashing routine. KS2-daily reminders for older children with specific short sessions delivered in green bubble for lower KS2 to help children understand importance of hygiene.	KS1 Phase Leader PowerPoints on system and routine assembly saved in 20/21 Phase/SK Assembly folder. Green Bubble-Well Being Folder on T drive
All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period	All staff	Orange -children who have difficulty settling participated in a morning games on social interaction through play. Green –friendship issues addressed by bubble lead and Assistant Head within 24 hours. Blue - 1 racist incident and extreme behaviour addressed. Log behaviour incidents –not on CPOMS tracking system KS2-Red Hats/Yellow Hats-established in KS2.	20/21 Phase 2/ MS Word Document Teacher Interventions. Blue Bubble-CPOMS and also have own record book of minor incidents to track patterns.

Focussed Support	Develop the use of reward system to foster good learning behaviours and attitudes to one another. Relate these to the school values and new protective measures	Class Teachers Bubble Leads & TAs	KS2-introduced Dojos KS1 continue with start chart and mentioning Herrick Learning Attitudes on DB Primary since we are not sending any paper home.	KS1-DB Primary accounts.
	Regular reminder for those struggling to distance and follow hygiene procedures. Again, this is everyone's responsibility. If children are not seen adhering, we are all to address it	Class Teachers Bubble Leads	Individuals receive regular reminders. Zippa Wallets purchased to help children manage and take responsibility for their personal equipment more easily. Blue Bubble-reviewed seating plan and routine established about entering, movement within the corridors and taking turns	Blue Bubble weekly timetable Minutes
	Specific group conversations or assemblies (distanced) as required if there are pockets of children that are not following expectations	Class Teachers Bubble Leads	KS1- addressed through phase leader assembly on single file, straight line, wiping mouth, washing hands. Individuals are reminded 1:1 as and when required. KS2- majority of children have adhered to all rules. Individuals have been reminded daily.	KS1 Phase Leader PowerPoints on system and routine assembly saved in 20/21 Phase/SK Assembly folder. KS2 Assembly folder on T drive
	Quickly identify groups of children that are not attending as regularly as expected	School Office SENCO/DSL(AH)	Office monitor and track attendance daily. Pastoral Care Assistant Head has had conversations with individual parents who need reassurance on their children returning to school. This is ongoing. Provision packs have been sent out to pupil premium children who are self-isolating and Home Learning Page has been set up for all children who miss schooling if they are self isolating.	Head Teacher's report Suzy Beeby's displays in each bubble. Herrick Website-Home Learning

Targeted Support	Provide additional support materials and offer sessions beyond the school day for those requiring it	Class Teachers	Children who received no home schooling during lockdown have received additional 'catch up' sessions on DB Primary and been provided with additional support on how to access DB Primary. Parents have been notified. Packs have been prepared for identified children in each class in the event of a school/bubble closure. These can be sent home or posted.	DB Primary-additional planning Letter sent to parents-school office
	Mr Patel to conduct home-visits for those children with a particularly poor start in terms of attendance	Head Teacher	Head Teacher has delivered home learning packs to individuals who could not arrange to collect work from the school during their self-isolation phase.	
	If individuals stand out as being unable to quickly return to the 'Herrick way', contact with parents is to be made and a behaviour tracker drawn up (if related to poor behaviour)	Class Teachers CLT AH –Behaviour Lead	All staff continue to refer to the updated behaviour policy when dealing with individuals. However, the overall picture is that our children have adapted and settled very quickly.	<u>CPOMS</u>
	Specific praise needs to be given to those children that have adapted well (in their own context)	Class Teachers	KS2-Dojos Continue with weekly Phone Home Friday via Teams assembly Medals handed out to children. Blue Bubble-display to celebrate children's work-ongoing	KS2-Herrick Website Weekly Teams Assemblies/ KS2 display
	This praise can be awarded in class, through virtual assemblies or through messages to parents on DB Primary	Class Teachers	See above	See above

Pastoral Care				
	Action	Responsibility/ Completion	Outcome	Evidence/ Evaluation
Universal Support	Children who demonstrate changes in behaviour are to be referred to DSL and Pastoral Care Team (PCT) through CPOMS	Pastoral Care Team	Formation of Pastoral care team with member from each bubble overseeing and addressing the needs of individuals All staff have adhered to the safeguarding policy and informed DSP.	CPOMS Pastoral Care Page Pastoral Team minutes Pastoral Team referrals
	Maintain communications through DB Primary and sharing of class work with parents to maintain that 'connection'	Class Teachers	Homework is uploaded on DB weekly across the school. Sessions are delivered via laptops on DB so children practise navigating DB to help them at home. Ongoing Blue bubble-IT online lessons	DB Primary homework sessions. Bubble planning folders
	PSHE to focus on change, anxiety and mindfulness – any cause for concern to be referred to the Pastoral Team (CPOMS)	Pastoral Care Lead Class Teachers	Jigsaw units Y1-6 rolling programme-Being Me unit taught at the beginning: Settling in new school year-concerns	Phase Planning Folders and some evidence in topic books.
	Environments to be low stimulus to support re-integration for SEND (and all others) and to celebrate achievements of children as a motivation	Class Teachers Bubble Leads	KS1-TA interventions support children's communication and interaction Term 1.1 1:1 and small group intervention/social skills Green- Teacher meets with red hats/yellow hats peer work to support others. A daily cool down session in delivered. Blue bubble-Structured timetable-Movement Monday, Walk it Wednesday, Phase fit session Blue Blue hats run cool down Display to celebrate work.	20/21 Phase 2 folder /TA Intervention document Bubble timetables TA intervention timetables for each bubble on T drive in phase folders Blue Bubble-display work to celebrate and motivate

	Phase assemblies to still maintain a 'togetherness' and weekly Zoom HT assemblies celebrating the successes of the week	Head Teacher	Weekly assemblies on Friday Introduction of 5 minute class assembly from term 1.2 onwards Faith Assembly to be uploaded on to Herrick website.	Phase Assemblies timetable Recorded Assemblies Herrick Website
	Establish up-to-date contact details (especially emails) from parents	Office Manager/staff	All parents have completed a Contact Form online and submitted to school in term 1.1	SIMS/Individual folders kept in office.
Focused Support	Mrs Aydin or PCT to speak to families who have experienced trauma/change in circumstances – what help do they need?	SENCO/DSL	Assistant Head has dealt with individual families to reassure and ensure –if required-provision is made at home if child unable to access DB Primary. Vulnerable children who do not have access to laptops at home have been identified and will be provided with one in the event of a bubble/school closure.	CPOMs

<p>Ring-fenced whole-class reading sessions – focussed conversations on vocabulary and emotional literacy using books about perseverance, resilience and mindfulness</p>	<p>Reading Lead and class teachers</p>	<p>Reading has been reviewed in KS1 with 3 groups being taken by TAs to cater for specific needs and provide bespoke support for groups. Year 1 and Year 2 assigned 'Back to School' project. Year 2-6 assigned a myON project about inspirational people, what they have achieved and characteristics that they have shown. Emotion books are on display in Y3 such as I am feeling angry, upset etc.. and these have been used so support discussion about feelings. Year 5 had their first reading unit about children's mental health which focussed on the importance of voicing our emotions.</p>	<p>MyON projects online for different year groups</p>
<p>Acknowledge children who need respite from 'work' and need extra space i.e. time out to read and relax</p>	<p>Class teachers</p>	<p>At the beginning of term 1, discussion with teachers about anticipating children who may not 'cope' with return and have pre-planned activities Blue-handwash time also used as time to reflect Orange bubble-hand wash time/yoga/calm music time</p>	<p>Phase Minutes In 20/21 Phase Folders Bubble planning folders</p>
<p>Where teachers feel it is appropriate for whole-class 'down-time' then provide children with well-being activities</p>	<p>Class teachers</p>	<p>See above In addition, KS1 Leader also shared activity with orange bubble on how to make effective use of 'down time' KS2 pre planned activities. However, our children have generally coped with the return to school</p>	<p>20/21 Phase 2 folder/ Rainbow PowerPoint. Bubble Planning Folders</p>

Targeted Support	Bereavement support for those children/families identified	SENCO/DSL	Assistant Head AA oversees this. Bubble Leads and Bubble teachers have been informed. Contact is made with family. Pastoral care team may be involved depending on circumstances and needs.	Y3 Child experienced bereavement. CPOMS
	Referrals to external agencies where concerns have been identified	SENCO/DSL	SENCO appraises individuals and oversees if all POPs/Interventions are meeting the needs of individuals. SENCO has been in contact with Ed Pysch, EY Support teach, Social, Emotional Mental Health team and LCI have asked for joint working referrals.	SEN Register Referrals –SEN folder Meeting minutes
	Provide/receive an update for CP/CIN/Early Help/Vulnerable families through contact with social worker and other external bodies	SENCO/DSL	SENCO/Assistant Head/DSL has made the necessary provision for individuals.	CPOMS- SENCO folder
	School nursing referrals for children returning with additional/altered medical concerns (not neglecting mental health)	SENCO/DSL	2 EYFS referrals and 1 in Y5. SENCO has made verbal referrals using baseline assessment for EYFS.	SENCO Files Written referral

Curriculum				
	Action	Responsibility/ Completion	Outcome	Evidence/ Evaluation
Universal Support	Teaching staff to be mindful that any perceived 'drops' in standards are not deliberate, but an upturn in standards requires deliberate practice	Class teachers and bubble leads	<p>KS1- revised reading programme in place to address lack of practise KS1-revised Literacy overview for term 1.1 focussed on revision and short pieces of writing.</p> <p>Maths catch up incorporated Revised policy –eradicating times tables session</p>	Phase 2 20/21 planning folder T drive/Maths 20/21- updated policy

<p>A focus on handwriting to quickly re-establish high standards – not necessarily explicit sessions, but a heavily promoted class culture</p>	<p>Class teachers and bubble leads</p>	<p>KS1 –Handwriting planned into daily morning tasks and part of Year 1 and Y2 set 2 daily reading session. Handwriting club term 1.2 onwards for Year 2 children.</p> <p>Daily handwriting-green bubble provide 1.1 plus 3 weeks morning task & a weekly handwriting club</p> <p>Blue bubble- class teachers Handwriting interventions and addressed via DB with the provision of handwriting books for home use only</p>	<p>Handwriting books Letter Join account Planning folders DB Primary Interventions on handwriting</p>
<p>Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten</p>	<p>Reading Lead Yellow and Orange Bubble lead</p>	<p>KS1 4 Phonics groups in Year 1 with agreed sounds after baseline assessment. Y1 children assessed and morning phonics intervention Green Bubble-Reading Lead provides phonics intervention for Y3/4 1:1 and small groups KS2 Lexia –intervention for identified individuals from NGRT data</p>	<p>Intervention timetables for each bubble on T drive SENCO Overview map Reading Lead timetable</p>
<p>Regular reading lessons that foster the love of reading and book enjoyment, but that focus on discussion and promote speaking and listening</p>	<p>Reading Lead Class Teachers</p>	<p>KS1 Term 1.2 Sending books home so children can practise daily reading. Introduced Oxford Owl Tree books. Daily reading opportunity incorporated into reading session.</p> <p>MyON Reading Lead sets stimulating projects regularly and monitors response.</p>	<p>KS1 Reading overviews myON online projects across the school</p> <p>Letters sent home and revised risk assessment on safety of handling returned books.</p>

			Green & Blue bubble-invited into school prior to 8.50/9.00 start to enjoy reading time.	
Writing is to be regular and across the curriculum. Lots of short-burst writing to promote writing stamina, but also revision of sentence structures (Sentences making sense)	Literacy Lead Class Teachers		Literacy Sequence for Term 1.1 was specifically revised to focus on short pieces of writing. Literacy sequence has been introduced in term 1.2 onwards. Green Bubble-spelling club during break	T drive/Literacy Plan for TERM 1.1. in Literacy 20-21 folder Literacy scrutiny Green bubble interventions
Maths is to focus on weekly sequence, maintain emphasis on deep learning. TT Rockstars to be accessed regularly to support automaticity of recall – retrieval practice heavily used also	Class Teachers Maths Lead		Y2-Y6-TT Rockstars login details sent to parents and children shown how to use. Green Bubble-times tables weekly test and times table club, TT rockstar homework/differentiated morning task Blue-TT Rockstar homework/morning tasks/TT 'battles' are set across classes	Individual login detail on t drive TT Rockstars letter DB homework
Computing curriculum to focus on online safety and the use of MS Teams	CLT Class teachers		KS1-teachers worked with groups to ensure all children can access Teams independently. Green –e safety via jigsaw unit later on in the academic year Letters sent out to parents	Letter sent out to parents in office. Jigsaw unit plan Timetable for Teams Phase minutes
PE curriculum to focus on fitness – children are to actively increase their activity levels, beyond 'games'	Class teachers		PE overview revised to incorporate socially distanced games and P.E guidance on social distancing shared. P.E equipment has been evenly distributed across the school so bubbles do not share. Working from home- children to do a p.e session.	Phase Planning Folders and timetables

			During green bubble closure-daily physical activity shared with chdn. Blue Bubble-Movement Monday Cool Day/Walk it Wednesday/Y5 teacher runs fitness task physical activity	
	Baseline line tests WB 7.9.20	Class Teachers and bubble leads	Interventions planned using baseline assessment for all bubble groups.	TA interventions-documents in each bubble folder and SENCO overview
Focused Support	SENDCO to contact families to discuss provision this year and share provision mapping so they know what support their child will be receiving	SENCO	SENCO has arranged to print POPs and post to parents. Parents have the opportunity to contact SENCO and arrange meeting to discuss..	SENCO Folder
	Child voice is to be acknowledged and consideration given to the wishes of the child in terms of pace of learning (SEND) to ensure they are not further disengaged	CLT	Child questionnaire sent out in term 1.1 to gauge how we can further support and develop the service we provide online. Subjects are taught through DB primary in classrooms Interventions have been planned for address needs of individuals Pastoral care team have identified individuals and made provision. Reading and Maths questionnaire Election of School Council members and meetings in KS2 bubbles.	20/21 Phase Planning folders and Herrick Website Videos. Pastoral team minutes Maths and Reading Questionnaires response
	Promote independent learning for those that have become particularly reliant on an adult (through home-learning)	Pastoral Care Team Class teachers and Bubble Leads	Pastoral Care Support Team monitors individuals. All teachers raise concerns via CHAT page on TEAMS. Interventions for individuals Use of DB primary in class/Teams Green bubble- Red and Yellow Hats- Peer supported	DB Planning Interventions from each bubble Pastoral Team Minutes Green Bubble-overview of Red/Yellow Hats

	Gaps in non-core curriculum to be addressed at the commencement of new topics i.e. where children have missed out on learning about the Romans, they will receive a few lessons on this prior to learning about the Anglo-Saxons	Class teachers and Bubble Leads	KS1-because of the topics we have been studying, this has not been required. However, word classes and basic grammar and punctuation was taught at age appropriate level via our interim Literacy plan. Green-more emphasis on visual Blue bubble-Adjustment of the science-year 4 units revised and units moved around.	Interim Literacy plan Literacy 20/21 on T drive/Term 1.1 plan powerpoint and overviews 5/6 Science planning
	Teachers are to identify lessons on Oak National Academy that could be used to share with parents as pre-learning for non-core	Teaching and Learning AH	School Website-parents shown how to use Oak Academy on Home Learning Page.	Herrick Website Home Schooling Page
	Ensure that appropriate groups receive curricular support but that scaffolding is withdrawn quickly so that emphasis is placed on children being independent learners	Phase Leaders	Phase leaders regularly check planning for bubbles-the majority of children have settled quickly and independently.	Planning on T drive in bubble/phase folders Scrutiny of Topic books/Literacy books
	Post-September assessments to support identification of starting points and gap analysis – use to identify target groups	Class teachers and Bubble Leads	Interventions planned using baseline assessment: NGRT/Phonics Screen Check/NFER/GL Assessment	T drive/Data folder for 20-21 Interventions
Targeted Support	Children who have not engaged in any home-learning to receive specific focus/intervention to support them in quickly returning back to pre-COVID level	Class teachers and Bubble Leads	Specific 'catch up planning' uploaded on to DB and letters sent home to parents from y1-y6	DB Planning
	Learning support & Ed Psych support to identify and focus on specific children. This is to be reflected in the child's learning plan and results of which are evident in intervention activities and booster support	SENCO	Children have been referred. However, there has been a delay in Ed Psych visit due to Covid situation	SENCO folder
	Appropriate adults to work safely with children, by way of intervention – this is not to occur during core subject time, but through agreement with the Class-teacher about the child's priority learning	Bubble Leads	Interventions planned using baseline assessment and POPs from March lockdown as children did not receive this interventions. TAs deliver support during school hours.	POPS Bubble interventions on t drive in phase folders SEN overview

SECTION 2

Whole School Plan - Leadership & Management / Quality of Education

Leadership & Management

Context

All leaders including governors are highly ambitious for the school and the challenges that have been presented by the global pandemic. There is a strong emphasis on distributive leadership, with clearly defined roles for members of the SLT and middle leaders, to collectively and strategically support teachers in order to ensure pupil outcomes remain ambitious – even with lockdown and the uncertainty of our current situation.

Highly skilled staff are taking on new challenges offered to them within our school due to the increase level of obstacles.

Teachers, support staff and governors are invested in and their professional development is vital to the school's continued success. All teachers are given opportunities to develop key leadership skills from the onset of their careers.

Our support staff team is a highly valued resource with a wide range of skills and expertise to enhance opportunities for our pupils.

Our governing body is stable and experienced. We would like this year to restructure the meeting structure of the governing body in-relation to social distancing but still allow opportunities to monitor and review actions within the school.

TERM: Over the year

1	To address/ develop	Governors and senior leaders have a full and realistic picture (post lockdown)of the impact of the school improvement priorities through revised processes of communication
	Yr Group/ Phase	EYFS –Yr6
	Staff responsible	All staff
	Monitoring	HT
	Term	Over the year

Action	To ensure structure of committees is supporting strands of Ofsted framework/ Each governor to commit to a minimum of two monitoring opportunities per year/ Reports completed and shared with Full Governing Body			
Impact/Cost	Revised dates for GB shared with full GB/ Learning walk/monitoring opportunities with dates and personnel and focus established/ Focus visits completed and visit reports submitted to full GB developing a better understanding of school's strengths and development £0			
Outcome/s	Autumn Governor action plan completed – Autumn term; reports completed on protocols & procedures for the drop-off & collection of the children, Appraisal operations – Leadership, meeting held with pastoral team and reviewed support children are being given and reviewed contingency plan & our 'On-line learning platform'. Reports shared and placed on website. Chair of governors sends out a weekly update, also two surveys completed on bubble closure and parents' evening (refer to Governor Action Plan).	Outcomes: RAG review success		
		Aut.	Aut.	Aut.
		R A G HT	R A G HT	R A G HT

2	To address/ develop	Curriculum to support post lockdown trauma and well-being (KS2)		
	Yr Group/ Phase	Yr 3-6		
	Staff responsible	B.Mankoo / S.Punchard		
	Monitoring	HT		
	Term	Over the year		
	Action	Termly questionnaire to provide feedback about concerns and experience of lockdown– continuous development of the new curriculum and its effectiveness in developing pupils well-being and coping strategies		
	Impact/Cost	Evaluation of measures introduced in each of the bubbles to address resilience £300		
	Outcome/s	Outcomes: RAG review success		
		Aut.	Spr.	Sum.
		R A G BM/SP	R A G BM/SP	R A G BM/SP

3	To address/ develop	Intervention and support for those who have significantly regressed due to lockdown		
	Yr Group/ Phase	Yr1 -6		
	Staff responsible	All phase leaders		
	Monitoring	A Aydin		
	Term	Over the year		

Action	<u>(complete 1-10 intervention programme) Teachers to be supported by CLT in liaising with agencies, finding & sharing strategies to support teachers/TAs – half-termly meetings held with SENCO) / To use YARC/NGRT assessment, Vernon spelling, Literacy assessment to identify gaps (SENCO and AH to devise tracking system for PYG/SEN)/ Coaching provided to support teachers focus support on PYG/SEN pupils /teachers to work alongside members of their bubbles and co-ordinate with school SENCO to enrich practice and effectively support the less able) £2100</u>			
Impact/Cost	Open lines of communication/ consistency across school/ closing the gap/ support teachers in their success of accelerated progress for PYG/SEN children/ home school partnerships to be secured through ensuring appropriate channels of communication			
Outcome/s	<p>The first Joint Planning Meeting took place on 29th September 2020</p> <p>23 SEND pupils are being supported by external agencies this term. (Full EP assessment/class observation- teachers support- Review meetings etc.)</p> <p>SENCO has attended Teams Family meetings & Child review Meetings to support SEND pupils and their families.</p> <p>Teachers are given advice and recommendations from external agencies on how to support SEND pupils in their classes.</p> <p>The Provision map has been completed and interventions have begun in all Phases.</p> <p><u>Phase 1- Yellow bubble</u> - EYFS- the interventions are focused on Language and Social Interaction development.</p> <p><u>Phase 2- Orange bubble</u>- have concentrated on Social Interaction, Phonics, Maths and EAL Language development.</p> <p><u>Phase 3- Green bubble</u>- SEND pupils work with a TA in a small group for Maths, Literacy and Reading. (wave 2)</p> <p>Lexia –Phonics support is in place (Wave 3)</p> <p>In Green Bubble not all SEND pupils have had access to intervention. Some SEND pupils do not have access to maths intervention.</p> <p><u>Phase 3- Blue bubble</u> – SEND pupils do not get specific intervention - however they get regular support from teachers and TAs in a small group. Teachers plan termly a 6 to 8 weeks lesson plan to target specific learning objectives in Maths, Literacy and Reading.</p> <p>We also purchased the ECC- Maths intervention pack for all age groups. We are in the process of completing Baseline Assessment in all phases. 2 TAs has already started their training. They have completed 2 sessions and they are ready to start teaching from January. They will get another 2 sessions training in spring Term.</p> <p>This Term – 1 TA has attended Inference training – Comprehension Wave 3 Intervention</p> <p>Next Step:</p> <p>The second Joint Planning Meeting will take place on 13th January 2021</p> <p><u>Phase 3</u> leader Mrs Mankoo and Reading Champion Miss Phipps to identify pupils in year3 and 4 to receive Inference Training next term.</p> <p>Inference Training TA to work closely with Blue Bubble TA, Mrs Bhakta, and share the intervention resources and lesson plans.</p> <p>Mr Punchard to identify pupils for Inference Training in their bubble.</p>	Outcomes: RAG review success		
		Aut.	Spr.	Sum.
R A G	R A G	R A G		
AA	AA	AA		

		ECC Maths Intervention Wave 3- Phase leaders to create a timetable for Wave 3 maths intervention 3 x a week for at least 8 pupils. 2 TAs from Blue bubble to start their training in January. Mr Punchard and Mrs Aydin will also be trained.			
--	--	---	--	--	--

4	To address/ develop	Further develop the expertise and skills of both our subject leaders to secure effective leadership of designated areas			
	Yr Group/ Phase	Across the school			
	Staff responsible	Subject leads/ phase leaders			
	Monitoring	S.Kaur			
	Term	Over the year			
	Action	28.9.20 Work with subject partner teacher-Look at Knowledge and Skills for assigned subject, answer questions from <i>proforma 1</i> and prepare feedback. CLT members available to support. (refer to Overviews 1-6 or Development Matters EYFS). Term 1.2 Deliver short review on the subject you have been assigned to phase in staff meeting using choice of using visual overview, knowledge and skills documents or create own PowerPoint) + <i>proforma 1</i> Term 1.2 & Term 2 –Arrange with phase leader to watch 2 pre-recorded lessons from other bubbles and visit all 1 bubble teacher with phase leader to see SOL in action or Development Matters. Complete <i>proforma 2</i> . Carry out interviews with children (<i>proforma 3</i>).			
	Impact/Cost	Monitoring and evaluation of subjects/ Subject Folders established and shared with Senior team/ Senior/middle leaders identified through performance management reviews and enrolled on courses £5500			
	Outcome/s	Term 1.1.-All subject leaders released to review books across the school and link to curriculum content and view planning across the school. All teachers received 1:1 on their subject from Assistant-discussing overview, building blocks and reasoning behind current content. Temporarily postponed due to covid until term 3.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G SK	R A G SK	R A G SK

5	To address/ develop	Senior leaders including governors have a consistently accurate picture of pupil's attainment and progress through revised process of FFT and Excel attainment programme			
	Yr Group/ Phase	Yr1 –Yr6			
	Staff responsible	All staff			
	Monitoring	Phase Leaders – S.Kaur/ S Punchard/ B Mankoo			

	Term	Over the year			
	Action	NFER tests for year purchased and staff and governor training completed / Teacher judgements moderated with outcomes of standardised tests and discussed in pupil progress meetings. Reports to full GB submitted.			
	Impact/Cost	Tests administered and results entered. Gap analysis tool used to inform future planning/ Strong correlation between teacher assessments and outcomes of standardised tests £1500			
	Outcome/s	Autumn EYFS: baseline data completed. NGRT reading tests across Yr2 –Yr6 completed and reading ages compared to start of previous year. NFER core tests, including reading and maths completed by all year groups in KS2. SIMS programme created to support gap analysis and identify key interventions impacting on progress. Autumn analysis shared with bubble leads – individuals/groups identified where TA and test results reflect discrepancies (refer to Data Analysis Autumn 2020).	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G	R A G	R A G
			HT	HT	HT

6	To address/ develop	Termly pupil progress meetings to ensure 'catch up plans' are effectively addressing impact of lockdown (data review)			
	Yr Group/ Phase	EYFS –Yr6			
	Staff responsible	All staff			
	Monitoring	HT			
	Term	Over the year			
	Action	Format of pupil progress report agreed with SLT and shared with staff/ Pupil progress meetings held after each assessment point Dec/April/ July/ Review of impact of intervention from previous term discussed in subsequent PP meeting			
	Impact/Cost	Pupil progress reports show increased accountability and challenge/ Termly intervention data show decrease in pupils not making expected progress £2800 (assessment materials)			
	Outcome/s	Autumn Interventions reviewed against data analysis. Level of progress for class/year groups/individuals completed. Emphasis on PYG and PP children – template for pupil progress completed (refer to PYG/PP folders).	Outcomes: RAG review success		
			Aut.		
			R A G		
			HT		

7	To address/ develop	Leaders (CLT) Identify programme of CPD to support chosen area that will support collaboration with colleagues to continuously improve personal practice and achieve overall goals and vision of the school			
	Yr Group/ Phase	All year groups (EYFS – Yr6)			
	Staff responsible	CLT members			
	Monitoring	HT			
	Term	1.2/ 2/3			
	Action	Will cascade back to school through timetabled CPD for relevant members of staff in developing their own pedagogy			
	Impact/Cost	Access meaningful learning experiences (professional development opportunities, and ideas from colleagues and supervisors) and exercise judgment in accepting findings as valid for application. Reflect critically upon operational leadership experience, identify areas for further professional development as part of a professional development plan that is linked to school and network goals, access meaningful learning experiences, and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms. Use feedback to inform and update Individual Professional Development Plan. £5000			
	Outcome/s	Autumn Identification of courses relevant to support aspects of the SDP; this term has included: <ul style="list-style-type: none"> • curriculum review with RAP, • Subject lead scrutiny, • enrolment of senior leader on NPOML course writing programme with LA literacy lead	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G HT	R A G HT	R A G HT

8	To address/ develop	Strategies specifically aimed at developing phonics in KS1 (review reading strategies linked to baseline assessment)			
	Yr Group/ Phase	Yr 1-2			
	Staff responsible	Phase 2			
	Monitoring	S.Kaur			
	Term	1.1			
	Action	Complete early baseline – use outcomes to inform changes to reading policy to address gaps identified. Review use of reading books and on-line reading package to best support school-home reading partnership.			
	Impact/Cost	Phase leader to collaborate with reading lead to review phonics work and formulate plan to stimulate process of further developing phonic knowledge and reading partnership in line with safety guidelines £500			
	Outcome/s	Term 1.1 YARC and Phonics Screening Check used to inform next steps. KS1 reading approach revised. Year 1 focussed on phonics, handwriting and sequencing. Year set groups for reading with set 1 beginning the Read Aloud approach with selected texts and Set 2 concentrating on phonics and sequencing. Year 2 Phonics Screening Check- 7 not entered. 4 did not pass out of 47 entered. Term 1.2 Introduction of sending reading books home after agreed safety measures were put in place. Year 1-purchase of Oxford Owl Tree accounts.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G	R A G	R A G
		SK	SK	SK	

9	To address/develop	On-line learning platform (continuation of learning during closure)			
	Yr Group/ Phase	Whole school			
	Staff responsible	Phase leaders			
	Monitoring	S.Kaur			
	Term	1/2/3			
	Action	Formulate contingency Plan. Establish clear links on website. Provide all pupils with personalised passwords for relevant on-line learning platforms. All pupils from Yr1-6 to have lessons on 'Microsoft Team Meets' to ensure that they can have home-school contact with teachers. DB primary used as homework tool and children made aware of the use of DB as prime source of learning during a lockdown.			
	Impact/Cost	Contingency planning for both teachers and pupils in the event of future closure – therefore limited negative impact on the continuation of learning. Children to be provided with weekly timetable and a minimum of two meets with their teacher.			
	Outcome/s	Autumn All pupils have their DB Primary and Teams account set up. Phase 2 and Phase3 have tried all the online learning platforms at school. All children were shown how to log on and access the information and task on these learning platforms. The EYFS team have been using DB Primary for homework and all parents can access the site. All children's Teams accounts were used during Parents' Evening and any accounts which did not work were checked by Mrs Aydin and the IT technician. Parents who had difficulties accessing the online learning platforms were contacted by Mrs Aydin.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G	R A G	R A G
		AA	AA	AA	

		<p>Mrs Aydin helped parents to access Teams step by step on the phone and ensured that their accounts were working.</p> <p>1st week of second half term - Green Bubble continued their learning and teaching from home. Teachers arranged to carry out whole class teaching via Teams, as well as DB Primary (See Green Bubble closure survey)</p> <p>We have identified pupils who do not have a computer/laptop at home. The school were given 5 laptops by the DfE and they are to be distributed to these pupils.</p> <p>On The school website a bank of lesson plans and resources for the children who would be isolation due to Covid 19, has been created.</p>			
--	--	--	--	--	--

Quality Of Education

Context

The mastery approach to the curriculum was being embedded pre-lockdown. All staff maintain high expectations for all pupils and differentiation is used to challenge pupils who are ready to deepen their subject knowledge and understanding with conceptual knowledge not merely factual and procedural resulting in sustainable knowledge and skills. Nevertheless, it is anticipated that much of the early part of the academic year will focus on core subjects.

Our curriculum objective are; design to focus on WHAT is taught and not how, planning identifies; 'must know' and 'be able to', build on prior knowledge and provide greater clarity and opportunities to assess. We place great emphasis on deep learning which we at Herrick, define as - Children apply previous or new learning and use their opinions to justify or provoke further exploration of the learning objective. We go beyond the surface level as children must prove why/how they got there.

A consistent approach to written and mental calculations is now used by all staff. Lesson design for maths has been adapted over time to support reasoning with arithmetic and timetables taught as now two 35 minute maths sessions to optimise learning and so secure consistently good progress in maths.

The foundation subject curriculum is a good balance of skills and knowledge and will be evaluated so that adaptations are made to ensure that all learners receive the same level of challenge. As a result, cohesive planning and implementation of basic skills should ensure that enables pupils learn exceptionally well. Teachers systematically and effectively check pupils' understanding throughout lessons.

Years 5&6 (Blue Bubble)

1	To address/develop	To improve the standard of writing across the Blue Bubble			
	Yr Group/ Phase	Blue Bubble			
	Staff responsible	All staff			
	Monitoring	Matt Maile			
	Term	1:2 onwards			
	Action	To raise the profile of writing through embedding the new SOL and creating extra opportunities for children to write: Minecraft initiative to be embedded from the National Literacy Project. To plan for a spelling competition.			
	Impact/Cost	Increase the enjoyment of writing and improve the grammatical structure and coherence of writing. Raise EXS + % to > 85%. (£500)			
	Outcome/s	The SOL for writing was embedded during the Autumn term as well as the adapted version for online learning. A group of children trialled the Minecraft writing initiative with a view to launch in the Spring term to the wider cohort. The outcomes of the writing SOL were positive with children being able to identify features and write with some level of clarity. Although, grammar, spelling and punctuation still pose our biggest challenge. Spellings were given more regularly than waiting for a competition due to formative assessment of children's ability. Evidence: 1:1 writing books; Minecraft writing work.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G All Staff	R A G All Staff	R A G All Staff

2	To address/develop	To increase the progress and attainment of PYG children			
	Yr Group/ Phase	Blue Bubble			
	Staff responsible	All staff			
	Monitoring	All staff			
	Term	1:1 onwards			
	Action	To create a bespoke intervention plan for all PYG children. For Blue Bubble staff to target PYG children through afternoon intervention. All sessions to be recorded in terms of content and notes to be taken. 1:1 feedback for writing; targets			
	Impact/Cost	Increase all PYG children to WTS their own year group. (£2 800)			
	Outcome/s	Intervention plans were put into place to ensure regular work was undertaken with them in 1-to-1 or small group sessions. A bespoke intervention plan was created to utilise the skills of our fully qualified teachers, who taught small target groups.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G All Staff	R A G All Staff	R A G All Staff

	The use of written feedback was reduced with a central focus on the oracy of our children, therefore, direct, in-the-moment, verbal feedback was given to ensure immediate intervention took place. Evidence: intervention plan; intervention and work books for the academic year.			
--	---	--	--	--

3	To address/develop	To embed comprehension questions as part of the reading SOL		
	Yr Group/ Phase	Blue Bubble		
	Staff responsible	All staff		
	Monitoring	All staff		
	Term	1:1 onwards		
	Action	To create comprehension questions for every unit of reading that are accessed by all groups of learners.		
	Impact/Cost	To increase % of children at EXS+ to >80% (£0)		
	Outcome/s	After assessment of the children's ability to comprehend the identified texts, regular direct comprehension questions were completed. Evidence: Reading journals, Reading planning.	Outcomes: RAG review success	
			Aut.	Spr.
			R A G	R A G
			All Staff	All Staff
				Sum.
				R A G
				All Staff

4	To address/develop	To provide PP and disadvantaged children with home-learning resources		
	Yr Group/ Phase	Blue Bubble		
	Staff responsible	All staff		
	Monitoring	Steve Punchard		
	Term	1:2 onwards		
	Action	For all PP and Disadvantaged children to receive, printed home-learning packs to support development whilst at home. Teachers to monitor work that is being completed.		
	Impact/Cost	Narrow the gap between Disad. and non.Disad. children to <8%. (£3 500)		
	Outcome/s	Printed workbooks were handed out to all identified children. As well as this, small bespoke online sessions were completed for children to access whilst home-schooling. Evidence: Planning for online sessions; Learning packs.	Outcomes: RAG review success	
			Aut.	Spr.
			R A G	R A G
			All Staff	All Staff
				Sum.
				R A G
				All Staff

Years 3&4 (Green Bubble)

1	To address/develop	To use baseline assessments to identify and target the Year 3 PYG/SEN/PP children			
	Yr Group/ Phase	Year 3			
	Staff responsible	B Mankoo/ M.Mehta			
	Monitoring	Analysis of tracking & assessment data /Regular scrutiny of books/ Planning scrutiny /Evaluation of moderation Regular learning walks / Analysis of tracking and assessment data/ Learning walks/ Student questionnaires			
	Term	1.1 – 3.2			
	Action	Year 3 teachers to plan engaging curriculum to ensure that all PYG/SEN/PP children remain engaged in their learning; to provide extra support through differentiated homework, in class provision and targeted interventions. Differentiated intervention planned to support PYG/SEN/PP and lows achieve sufficient level of progress in all core subjects in year 3.			
	Impact/Cost	To identify and target gaps in learning for phase PYG/SEN/PP children with an opportunity to take ownership and apply key L.Attitudes (£ 1800) Yr3 PYG(13 pupils – R:69.0/ W:69.4/ M:70.0 – to achieve +15.0 Summer)			
	Outcome/s	<ul style="list-style-type: none"> Baseline assessments in RWM were undertaken to assess where the children are beginning. Assessments in Spring term followed. These were also used to create differentiated intervention groups of children in both year 3 and year 4. Differentiate homework has been provided, together with targeted work for specific children to help bridge their gaps in learning. This supports areas of strengths and improve weaknesses. Regular assessment for all interventions to make sure sufficient progress is being made. Mini interventions in place for borderline children. First class Maths intervention (PM) implemented by JK to further support PYG’s Differentiated work provided in class. Interventions put into place based on baseline assessments for PYG/SEN & PP Children. Book check every Friday to see progress and improvement across topic/subject. Regular targets put into place with small steps for children. Feedback for intervention TAs put into place. Targeted morning books put into place with specific work for specific children. Encourage children to take a risk and attempt tasks independently.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
		R A G BM	R A G MM	R A G BM	

2	To address/develop	To narrow the gap in attainment by identifying and supporting pupils in low band in year 4.			
	Yr Group/ Phase	Year 4			
	Staff responsible	B Mankoo/ S.Patel /R.Shukla			
	Monitoring	Analysis of tracking & assessment data /Regular scrutiny of books/ Planning scrutiny /Evaluation of moderation Regular learning walks / Analysis of tracking and assessment data/ Learning walks/ Student questionnaires			
	Term	1.1 – 3.2			
	Action	Year 4 teaching team to plan and initiate engaging intervention to increase the level of progress – Lows and attainment (in RWM) in all groups of learners in Year 4. Differentiated intervention planned to support lows achieve sufficient level of progress in all core subjects in year 4			
	Impact/Cost	All PP children to increase the progress and attainment in RWM in year 4. (£1 800) Yr4 PP -11 pupils R:89.0/ W:91.8/ M 90.0 – to achieve +15.0 Summer)			
	Outcome/s	<ul style="list-style-type: none"> • Baseline assessments to determine children’s ability • Interventions put into place and differentiated work set. • Targeted work packs in RWM have been created for these children. • One to one focus work with teacher in morning tasks. • Work is then reviewed and addressed if there any misconceptions. • Differentiation takes place within the classroom. • Differentiation of homework is provided. • 1:1 intervention groups in place for RWM • Assessment traffic light system tracking in place • Lexia for reading • Differentiation of MyOn • TT rockstars sessions for low attaining band. 	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G SP	R A G RS	R A G BM


3	To address/develop	To implement strategies to support and raise attainment in boys writing in year 3 and 4			
	Yr Group/ Phase	Whole of green bubble			
	Staff responsible	All staff			
	Monitoring	Analysis of tracking & assessment data / Regular scrutiny of books / Learning walks / Boy friendly books/ Learning walks Student questionnaires/ Phase moderation			
	Term	1.1 – 3.2			
	Action	All teachers will identify levels of boys writing and further embed the new structure of writing; moderate amongst the Phase, against exemplars and across schools; plan for theme days; have cohort-wide 'hooks' that engage all groups of learners; and ensure that planning is used during writing.			
	Impact/Cost	To increase the level of progress and raise levels of progress in boys writing Yr3 Boys writing: 84.0 / Yr4 Boys writing 88.6 – to achieve <10.0 gender gap			
	Outcome/s	<ul style="list-style-type: none"> Supporting boys in class to develop writing. Select topics that interest boys to get motivated to write. Introducing independently and creative writing on topics chosen by children. Use role-play to help boys to develop expressive language. Emulate use of varied and rich language in day-to-day conversations. Encourage boys to read more often by giving rewards. Ask boys to share their extract in class on daily basis. Plan cross-curricular writing to encourage and develop ideas, vocabulary and skills of writing. Handwriting is being supported across the bubble (majority boys). Letter formation in paint, glitter and sand boxes used (PYG). Hooks are used to engage all pupils in Yr 3. Spring Term (Football poem to engage the boys) 	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G RS	R A G MM	R A G SP

4	To address/develop	To improve fluency and further develop comprehension.			
	Yr Group/ Phase	Years 3 & 4			
	Staff responsible	B Mankoo/ S.Patel/ R.Shukla/ M.Mehta/ B.Phipps			
	Monitoring	Analysis of tracking & assessment data/ Regular scrutiny of books/ Learning walks / Personalised targeted interventions Learning walks/ Student questionnaires /Phase moderation/ Guided reading/ MyOn			
	Term	1.1 – 3.2			
	Action	All teachers will use assessment data to identify comprehension levels of each class throughout the phase. They will further work with the reading lead to differentiate comprehensions for each class to bridge the gap in learning of the children’s comprehension; moderate amongst the Phase, against exemplars and across schools; plan for theme days; and ensure that planning is used during reading.			
	Impact/Cost	To improve fluency and raise comprehension understanding in reading in year 3 and 4. Yr 3 reading 86.6 + 15/ Yr4 91.0 +15			
	Outcome/s	<ul style="list-style-type: none"> Reading journals examined from Years 1 -6. Feedback produced for individual staff members. This has promoted dialogue and discussion about what is recorded in reading journals. Children’s responses from the KS2 reading questionnaire analysed. NGRT tests to be completed for BP to analyse. Reading in class also being used to improve on comprehension skills and inference skills. Feedback given by colleagues is put into place to further develop reading in class. Children read aloud daily in class to help fluency and develop expressions while reading <p>Comprehension:</p> <ul style="list-style-type: none"> Worked collaboratively as a phase to collate comprehension resources that can be used to support our phase. We decided upon Year 1 and 2 comprehension for the PYG/SEN children, Year 3 comprehension and Year 4 comprehension. The layout is to be A4, with both text and questions on one side. This will be examined by children twice a week. Differentiated comprehension packs have been created, 2 comprehension specific sessions will occur each week. 1 session will involve paired comprehension work and 1 session is to focus on their inference work. Target packs have been created including Reading to ensure those children are targeted. Book scrutinises have been carried out across the phase along with individual targets given, Feedback from the student reading questionnaire has been implemented during session and class novel time. MYON is being used to set homework relevant to topics being taught in school. Guided Reading/Whole school guided reading taking place. Paired Reading being organised between classes. Comprehension booklets are provided for the phase. Good support from reading lead to motivate certain boys and further challenge GDS. Grouped guided reading session to support fluency, comprehension and inference through a carousel of activities. Writing and reading interlinked Using the skills throughout all subjects’ i.e foundation and Maths stories. Target folders/morning starters <p>Scan and skim skills taught.</p>	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G	R A G	R A G

Years 1&2 (Orange Bubble)

1	To address/develop	Y1/Y2 Children at 'Early Reading' stage through securing word reading			
	Yr Group/ Phase	Years 1&2			
	Staff responsible	Year 1 & Year 2 teachers and Phase Leader			
	Monitoring	Scrutiny of GL assessment papers, YARC data /Phonics/ Coaching/ Phase Walks			
	Term	1.1 -3.2			
	Action	Through specific reading programme of support and Lexia (Year 2), ensure majority of children secure word reading and move to emerging standard in reading.			
	Impact/Cost	<p>Year 1 June 2021 Phonics outcome >90%</p> <p>Year 2 November 2020/June 2021 Phonics outcome >90%</p>			
	Outcome/s	Summer Outcomes data shows that the majority of the children have moved on from the YARC Early Reading Assessment and can access Year 1 Reading Level. 1AK 18/25 accessed YARC Year 1 Paper 16/25 passed phonics screening check 1JS 25/26 accessed YARC Year 1 Paper 12/26 passed phonics screening check Year 2 – 10/22 children passed phonics screening check. Majority at EXS and appropriate reading age	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G SK	R A SK	R A G SK
2	To address/develop	To raise attainment of identified children, who have 'fallen behind			
	Yr Group/ Phase	Years 1&2			
	Staff responsible	Year 1 & Year 2 teachers and Phase Leader			
	Monitoring	Scrutiny of planning and books /Data analysis/ Coaching/ Phase Walks			
	Term	1.1 -3.2			
	Action	Through revised reading plan based on YARC assessment, increase progress and raise attainment.			
	Impact/Cost	.>80 % All children at Level 1/Level2 to achieve expected in reading			
	Outcome/s	Summer Outcomes data shows that the majority of the children have moved on from the YARC Early Reading Assessment and can access Year 1 Reading Level. 1AK 18/25 accessed YARC Year 1 Paper 1JS 25/26 accessed YARC Year 1 Paper	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G LC/JS	R A G LC/JS	R A G LC/JS

3	To address/develop	To introduce bespoke language & vocabulary sessions (new arrivals)		
	Yr Group/ Phase	Years 1&2		
	Staff responsible	Lisa Orrill to lead with KS1 teachers planning		
	Monitoring	Phase Walk /Scrutiny of Planning /Photographs/videos		
	Term	1.1 -2.2		
	Action	Children with delayed language or new to English given frequent opportunities to articulate and express themselves using appropriate vocabulary in a range of settings.		
	Impact/Cost	Phonics outcome >60% In June 2021 /New Arrivals-progress table statements		
	Outcome/s	Outcomes: RAG review success		
		Aut.	Spr.	Sum.
		R A G AK	R A G JS	R A G SK

4	To address/develop	To support Yr2 handwriting		
	Yr Group/ Phase	Year 2		
	Staff responsible	Liz Conlon/ Zahraa Ismail/ Shani Kaur		
	Monitoring	Scrutiny of work/ writing reflects targeted EXS and GDS handwriting criteria		
	Term	1.1-3.2		
	Action	Through handwriting intervention and specific time allocated and feedback, children in Year 2 secure handwriting in line with their writing standard or above		
	Impact/Cost	EXS form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. GDS use the diagonal and horizontal strokes needed to join some letters.		
	Outcome/s	Continues to be a concern. Standards dropped during remote learning. Ongoing focus. Inconsistencies across the year group. Handwriting club could not be delivered due to staff shortage.		
		Outcomes: RAG review success		
		Aut.	Spr.	Sum.
	R A G ZI	R A G ZI	R A G ZI 	

2	To address/ develop	The gender gap in UTW- People and Communities, The World							
	Yr Group/ Phase	EYFS							
	Staff responsible	Reception teachers							
	Monitoring	Phase Leader							
	Term	Over the year							
	Action	Planning -to support boys interest in learning through play, developing Exploratory play with natural and man-made resources to build knowledge and understanding of materials and their properties, and develop manipulative skills Forest schooling sessions Planning Non- fiction books sessions Focus planning – teacher led teaching (small group)							
	Impact/Cost	Boys will narrow the gap with girls in People and Communities and The World. 2019 People and communities Boys 50 Girls 82 (-32) The world Boys 58 Girls 91 (-33) The gap will be narrowed and the difference will be %10 or less.							
	Outcome/s						Outcomes: RAG review success		
						Aut.	Spr.	Sum.	
			Boys	Girls		R A G	R A G	R A G	
		UTW	79%	81%	-2				
		P&C	79%	76%	3	RL/AG	RL/AG	RL/AG	

3	To address/ develop	The gender gap in EA&D- Exploring and Using Media and Materials , Being Imaginative						
	Yr Group/ Phase	EYFS						
	Staff responsible							
	Monitoring	A.Aydin						
	Term	Over the year						
	Action	Planning to support boys interest through initiatives such as Forest school Encouraging children to choose and use materials and resources in an open-ended way helps them to make choices and to have confidence in their own ideas.. Helping children to be creative is as much about encouraging attitudes of curiosity and questioning as about skills or techniques.						
	Impact/Cost	Boys will narrow the gap with girls in Exploring and Using Media and Materials , Being Imaginative 2019						

	Exploring and Using Media and Materials Boys 42 Girls 86 (-44) Being imaginative Boys 50 Girls 91 (-41) The gap will be narrowed and the difference will be %10 or less.															
Outcome/s	<table border="0"> <tr> <td></td> <td>Boys</td> <td>Girls</td> <td></td> </tr> <tr> <td>EUM</td> <td>75%</td> <td>81%</td> <td>-6</td> </tr> <tr> <td>BI</td> <td>75%</td> <td>86%</td> <td>-11</td> </tr> </table> <p>Although boys have developed great confidence in their own ideas and explore art, the attainment gap between boys and girls is significantly high.</p>		Boys	Girls		EUM	75%	81%	-6	BI	75%	86%	-11	Outcomes: RAG review success		
			Boys	Girls												
		EUM	75%	81%	-6											
BI	75%	86%	-11													
Aut.	Spr.	Sum.														
R A G	R A G	R A G														
All staff	All staff	All staff														

Personal Development

Years 5&6 (Blue Bubble)

1	To address/develop	To increase the personal attributes of the Herrick Child through taking responsibility towards school and its environment			
	Yr Group/ Phase	Blue Bubble			
	Staff responsible	Matt Maile			
	Monitoring	Steve Punchard			
	Term	1:2 onwards			
	Action	Blue Hats, Red Hats, FABs, Playtime monitors and School council to be assigned and given clear roles. A display to be created and placed in the hall. A child-led school council meeting to be held every three weeks to improve the experience of the Blue Bubble.			
	Impact/Cost				
	Outcome/s	<p>A child-led school council meeting has been apparent, however.... A change of display plans due to Covid restrictions and bubbles being created reduced the impact of the school council board and was removed. The roles were assigned to the aforementioned children, but these roles lacked clarity due to ever-changing guidance on the use of equipment etc. That said, the Blue Hats have taken cool downs every day during face-to-face schooling time and assisted in leading Movement Monday and Phase Fit. Evidence: Timetables and rotas.</p>	Outcomes: RAG review success		
Aut.			Spr.	Sum.	
R A G			R A G	R A G	
MM	MM	MM			

2	To address/develop	To have a 'Theme Day' per half term in Blue Bubble			
	Yr Group/ Phase	Blue Bubble			
	Staff responsible	Uma Patel			
	Monitoring	Steve Punchard			
	Term	1:2 onwards			
	Action	Each year group or whole bubble to have a theme day to support the curriculum SOL each term			
	Impact/Cost	Children to enhance their knowledge and understanding of curriculum content and increased level of enjoyment of the taught curriculum,			
	Outcome/s	The impact of the Theme days have been reduced due to our risk assessment and the use of using costume to support the days. However, Comic Relief, World Book Day and History of Fashion were all undertaken both in school and during online learning (WBD). Evidence: Photos, Planning, Children's work.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G UP	R A G UP	R A G UP

3	To address/develop	Provide opportunity for teachers to further develop identified area.			
	Yr Group/ Phase	Blue Bubble			
	Staff responsible	Steve Punchard			
	Monitoring				
	Term	1:2 onwards			
	Action	Teachers to request extra afternoon release for their personal development that is in line with their chosen area of development and research.			
	Impact/Cost	Teacher well-being and workload is monitored and evaluated as well as the pedagogical and personal attributes that are assigned to school are improved. Teachers will be able to disseminate their findings and in turn develop one another, thus, having a self-developing team of blue-bubble teachers.			
	Outcome/s	The requesting of time did not materialise due to staffing constraints within bubbles but as a teaching team we did have foci points that we worked on. Evidence: Meeting minutes	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G UP, CB & MM	R A G UP, CB & MM	R A G UP, CB & MM

4	To address/develop	To take personal responsibility to develop pedagogy			
	Yr Group/ Phase	Blue Bubble			
	Staff responsible	All Blue Bubble teachers			
	Monitoring	Steve PUNCHARD			
	Term	1:1 onwards			
	Action	Teachers to request their own support; record sessions or have peer drop in and self-reflect using the proforma.			
	Impact/Cost	Teachers to have self-created development point to ensure pedagogy is constantly being reviewed and improved Staff development in self-chosen area.			
	Outcome/s	After reflection, this was decided to be postponed as an action due to the increased intensity of the teaching profession during current times.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G All staff	R A G All staff	R A G All staff

5	To address/develop	To increase the use of the environment within the curriculum.			
	Yr Group/ Phase	Blue Bubble			
	Staff responsible	Matt Maile			
	Monitoring	Charlotte Broadhead			
	Term	1:2 onwards			
	Action	To identify outdoor learning opportunities and to plan for outdoor learning. Time to be given to research and investigate different approaches to impacting the progress and attainment.			
	Impact/Cost	Children to increase their knowledge and understanding of the environment and the beneficial impact it can have on physical and mental health and well-being as well as increasing the learning experiences of children.			
	Outcome/s	Outdoor learning ideas have been created as part of CPD sessions and they will be utilised in the next academic year. The use of research has been apparent in the creation of these plans. Evidence: Outdoor learning overview	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G MM	R A G MM	R A G MM

6	To address/develop	To create a link with an international school			
	Yr Group/ Phase	Blue Bubble			
	Staff responsible	Charlotte Broadhead			
	Monitoring				
	Term	2:2 onwards			
	Action	Create a link for communication with an international school			
	Impact/Cost	Children have a greater understanding and empathy of another culture. Be able to converse with children from other parts of the world and to develop their worldly knowledge and understanding.			
	Outcome/s	After reflection, this was decided to be postponed as an action due to the increased intensity of the teaching profession during current times.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G	R A G CB	R A G CB

7	To address/develop	To create Herrick Awards			
	Yr Group/ Phase	Blue Bubble			
	Staff responsible	Matt Maile and Uma Patel			
	Monitoring				
	Term	2:1 onwards			
	Action	Create a Herrick Awards in the style of Duke of Edinburgh. To create a skills list that the children can develop and achieve through tasks being set and time allocated to them for assessment. Record of achievements to be created and distributed to the children.			
	Impact/Cost	Children gain life-skills that they require to develop themselves personally. Understand the associations of being a part of a community and developing independence and resilience.			
	Outcome/s	After reflection, this was decided to be postponed as an action due to the increased intensity of the teaching profession during current times.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G	R A G UP	R A G MM

8	To address/develop	To enrol all Blue Bubble children on a first aid course			
	Yr Group/ Phase	Blue Bubble			
	Staff responsible	Charlotte Broadhead			
	Monitoring	Steve Punchard			
	Term	3:1 onwards			
	Action	All children to be enrolled on an online first aid course. This needs to be identified and booked.			
	Impact/Cost				
	Outcome/s	After reflection, this was decided to be postponed as an action due to the increased intensity of the teaching profession during current times. Online courses were identified but no action to enrol was taken.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G	R A G	R A G CB

Years 3 & 4 Green Bubble

Autumn

7	To address/develop	To lead and develop an open environment for the children to be able to openly share worries/concerns, thoughts and feelings anonymously and confidentially if appropriate.			
	Yr Group/ Phase	Year 3/4 – Green bubble			
	Staff responsible	Monica			
	Monitoring	Baldip Mankoo			
	Term	All year			
	Action	A selection of discussions/activities to be planned to target referred children in need of 1:1/group pastoral care. Teachers/staff to regularly check and raise any concerns to pastoral care teacher. To draw upon the areas of PHSCE Jigsaw scheme to assist. A.Aydin safeguarding lead to be informed if needed.			
	Impact/Cost	Children feel safe and comfortable in an open environment for the children to be able to openly share worries/concerns, thoughts and feelings anonymously and confidentially if appropriate.			
	Outcome/s	<ul style="list-style-type: none"> Pastoral care team created with a pastoral teacher in each phase bubble. Regular meetings (initially weekly, then fortnightly) arranged with all pastoral teachers to check in and share good practise within Herrick. Pastoral teachers each liaising with their phase bubble weekly to list referral of children of concern each week. Actions put in place each week and weekly outcomes of meetings with children recorded. Twice weekly meetings with children in their free time school environment (i.e. play/lunch time) to discuss any concerns. 	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G BM/MM	R A G BM/MM	R A G BM/MM

	<ul style="list-style-type: none"> • To support this, activities planned to work alongside any meetings with children to allow the children to feel comfortable. • Break time intervention weekly on socialising and dealing with problems on the playground. • Lunch time interventions put into place/being put into place. • Differentiated questionnaires sent out to each phase bubble to get feedback about the children's worries/concerns. • Staff questionnaire sent out for staff welfare concerns. • Regular pastoral meetings to discuss the teachers/staff welfare as well as the children's'. • Jigsaw (PHSCE) lessons taught as part of the whole school spiral curriculum to address any social/emotional issues. • Guided Meditation done regularly to ensure comfortability in school and at home. • Being me being safe boxes put into place in each classroom for children to anonymously share any concerns/worries. • Activities for our PYG/PP/Low confidence children are put into place. (Children in need day joke show) • Regular chats and catch ups with Leads from other bubbles. • Break time/lunchtime support and help 			
--	---	--	--	--

2	To address/develop	To have a 'Theme Day' per half term in Green Bubble			
	Yr Group/ Phase	Year 3/4 - Green Bubble			
	Staff responsible	Surina/Monica			
	Monitoring	Baldip Mankoo			
	Term	1:2 onwards			
	Action	Each year group or whole bubble to have a theme day to support the curriculum SOL each half term			
	Impact/Cost	Children to enhance their knowledge and understanding of curriculum content and increased level of enjoyment of the taught curriculum,			
	Outcome/s	<ul style="list-style-type: none"> • Children in need 'theme day' has been organised by liaising with head teacher. • PSCH E theme of gratitude and empathy focused on. • Activities competed relating to supporting others who need help and are less fortunate and focus on Money in Maths. • RWM linked to children in need tasks were carried out. • Read Aloud sessions planned that was used across the green bubble for Children in Need. The children examined Read Aloud reading skills with reference to an extract about why we celebrate Children in Need. • Children had a go at planning their own fundraising activity. • Children were encouraged to think about the logistics involved in raising money, such as the equipment that is required, who their fundraising event would be suitable for and how much their activity would cost someone to participate in. • Children In need day, however due to the pandemic many activities could not be completed and due to lock down no other theme days have taken place. 	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G SA/MM/BP	R A G SA/MM/BP	R A G SA/MM/BP

3	To address/develop	To take personal responsibility to develop approaches to teaching, theory and practice of learning, and how this process influences, and is influenced by, the social, political and psychological development of learners.			
	Yr Group/ Phase	Year 3/4 - Green Bubble			
	Staff responsible	All staff			
	Monitoring	Baldip Mankoo			
	Term	1:1 onwards			
	Action	Teachers to request their own support; record sessions or have peer drop in and self-reflect using the proforma.			
	Impact/Cost	Teachers to have self-created development point to ensure pedagogy is constantly being reviewed and improved Staff development in self-chosen area.			
	Outcome/s	<ul style="list-style-type: none"> • Pie Corbett videos have been observed to enhance knowledge of shared writing to improve attainment levels in writing • Collective sharing of this information has taken place with other teachers. • Developing the literacy sequence for a unit and understanding how to teach it correctly while making it our own. • Discussion and feedback given on planning with Literacy lead. • Planning with Literacy lead has taken place. • Discussions and feedback taken place with Reading lead. • Developed my understanding of interventions which can be put into place to support pastoral care children. • Confidence & Learning interventions to support the development of PYG/SEN/PP Children. • Researching Science assessment and investigative skills is ongoing and this has enhanced planning and delivery of science lessons (Websites often referred to ASE and STEM). • Throughout lockdown, teachers have completed a variety of different CPD courses to further support teaching practice. • Support has been requested in planning the SOL for foundation and is currently on going with CLT. • Moderation across phase. • Professional dialogue on teaching practice and discuss ideas Sharing good practise amongst phase- e.g. Peer assessment, planning, assessment and teaching strategies.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G All staff	R A G All staff	R A G All staff

4	To address/develop	Children to have the confidence and ability to explain and justify thoughts and feelings about reading		
	Yr Group/ Phase	Year 3/4 - Green Bubble		
	Staff responsible	Beth Phipps		
	Monitoring	Baldip Mankoo		
	Term	1:2 onwards		
	Action	BP to evaluate progress of key targeted children (both Dis. And PYG, SEN)- refer to teacher reading assessment BP then to select 'reading champions' per class throughout the green bubble to take lead to support children in accessing MyOn online. Lexia to be accessed by PYG & SEN children too.		

	Impact/Cost	To open 'barriers' so all children are confident to share and are 'seen'/respected by others.			
	Outcome/s	<ul style="list-style-type: none"> Additional children across the school have been selected for Lexia based on staff requests. A Lexia break time club runs three days a week. 1:1 with children during this time to complete their diagnostic Lexia Lessons. Log in information provided. Questionnaire provided to children in Green and Blue Bubble to gain their thoughts on Lexia and myON. Reading Champions have supported children in accessing Lexia and myON and assisting them with logging in. All target children can now log into Lexia. We have focussed on Lexia more than myON due to the needs of the children. Lexia certificates have been sent to staff. MB has worked to install Lexia on the iPads. Lexia has been promoted during lockdowns and bubble closures via DB Primary blog posts. MyON projects have been set throughout the year for children in Year 2 -6. Target groups have received additional projects. <p>BP has monitored book reviews and usage. myON has been promoted during lockdowns and bubble closures via DB Primary blog posts.</p>	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G BP	R A G BP	R A G BP

5	To address/develop	To organise a Science week every term with 'hands on' activities for the phase. To feed and develop the natural curiosity and personal development of children's love of Science.			
	Yr Group/ Phase	Year 3/4 - Green Bubble			
	Staff responsible	Roopa			
	Monitoring	Baldip Mankoo			
	Term	1:2 onwards			
	Action	RS to work with phase bubble teachers to organise hands on activities for each class to fulfil the children's natural curiosity of science. RS then to collate evidence of supporting each teacher with the emotional health of our pupils through 'fun' science.			
	Impact/Cost	Children get to experience hands on activities to satisfy their curiosity for science through fun activities.			
	Outcome/s	<ul style="list-style-type: none"> Science Week for the Phase was planned and shared with the staff. After school meeting was held to go through the resources regarding science week. Cross-curricular activities planned to teach Food and Health topic as for the science week.(Literacy –Leaflet or Non-chronological report on Food and Health. Maths x and dividing by 4, plot a bar graph, area and interpret of bar graph. D&T –Bread and function of yeast, baking and designing bread. Geography –Bread around the world. Science experiments on Heart and exercise, which crisps is most greasy and sugar effect on yeast. Art–Carl Warner–Fruit and vegetables sculptor, using different media to do sketching and colouring) The activities aims were also to promote well -being and healthy life style. Resources were organised and saved on the T drive. Evidence of activities done were collected and is saved on the T drive. Questionnaire completed by the children asking their feedback. Questionnaire also collated by the teachers on their feedback regarding science week. 	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G RS	R A G RS	R A G RS

	Children's feedback was collected via questionnaire			
--	---	--	--	--

In the event of a school closure: teachers research Big Move, Yoga/Mediation for children and brain gym

□

In the event of a school closure: Be proactive in participating in CPD, sharing resources, researching ideas as part of directed task.
--

Years 1 & 2 Orange Bubble

1	To address/ develop	Possible attachment issues of new Year 1 due to amount of time spent home and transition.			
	Yr Group/ Phase	Phase 2 Year 1			
	Staff responsible	Year 1 Teachers and TAs supporting Year 1			
	Monitoring	S. Kaur			
	Term	Term 1.1			
	Action	Action: Develop home school relationship through Phase Video assembly and discussions on school rules and systems. Action-focus on developing emotional stability and foundation skills and shared experiences initially followed by set routines quickly to support children feeling comfortable and build emotional stability. Reinforce routine with visual prompts, e.g. a visual timetable, now and next boards, and use objects of reference for particular activities. Action: bespoke plan for new arrivals and children with delayed language development.			
	Impact/Cost	Ensure education missed during lock-down does not have a lasting affect on progress and attainment. Children settle into routine by end of term 1.1.			
	Outcome/s	Children settled more quickly than anticipated. Children transitioned to Year 1 curriculum sooner than expected with amendments to Reading. Minimal use of the 'Being Me' Monster Next Steps-Visual timetable needs to be continued to support routine Break and Lunchtime pastoral activities need to be continued	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G SK	R A G n/a	R A G n/a

2	To address/ develop	Further develop staff and pupil confidence in all aspects of online teaching and learning.			
	Yr Group/ Phase	Phase 2			
	Staff responsible	Zahraa Ismail & Phase 2 teachers			
	Monitoring	S.Kaur			
	Term	Term 1			
	Action	Action: Staff Meeting: Upskill staff in <u>all aspects</u> of digital technology- online learning, uploading/downloading, communication, websites appropriate for school and how to 'troubleshoot' and convert documents. Action: children become regular users of DB primary and some sessions are taught through DB primary. Action: all children are taught how to use TEAMS in the event of a school closure			
	Impact/Cost	All children can confidently and independently use DB Primary and can access online learning.			
	Outcome/s	KS1 still need to further develop using Microsoft Teams independently without parental support. More able children and higher mid children can but less able are dependent on peers.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G ZI	R A G JS	R A G JS

3	To address/ develop	Develop social skills and self-esteem through 1.1 and bespoke support			
	Yr Group/ Phase	Years 1 & 2			
	Staff responsible	Amanpreet Kaur			
	Monitoring	S. Kaur			
	Term	Over the year			
	Action	Action: Named Pastoral Carer working with identified children on a weekly basis and keeping a record. Frequent meetings with pastoral team to discuss and share ideas on how to further develop and monitor progress. Action: First 4 days back dedicated to friendship, team building, appreciating what we have and (in ks2) reviewing how others were impacted across the globe Action: LC to share Art therapy strategies with Pastoral Care Team			
	Impact/Cost	Positive impact on well being Build relationships early on and help children understand what occurred and cope/adapt and be resilient in the event of a future pandemic.			
	Outcome/s	The majority of this has been delivered. Next Steps- continue with some form of pastoral care and team building through outdoor learning next academic year.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G AK	R A G AK	R A G AK

4	To address/ develop	Health and fitness levels in KS1/KS2			
	Yr Group/ Phase	Yr 1&2			
	Staff responsible	Liz Conlon			
	Monitoring	S.Kaur			
	Term	Over the year			
	Action	The Big skip – all children keep a record card in the week and track the No. of skips. Skipping to be a feature of both break and lunchtime with staff supporting the teaching of skipping(KS1). Opportunities to be active daily (other than PE sessions) to be incorporated in timetable – ie. active Thursday/ movement Monday. Lead person reviews and addresses each term based on changes in weather & access to equipment taking heathy and safety into account at all times.			
	Impact/Cost	To encourage a physical daily class activity using skipping/ walking/ yoga as an opportunity to increase the amount and variety of physical activity.			
	Outcome/s	Needs further developing. Children resisted using ropes and wet/muddy field for most of term 1 prevented ball games. Lead teacher required to oversee. Pastoral Care Lead introduced physical activities but limited time due to term 2 remote learning. During remote learning, children were provided with P.E activities each week.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G LC	R A G LC	R A G LC

5	To address/ develop	Adapt celebrating and learning about key events to ensure learning is maximised in line with Return to Work Policy.			
	Yr Group/ Phase	Phase 2			
	Staff responsible	Jade Smith and Zahraa Ismail			
	Monitoring	S. Kaur			
	Term	Over the year			
	Action	Adapt to Return to Work Policy-ensure key events are shared and celebrated in different ways so children continue to benefit from a broad and rich curriculum. Term 1 Black History Month, Navratri Christmas Disco Children in Need Term 2 Comic Relief Coffee Afternoon Term 3 Summer Fayre			
	Impact/Cost	Further develop Herrick Character and leadership qualities through opportunities to celebrate diversity			
	Outcome/s		Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G JS/ZI	R A G JS/ZI	R A G JS/ZI

6	To address/ develop	Participate in outdoor challenges outside their comfort zones to develop Herrick Character					
	Yr Group/ Phase	Years 1/2					
	Staff responsible	Amanpreet Kaur and Jade Smith					
	Monitoring	S. Kaur					
	Term	Term 3					
	Action	Key Stage One: Hire Climbing Wall OR purchase old tyres, mattresses, and tarpaulin to set up our own challenge on the playground as part of team building.					
	Impact/Cost	Further develop learning activities through range of challenges in each year.					
	Outcome/s				Outcomes: RAG review success		
					Aut.	Spr.	Sum.
					R A G JS/AK	R A G JS/AK	R A G JS/AK

7	To address/ develop	develop outdoor learning for Year 1 to support with transition and pastoral care					
	Yr Group/ Phase	Years 1					
	Staff responsible	Amanpreet Kaur and Jade Smith					
	Monitoring	S. Kaur					
	Term	Term 3					
	Action	Further develop quad area by investing in appropriate equipment for small group work. Participate in planning of 'pastoral care' area next to mobile for practical outdoor activities with children.					
	Impact/Cost	Further develop learning activities through range of challenges in each year.					
	Outcome/s				Outcomes: RAG review success		
					Aut.	Spr.	Sum.
					R A G AK/JS	R A G AK/JS	R A G AK/JS

8	To address/ develop	Further develop knowledge and skills in supporting childrens' personal development		
	Yr Group/ Phase	Years 1/2		
	Staff responsible	All Teachers		
	Monitoring	S. Kaur		
	Term	Over the year		
	Action	In the event of a school closure: Be proactive in participating in CPD, sharing resources, researching ideas as part of directed task.		
	Impact/Cost	Create a more bespoke personal development plan for the following year.		
	Outcome/s	Outcomes: RAG review success		
		Aut.	Spr.	Sum.
		R A G All staff	R A G All staff	R A G All staff

9	To address/develop	essential knowledge and skills in looking after self		
	Yr Group/ Phase	Phase 2		
	Staff responsible	Liz Conlon and Zahraa Ismail		
	Monitoring	S. Kaur		
	Term	Term 1 & 2		
	Action	<p>Action: identify pupils with obesity, teeth decaying issue and work closely with parents to support pupils' health by sharing appropriate information online.</p> <p>Action: Packed lunches- Provide information for parents improve the quality of the healthy pucker lunch.</p> <p>Action: Explicit teaching of hygiene in our Science curriculum and visits from the nurse. Specific planning and teaching of individual responsibility in protecting others, themselves and our world (LC)</p>		
	Impact/Cost	<p>Raise awareness in taking care of physical self and the importance of hygiene.</p> <p>Raise awareness in taking care of physical self and the role hygiene plays in protecting us from germs.</p>		
	Outcome/s	Outcomes: RAG review success		
		Aut.	Spr.	Sum.
		LC	LC	LC

Autumn/Spring and Summer

1	To address/develop	Social skills though developing communication and language competency			
	Yr Group/ Phase	Nursey and Reception			
	Staff responsible	All teachers			
	Monitoring	A Aydin			
	Term	Over the year			
	Action	Encouraging curiosity and sociability by engaging pupils in group projects linked to the outdoors- Woodland learning sessions Developing outdoor playground Circle time and Listening & attention activities to build in curriculum Targeted pupils- Fun Time intervention			
	Impact/Cost	Cost: Outdoor are development- £2000- £3000 ???? Listening and Attention, Managing Feeling and Behaviour and Making Relationship will develop. Data will be inline or above national.			
	Outcome/s	Listening and Attention	89%	Outcomes: RAG review success	
		Managing feelings and behaviour	84%	Aut.	Spr.
		Making Relationships	76%	R A G	R A G
		Self-confidence and Self- awareness	76%	SR	AJ
				RL	RL

2	To address/develop	Understanding the importance of hygiene			
	Yr Group/ Phase	Nursey and Reception			
	Staff responsible	All teachers			
	Monitoring	A Aydin			
	Term	Over the year			
	Action	All children to be taught proper way of hand washing, use of tissue, blowing nose and importance of disposing them properly. Identify teeth decaying issue and work closely with parents to support [pupils' mouth hygiene			
	Impact/Cost	Health and Self- Care will develop. Date will be in line or above national.			
	Outcome/s	Health and Self- care	93%	Outcomes: RAG review success	
				Aut.	Spr.
		Children are confident to talk about importance of hygiene. They are aware of healthy eating. They can recognise healthy food options. They enjoy PE and woodland activities and aware of how to keep themselves fit.		R A G	R A G
				SR	AJ
				RL	RL

3	To address/develop	Support pupils' emotional well- being		
	Yr Group/ Phase	Nursey and Reception		
	Staff responsible	All teachers		
	Monitoring	A Aydin		
	Term	Over the year		
	Action	Teachers to plan regular circle time activities in large and small group to develop pupils' emotional resilience Using stories as stimulant to encourage pupils to identify different feelings and develop strategies to overcome the difficulties they are having/ may have Breathing strategies- how we breath and control our feelings Yoga- how to clear your mind from worries and relax your body		
	Impact/Cost	Children will be able to identify their feeling and express them Children will know how to how to calm themselves by using breathing strategies Over all PSED data will be in line or above national.		
	Outcome/s	Managing feelings and behaviour	84%	Outcomes: RAG review success
		Health and Self- care	93%	
				Aut.
				Spr.
				Sum.
				R A G
				R A G
				R A G
				SR
				AJ
				RL

4	To address/develop	Aspects of SRE curriculum to be taught (embedding new policy)		
	Yr Group/ Phase	Reception		
	Staff responsible	All teachers		
	Monitoring	A Aydin		
	Term	Over the year		
	Action	To create a timetable with SRE – jigsaw teaching session Use stories to support SRE sessions and extend children understanding and knowledge in wider curriculum		
	Impact/Cost	Over all PSED data will be in line or above national.		
	Outcome/s			Outcomes: RAG review success
				Aut.
				Spr.
				Sum.
				R A G
				R A G
				R A G
				SR
				AJ
				RL

Behaviour and Attitudes

Years 5 & 6 Blue Bubble

Autumn

1	To address/develop	To promote the Herrick Character and Learning Attitudes through Class Dojos			
	Yr Group/ Phase	Blue Bubble – Year 5/6			
	Staff responsible	Charlotte Broadhead			
	Monitoring	Steve Punchard			
	Term	1:2 onwards			
	Action	Children to have weekly rewards Phase assemblies which update the children on progression of House Points linked to the display in KS2 Hall. House Captains to be identified and chosen within the Blue Bubble and a rewards chart to be completed.			
	Impact/Cost	Children motivated to learn and develop their learning attitudes and personal character. A positive impact on attendance (>95%) in all classes.			
	Outcome/s	Class dojos were launched within the Bubble. A rewards chart was created to ensure that the children understood what they were aiming for. As well as this, the children have created a Class Dojos board that the information is updated on a weekly basis. House captains and vice-captains have taken responsibility for this board. Due to the restrictions on rewards trips, the rewards have had to be adapted to ensure that the risk assessments are adhered to. Evidence: Photos and dojo charts	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G CB	R A G CB	R A G CB

2	To address/develop	To ensure children receive 2 hours of Physical Activity a week in the Blue Bubble.			
	Yr Group/ Phase	Blue Bubble – Year 5/6			
	Staff responsible	Uma Patel			
	Monitoring	Steve Punchard			
	Term	1:2 onwards			
	Action	Once a week: Movement Monday, Walk it Wednesday and Phase Fitness session. Children to be given a record chart to record their weekly physical activity and rewards given appropriately for personal developments. Blue hats to lead cool down sessions. Physical activity questionnaire to be carried out termly.			
	Impact/Cost	Children increased physical activity hours to at least two hours a week in school increasing physical and mental health/£100			
	Outcome/s	As well as the children receiving an hour and 15 minutes of curriculum-based education, they have, on a weekly basis, undertaken Movement Monday, Walk-it-Wednesday and Phase Fit. As well as this, the blue hats, on a daily basis for 15 minutes, have led cool down sessions in readiness for learning. Evidence: Photos and rotas.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G UP	R A G UP	R A G UP

3	To address/develop	To increase independent learners through interaction with displays		
	Yr Group/ Phase	Blue Bubble – Year 5/6		
	Staff responsible	Matthew Maile		
	Monitoring	Steve Punchard		
	Term	1:2 onwards		
	Action	Display monitors to be chosen to regularly update the learning and questions (bi-weekly update). All classes to access the boards at least once a week. Reflective questioning to be embedded in the classroom and displayed on a corridor board.		
	Impact/Cost	Increased development of Learning attitudes and dissemination of learning across the Bubble.		
	Outcome/s		Outcomes: RAG review success	

	With the use of displays being halted within our Risk Assessment, the use of display monitors was withdrawn and the boards were changed to demonstrate the art work that the children have completed. Along with the artwork, deep questions and tasks were apparent on every board. Evidence: Photos	Aut. R A G MM	Spr. R A G MM	Sum. R A G MM
--	--	----------------------------	----------------------------	-----------------------------------

Spring

4	To address/develop	To increase understanding of home-grown food to promote healthy lifestyle choices and well-being		
	Yr Group/ Phase	Blue Bubble – Year 5/6		
	Staff responsible	Charlotte Broadhead		
	Monitoring	Steve Punchard		
	Term	2:1 onwards		
	Action	To create areas where children can grow their own fruit and vegetables. Each class to be timetabled access time of the planting area.		
	Impact/Cost	Children have an increased awareness of food origins and where their own food comes from. Half-termly food technology session to be incorporated. Prior planning to identify what is being planted and when it is being done. Healthy eating workshops to take place.		
	Outcome/s	The creation of an edible garden area, along with a poly tunnel has allowed the children to plant food that will eventually be harvested and used within the curriculum. Each class has been made responsible for a particular area of the edible garden and this has been rotated. Evidence: Rota, Plans and Pictures		
		Outcomes: RAG review success		
		Aut. R A G	Spr. R A G CB	Sum. R A G CB

5	To address/develop	To develop inter-bubble sporting competitions.		
	Yr Group/ Phase	Blue Bubble – Year 5/6		
	Staff responsible	Uma Patel		

	Monitoring				
	Term	2:1 onwards			
	Action	To develop a sporting competition calendar for classes to compete against each other (football, cricket, netball, basketball etc.) School teams to be created as a result of inter-bubble competitions.			
	Impact/Cost	All children to have taken part in a competitive sporting event in a term.			
	Outcome/s	After reflection, this was decided to be postponed as an action due to the increased intensity of the teaching profession during current times.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G	R A G UP	R A G UP

6	To address/develop	To embed house competitions within the curriculum			
	Yr Group/ Phase	Blue Bubble – Year 5/6			
	Staff responsible	Uma Patel, Charlotte Broadhead and Matthew Maile			
	Monitoring	Steve Punchard			
	Term	1:2 onwards			
	Action	To create a timetable for competitions to take place and assign time for the children to access the competitions within the school day within their newly formed houses.			
	Impact/Cost	Increase the sense of community and collaboration within their allotted houses as well as encourage the idea of healthy competition. As a result, will have a positive impact on the learning attitudes and characters of all children involved. Particular attention paid to increasing the self-efficacy of the girls (impact on confidence in the classroom).			
	Outcome/s	After reflection, this was decided to be postponed as an action due to the increased intensity of the teaching profession during current times.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G	R A G UP, CB & MM	R A G UP, CB & MM

Years 3 & 4 Green Bubble

Autumn

1	To address/develop	To increase positive behaviour and contribution to school life through dojos			
	Yr Group/ Phase	Year 3/4 - Green bubble			
	Staff responsible	Monica			
	Monitoring	Baldip Mankoo			
	Term	All year			
	Action	To set up whole phase reward system (Dojo's). To share with whole of KS2, vote for new house names, allocate houses for each KS2 class. Children to have weekly rewards Phase assemblies which update the children on progression of House Points linked to the phase bubble display in the green bubble and also the overall KS2 Hall display. Display to show progress of each house. House Captains to be identified and chosen within the green bubble and a rewards chart to be completed. Dojo's to be acknowledge half-termly. Each winning house gets 20 minutes extra play with head teacher every half term.			
	Impact/Cost	Children motivated to learn and develop their learning attitudes and personal character. A positive impact on attendance in all classes.			
	Outcome/s	<ul style="list-style-type: none"> • Whole phase reward system set up and completed for KS2. • Recorded and shared assembly with whole of KS2. • Allocated houses for each KS2 class. • Houses made and house captains created. • Display in both KS2 bubbles (Green & blue) to show progress of rewards. • Assembly created on class dojos. • Children's feedback determined the decided planets for houses. • Weekly phase assemblies did not take place due to the pandemic. This made it difficult to showcase and share rewards. • Dojos have not been acknowledged as well as they could have been due to various bubble closures and lock downs therefore making it difficult to keep momentum and have the impact which is required. • If utilised well, this can be very successful 	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G MM	R A G MM	R A G MM

2	To address/develop	To address responsibility and contribution to running of lunchtime cool down.			
	Yr Group/ Phase	Year 3/4 - Green bubble			
	Staff responsible	Surina			
	Monitoring	Baldip Mankoo			
	Term	All year			
	Action	Nominate blue hat monitors throughout the phase and train up sharing a range of activities to cool children down before entering after lunch. Supervise selection of Yr 3/4 children to lead lunchtime cool down session in each classroom monitored by teachers and lunchtime supervisors.			
	Impact/Cost	Children will be calmer, focussed and motivated to learn and develop their learning attitudes and personal character.			
	Outcome/s	<ul style="list-style-type: none"> Blue hat monitors have been selected and trained. We have worked closely with them to select appropriate cool down techniques. Meetings take place once a week to review the cool down. Monitoring of blue hats to ensure they develop their confidence in their role. SA- Met with blue hats regularly and discussed cool down strategies and responsibilities. 	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G	R A G	R A G
		BM	SA	SA	

3	To address/develop	Transition from KS1 to KS2 and improve interaction and independence.		
	Yr Group/ Phase	Year 3/4 - Green bubble		
	Staff responsible	Roopa		
	Monitoring	Baldip Mankoo		
	Term	All year		
	Action	Children to gain responsibility for smooth transaction between key stages through friendship maps, jobs roles and creating positive role models. Can promote independence by.... <ul style="list-style-type: none"> Student questionnaire-through IT –independent skills Red hats – Behaviour management – make sure rules are followed FABS – Friends against bullying children for friendship 		

	<ul style="list-style-type: none"> • Role model children – children sign up lists for help by coaching buddies • School council – meetings to relay information • Minute meetings and each child has a file for independence • Working alongside pastoral team 			
Impact/Cost	Children feeling a sense of 'growing up' as they move up the school. Building on gaining more independence and recognising the importance of 'being me, being happy and being safe' in a mature manner.			
Outcome/s	<ul style="list-style-type: none"> • Red Hats, Yellow Hats and School Councillors have been nominated & selected • Meetings are held every fortnight and discussed agenda for the forthcoming weeks. • Reflect and carry out strategies to improve playground behaviour and other issues that might be affecting the children. • In the meeting, the action plan is written and carried out as per the group's decisions. • Meeting Minute are photocopied and given to the children to keep it in their folders. • TTRock Stars , IT skills and Spelling workshops are been conducted by the children for the children and of the children every Tuesday at Lunch Times. • Children take turns to help children who are not able to make friends at break time and lunch time. • Children monitoring peers who are creating disruptions during break times and lunch times. • Actions are taken and behaviour is been monitored. • Clubs to help those who need it to independently log onto computer/teams. • Water bottle monitors • Training how to clean their own tables at lunch time 	Outcomes: RAG review success		
		Aut.	Spr.	Sum.
		R A G BM	R A G RS	R A G RS

4	To address/develop	To increase independent learners through regular handwriting & spellings club
	Yr Group/ Phase	Year 3/4 – Green bubble
	Staff responsible	Beth Phipps
	Monitoring	Baldip Mankoo
	Term	All year
	Action	To run break time handwriting club (10 mins) three times a week to target handwriting throughout the phase. To run break time spellings club twice a week to improve spellings/writing across the bubble. Children organise themselves to gain independence.
	Impact/Cost	Children increased their expectations and take pride and ownership of neatly presented learning.

	Outcome/s	<p>Handwriting Club:</p> <ul style="list-style-type: none"> Target children have been identified across the phase. Booklets have been produced which contain common exception words and high frequency words. Children use their handwriting booklets to copy words and phrases. <p>Spelling Club:</p> <ul style="list-style-type: none"> Target children have been identified across the phase. Sheets have been produced which contain both the Year 3 and Year 4 spellings. Children use lined paper and practise these spellings. Techniques examined-e.g. - look, cover, write and check. Independence is encouraged through self- correcting errors and mistakes. To stretch the children further, they are to begin using the spellings in sentences and checking that the sentences make sense. <p>Independence:</p> <ul style="list-style-type: none"> In both clubs, independence is promoted. Children are encouraged to be highly independent by organising their own resources and ensuring they arrive to club on the correct day, at the correct time and with their equipment. Self and peer review to promote independence and accountability 	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G BP	R A G BP	R A G BP

5	To address/develop	To ensure children receive Physical Activity every morning to wake up, socialise and get ready for learning			
	Yr Group/ Phase	Year 3/4 – Green bubble			
	Staff responsible	Roopa			
	Monitoring	Baldip Mankoo			
	Term	Term 1.2 onwards			
	Action	<p>Every morning the children have a physical activity on a rota system on KS2 playground as they enter the school day.</p> <p>Physical activity questionnaire to be carried out termly to share ideas of ways to be active before entering the school day.</p>			
	Impact/Cost	Children increased physical activity increasing physical and mental health.			
	Outcome/s	<ul style="list-style-type: none"> Children morning walking in the playground before entering school. Blue Hat children to examine which exercises would work well, as well the importance of projecting their voices and ensuring that their classmates can see them. Children are encouraged to run around at break time. Cool down stretching/yoga activities are undertaken straight after lunch. Allow the children to run laps of the playground before washing hands. Afterschool fitness club for selected children in phase. 	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G BM	R A G RS	R A G RS

Years 1 & 2 Orange Bubble

1	To address/ develop	Transition for Yr1 and improve interaction			
	Yr Group/ Phase	Phase 2			
	Staff responsible	Amanpreet & all teachers			
	Monitoring	S. Kaur			
	Term	Term 1			
	Action	Embed Friendship map to be completed by the teachers and seating plan adjusted if necessary/ playtime support or guidance to be provided (term 1.2) Introduce Worry Monster Model or alternative for classrooms–more child friendly than Being Me box.(term 1.2)			
	Impact/Cost				
	Outcome/s	Worry Monster-minimal use. Friendship map helped teachers rearrange seating plan.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G	R A G	R A G

2	To address/ develop	Provide clarity for children on star system & raise profile of Herrick Learning Attitudes			
	Yr Group/ Phase	Phase 2			
	Staff responsible	All class teachers			
	Monitoring	S. Kaur			
	Term	Term 1			
	Action	Visual display in hall of prize/reward when milestones have been achieved (LC) Continue with weekly mention of 'Learning Attitudes online for 2/3 individuals from each KS1 class Ensure all children have understood and recognise the characters representing learning attitudes.			
	Impact/Cost				
	Outcome/s	Visual display and weekly Herrick Note home in term 3 successful. Continued with star charts and prizes at end of the year-children have responded to this.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G	R A G	R A G

3	To address/ develop	Review behaviour support persistent offenders which policy does not cater for.			
	Yr Group/ Phase	Phase 2			
	Staff responsible	All Teachers			
	Monitoring	S. Kaur			
	Term	Term 1 & 2.1			
	Action	Loss of break/Activity, additional learning pack sent home, pastoral care for children who have a range of needs and cannot be kept on a permanent report card. Try alternative provision.			
	Impact/Cost				
	Outcome/s	Alternative activities planned and shared but not implemented. Various strategies used in class to support persistent behaviour problems. TA worked with individual in small group and included practical and outdoor activities	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G	R A G	R A G

4	To address/ develop	Clever classrooms celebrating and recognising the work of individuals & children contributing to and taking pride in their learning environment			
	Yr Group/ Phase	Phase 2			
	Staff responsible	All Teachers			
	Monitoring	S. Kaur			
	Term	Over the Year			
	Action	-Further develop 'inviting' reading area with children's work, colourful, bright and attractive (term 1.2-ongoing) -Review specific use of boards in individual classrooms (S.Kaur 1:1) -Utilise the KS1 garden in Autumn 1.1 and Summer term. Involve children in planting and taking care of learning area. -Assign numbers to names in cloak area and more rigorous system in keeping area tidy, -Movement around KS1 and walking to and back from playground to be consistent at all times.			
	Impact/Cost				
	Outcome/s	KS1 Garden-maximised use through Science curriculum and Lisa's pastoral groups.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G	R A G	R A G
		Improved movement around KS1 but lunchtime movements need monitoring.			

5	To address/ develop	Further develop teacher skills in addressing a wide range of needs of individuals in class.			
	Yr Group/ Phase	Phase 2			
	Staff responsible	All Teachers			
	Monitoring	S. Kaur			
	Term	Over the Year			
	Action	In the event of a school closure: teachers research Big Move, Yoga/Mediation for children and brain gym			
	Impact/Cost				
	Outcome/s	Did not implement as needs of the children and focus changed.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G	R A G	R A G

EYFS Yellow Bubble

1	To address/develop	Support pupils with anxiety and social interaction			
	Yr Group/ Phase	Nursery and Reception			
	Staff responsible	All			
	Monitoring	A Aydin			
	Term	Over the year			
	Action	Developing Forest school – outdoor learning Identifying pupils at the beginning of the term (through baseline assessment and observation) and support these pupils Fun Time intervention Understand the pupils individual interest and develop an enabling environment to help these pupils interests in learning and increase their interaction			
	Impact/Cost	Pupils Self-confidence and Self-awareness will develop. Data will be inline or above National. Pupils will be able to work in a team and level of social interaction will increase. Making Relationship data will be in line or above National.			
	Outcome/s	Children have visited outdoor woodland area regularly once a week. New resources and equipment are purchased for the resception playground. Teacher have set the playground on a daily base to ensure children have access to these resources.	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G SR	R A G RL	R A G SR & AJ
2	To address/develop	Embed and acknowledge positive behaviour			
	Yr Group/ Phase	Nursery and Reception			
	Staff responsible	All staff			
	Monitoring	A Aydin			
	Term	Over the year			
	Action	Embedding reward system for Nursery and Reception Implementing Jigsaw programme Ensure that children understand and follow the class rules All staff follow the school behaviour policy Learning through play- staff interaction with pupils on a 1:1 or small group base, supporting positive behaviour			
	Impact/Cost	Managing Behaviour and Feelings, Making Relationship and Listening & Attention will develop. Data will be in line or above national.			
	Outcome/s	Listening and Attention 89% Managing feelings and behaviour 84% Making Relationships 76%	Outcomes: RAG review success		
			Aut.	Spr.	Sum.
			R A G AJ	R A G RL	R A G SR

3	To address/develop	Further promote a healthy lifestyle and understanding of well-being				
	Yr Group/ Phase	Nursery and Reception				
	Staff responsible	All staff				
	Monitoring	A Aydin				
	Term	Over the year				
	Action	Through weekly homework, promote healthy lifestyle and well- being Teachers to monitor pupils' packed lunches and work with parents to improve the quality of healthy lunch Identify children who are concerns and work closely with parents to support their children's healthy life style- Liaise with SENCo for Health Visitor involvement Using Yoga Big move intervention- for targeted pupils				
	Impact/Cost	Health and Self- Care will develop. Date will be in line or above national.				
	Outcome/s	Health and Self- care 93% Children are confident to talk about importance of hygiene. They are aware of healthy eating. They can recognise healthy food options. They enjoy PE and woodland activities and aware of how to keep themselves fit.		Outcomes: RAG review success		
				Aut.	Spr.	Sum.
				R A G RL	R A G SR	R A G AJ

4	To address/develop	The attainment for Understanding of the World- People and Communities															
	Yr Group/ Phase	Nursery and Reception															
	Staff responsible	All staff															
	Monitoring	A Aydin															
	Term	2.1- 3.2															
	Action	SRE- Jigsaw programme- Relationship, show and Tell opportunities to build in Jigsaw sessions Children to be provided with opportunity to hear guest speakers on range of different occupations and professions Termly project that pupils will be able to share special time and experience with their families.															
	Impact/Cost	People and Communities aspect of learning will develop. Date will be in line or above national.															
	Outcome/s	<table border="0"> <tr> <td></td> <td>Boys</td> <td>Girls</td> <td></td> </tr> <tr> <td>UTW</td> <td>79%</td> <td>81%</td> <td>-2</td> </tr> <tr> <td>P&C</td> <td>79%</td> <td>76%</td> <td>3</td> </tr> </table>			Boys	Girls		UTW	79%	81%	-2	P&C	79%	76%	3	Outcomes: RAG review success	
				Boys	Girls												
UTW				79%	81%	-2											
P&C	79%	76%	3														
	Aut.	Spr.	Sum.														
	R A G RL	R A G SR	R A G AJ														

3						Lead: Lead Gov:
Milestones /Indicators:						
Cost: -						
Action	Start Date	Target Date	What do we want to achieve	Resp.	M & E Methods	What will our achievements look like
Return Plan Nursery new intake Transition from Nursery to Reception	1.1	1.1	Parents will have all important information regarding school policies, EYFS routine and curriculum Children will visit their classroom and familiarise themselves with EYFS environment Children and parents will meet the teachers before the start date and they will feel secure with EYFS team	Phase leader All Early Years teachers TAs	Parents written and verbal feed back First 6 weeks-learning walk	Parents will feel secure to leave their children with the team. Calm environment Children will settle well and routine will be in place in first 3 weeks.
Pastoral Care Teaching strategies that help children to express their feelings and emotions in an appropriate way	1.1	3.2	Children will be able to identify their feelings such as angry, worried Children will learn breathing strategies to control their emotions Children will be able to use negotiation skill to solve conflicts.	Leader: Miss Richards All Early Years teachers	Data Timetable Observations- Evidence Me	Managing Feelings and Behaviour, Making Relationship and Self Confidence and Self Awareness that will be in line with National or above.
Implementing SRE – Jigsaw programme	1.1	3.2	The school will meet statutory requirements Children will know and show what makes good relationship Children will show respect in how they treat others	Leader: A Aydin/ B Mankoo All Early Years teachers	Data Timetable Observations- Evidence Me	Managing Feelings and Behaviour, Making Relationship and Self Confidence and Self Awareness that will be in line with National or above.

Understanding healthy life style and importance of hygiene	1.1	3.2	Regular hand washing will be time tabled Regular homework about hygiene Continues provisoin of healty life style	All Early Years teaches	Data Timetable Planning Observations- Evidence Me	Health and Self-care data will be in line with National or higher Children will show good understanding of hygiene and how their choices make impact on their health
Developing Outdoor-woodland learning	1.2	3.2	Children will be able to work in a team Children will know and show what makes good relationship Children will be able to use negogiation skill to solve conflicts. Children will develop good large and fine motor skills Children will be able to use tools safely and competently.	All Early Years teaches	Data Timetable Planning Observations- Evidence Me	Moving and Handling data will be in line with National or above All aspects of PSED data will be in line with National or above
To develop children's Communication and language skills	1.1	3.2	Children will be able to talk about familiar books, nad be able to tell a long story Children will leran new vocabulary Children will articulate their ideas and thoughts in well-formed sentences	All Early Years teaches	Data Timetable Planning Word aware- topic base vocabulary session Talk for Writing Early identification	Communication and Language data will be above 77% for boys and 86% for girls.

					of targeted pupils / using Welcomm assessment and intervention to support these pupils Observations- Evidence Me	
--	--	--	--	--	---	--