

Downlands Community School



School Development Plan 2021-22

Vision and Values

We believe our school is a happy, caring and safe place where our pupils and our staff can achieve their full potential. All members of the school community show respect and understanding for each other while celebrating diversity. We ensure that children are offered challenging tasks within a climate where risk-taking is encouraged. We foster pride in individuals, our school environment and its wealth of resources.



Our school motto is...

“We care. We share. We believe. We achieve.”

SDP in one page

Priority (Ofsted link)	What are we're aiming for?	Who will take the lead?	What impact will we notice?
Developing Mastery Mathematics	Children develop their arithmetic fluency.	KGa	There is evidence that Number Sense is being implemented effectively as a Wave 1 (KS1) and Wave 2 (KS2) intervention.
	Pupils use talk to help them make progress.		Children are heard using maths talk (including target language) confidently and purposefully.
	Maths learning is consistent throughout the school.		Evidence of new mastery maths policy and pedagogy in lessons is developing.
	A maths improvement culture is noticeable.		All stakeholders understand the vision for maths learning and there is good engagement with the community.
Quality of Education	Children make more progress with their writing, particularly boys.	AWh	Class book looks and pupil case studies show evidence of excellent progress in writing over the year.
	Children read more at home.	MHo	Pupil and parent surveys and reading logs reveal greater engagement with home reading.
	Whole class learning is consistently of a high quality with attention given to QFT strategies.	JRi	Learning walks demonstrate consistent use of QFT strategies in lessons.
	Children benefit from clear curriculum intentions, including skill progression.	CGo	Middle leaders can self-evaluate developments in curriculum areas.
Personal Development	Pupils identified for academic interventions make progress.	CGo	Most (>85%) children identified for wave 2 and 3 interventions achieve targets.
	Relational practice techniques prove effective with children.		Pupil voice indicates that teachers resolve problems with empathy and guidance.
	Pupils are better able to resolve peer conflicts.		Pupil voice indicates that children use target language and actions in resolving peer conflicts.
	RHE learning is consistent across the school.		Learning walks and staff surveys reveal that new RHE policy and medium-term plans are understood.
	Pupils enjoy extra-curricular opportunities once again.		Pupil voice shows that children have enjoyed and benefited from extra-curricular opportunities.
Behaviour and attitudes	Pupils identified for pastoral interventions make progress.	JRi	Pupil case studies show evidence of improved emotional regulation for key pupils.
	The new behaviour policy is consistently applied and understood.		Pupil and parent voice indicate a growing understanding of the new behaviour policy.
	The anti-bullying policy is consistently applied and understood.		Specific behaviour records show effective recover/reflect/repair/restore practice.
	Our rights respecting ethos is promoted through active pupil parliament and class charters.		Pupils on risk reduction plans make progress.
	Curriculum intentions reflect wider skills and values underpinning our ethos.		Pupil steering group are proactive in upholding school ethos each term.
EYFS	The EYFS team feel confident in the planning, delivery and assessment of a broad and balanced curriculum which shows a progression of skills across each seven areas of learning.	JLo	Learning walks and pupil voice reveal that class charters are values are followed.
	Children in EYFS make more progress in their Literacy skills.		Middle leaders can self-evaluate developments in curriculum areas.
	Forest School becomes a part of the EYFS curriculum, fostering a Forest School ethos.		Staff surveys/supervision meetings/PM meetings show a positive attitude and capability to plan, deliver and assess the children in EYFS according to the new framework.
Leadership and Management	The school is proactive in supporting staff well-being and mental health.	JRi	Observations, book look's, professional conversations, pupil progress meetings and tracking documents show children are 'On Track' for achieving Expected level in Reading and Writing at the end of the Summer Term.
	Professional development is underpinned by coaching conversations.		A staff mental health policy is developed and applied consistently.
	Middle leaders are empowered through Assess/Plan/Do/Review (A/P/D/R) cycle.		Coaching cycles are used as evidence towards meeting PM objectives.
	Whole school improvement is driven by clear accountability between SLT and Governance.		A review/plan/monitor schedule is followed by middle leaders, with the involvement of link governors.
			SLT make regular evidence-based evaluations on school improvement priorities, as part of a leadership report to governors.

Ofsted October 2017 - What does the school need to do to improve further?

“Leaders and governors should ensure that teachers have consistently high expectations of what pupils, especially the most able, can achieve, especially when they are writing; they should make sure that the tasks they set are at an appropriate level of depth and provide sufficient challenge.”

IDSR 2021 - What are the headlines in relation to progress and standards?

Reading

- The key stage 2 three-year average reading attainment score (102.2) was in the lowest 20% of all schools in 2019.
- Early years foundation stage attainment of the expected standard in the reading early learning goal (61%) was significantly below national and in the lowest 20% of all schools in 2019.

Writing

- Key stage 2 progress in writing (-2.6) was significantly below national and in the lowest 20% of all schools in 2019, as well as in 2018 and 2017.
- Key stage 2 attainment of greater depth in writing (6%) was significantly below national and in the lowest 20% of all schools in 2019.
- Early years foundation stage attainment of the expected standard in the writing early learning goal (54%) was significantly below national and in the lowest 20% of all schools in 2019.

Maths

- Key stage 2 progress in mathematics (-3.1) was significantly below national and in the lowest 20% of all schools in 2019, as well as in 2018 and 2017.
- Key stage 2 attainment of the expected standard (100+) in mathematics (64%) was significantly below national and in the lowest 20% of all schools in 2019.
- Key stage 1 attainment of greater depth in mathematics (7%) was significantly below national and in the lowest 20% of all schools in 2019.
- Early years foundation stage attainment of the expected standard in the mathematics early learning goals (63%) was significantly below national and in the lowest 20% of all schools in 2019.

GLD

- The percentage achieving a good level of development in the early years' foundation stage (54%) was significantly below national and in the lowest 20% of all schools in 2019.

Absence

- Overall absence in autumn 2020 (2.1%) was in the lowest 20% of all schools.
- Overall absence (3.1%) was in the lowest 20% of all schools in 2018/19 as well as in 2017/18.
- Persistent absence for pupils with special educational needs (2.6%) was in the lowest 20% of all schools in 2018/19.

Exclusions

- There were no fixed period exclusions in 2018/19.
- There were no permanent exclusions in 2018/19. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.

Benchmarking data (infants) - 3 year trends

EYFS Good Level of Development (GLD)

	2017 %	2018 %	2019 %	Trend
Downlands	68	73	54	↓
Dorset	69	70	71	
National	71	72	72	

KS1 - Reading

	Expected standard %				Greater depth %			
	2017	2018	2019	Trend	2017	2018	2019	Trend
Downlands	78	86	73	↓	28	40	12*	↓
Dorset	76	76	76		25	26	26	
National	76	75	75		25	26	25	

KS1 - Writing

	Expected standard %				Greater depth %			
	2017	2018	2019	Trend	2017	2018	2019	Trend
Downlands	70	80	61	↓	18	31*	5	↓
Dorset	67	69	68		16	16	14	
National	68	70	69		16	16	15	

KS1 - Maths

	Expected standard %				Greater depth %			
	2017	2018	2019	Trend	2017	2018	2019	Trend
Downlands	68	83	68	↓	0*	29	7*	↓
Dorset	74	77	75		19	22	21	
National	75	76	76		21	22	22	

Benchmarking data (KS2) - 3 year trends

KS2 - Reading												
	Expected standard %				Greater depth %				Progress			
	2017	2018	2019	Trend	2017	2018	2019	Trend	2017	2018	2019	Trend
Downlands	60	71	67	↕	7*	23	24	↑	-2.62*	-0.87	-1.15	
Dorset	73	74	72		27	28	26		-0.67	-0.62	-0.59	
National	72	75	73		25	28	27		0.0	0.0	0.0	

KS2 - Writing												
	Expected standard %				Greater depth %				Progress			
	2017	2018	2019	Trend	2017	2018	2019	Trend	2017	2018	2019	Trend
Downlands	53*	61*	73	↑	10	6	6	↓	-2.74*	-3.52*	-2.58*	
Dorset	72	75	76		16	21	21		-3.41	-1.63	-0.63	
National	74	76	78		18	20	25		0.0	0.0	0.0	

KS2 - Maths												
	Expected standard %				Greater depth %				Progress			
	2017	2018	2019	Trend	2017	2018	2019	Trend	2017	2018	2019	Trend
Downlands	63	68	64*		3*	3*	12*		-3.55*	-3.95*	-3.16*	
Dorset	72	72	76		20	20	22		-2.08	-1.52	-1.10	
National	75	76	79		23	24	27		0.0	0.0	0.0	

Cohort Targets for 2022 (Using FFT estimates where available)

EYFS	
GLD %	71

KS1					
Reading		Writing		Maths	
ARE %	GD %	ARE %	GD %	ARE %	GD %
52	3	36	3	84	6

KS2					
Reading		Writing		Maths	
ARE %	GD %	ARE %	GD %	ARE %	GD %
78	37	78	39	81	30

Monitoring plan

Autumn 1 w/b 4/10/21	Autumn 2 w/b 29/11/21	Spring 1 w/b 31/1/22
<p>Priority 1</p> <ul style="list-style-type: none"> Maths learning walk looking for group work, discussion and use of manipulatives (KGa) <p>Priority 2</p> <ul style="list-style-type: none"> English learning walk focussing on guided reading (AWh) Book look for pink/green consistency (MHo) Learning walk for class charters (JLo) Learning walk for QFT, particularly peer-to-peer support and discussion (CGo) Check of strategy bank for pre-teaching ideas and teaching of new vocabulary (CGo) <p>Priorities 3/4</p> <ul style="list-style-type: none"> Pupil/Parent Surveys reflecting themes across SDP (JRi) <p>Priority 5</p> <ul style="list-style-type: none"> Observation of EYFS for enhanced provision and progression of skills (JLo) 	<p>Priority 1</p> <ul style="list-style-type: none"> Pupil interviews (KGa) <p>Priority 2</p> <ul style="list-style-type: none"> Pupil interviews (AWh) Monitor reading records (AWh) Book look - feedback strategies used (MHo) Monitor ADPR interventions (CGo) Case Studies for wave 3 interventions carried out in Autumn Term (CGo) <p>Priority 5</p> <ul style="list-style-type: none"> Staff survey to find out how confident they feel with planning activities/enhanced provision based on skills progression. (JLo) Pupil progress meetings with key workers of those children flagged as 'not on track'. (JLo) <p>All priorities</p> <ul style="list-style-type: none"> Survey staff regarding understanding of responsibilities, new staff structure, SDP, PM and coaching process (JRi) Scrutinise PM objectives (JRi) 	<p>Priority 1</p> <ul style="list-style-type: none"> Maths learning walk for use of hinge questions and Mastery approach <p>Priority 2</p> <ul style="list-style-type: none"> Join in with some shared writing/modelled writing opportunities. (AWh) Monitoring of milestone folders on seesaw.. (MHo) Success rate of ADPR interventions (CGo) <p>Priorities 3/4</p> <ul style="list-style-type: none"> Pupil/Parent Surveys reflecting themes across SDP (JRi) <p>Priority 5</p> <ul style="list-style-type: none"> Observation of activities/enhanced provision in FS1/FS2 to check for a progression of skills. (JLo) Scrutiny of Seesaw across EYFS to check usage. <p>Priority 6</p> <ul style="list-style-type: none"> Progress of middle leader R/P/M cycle and curriculum skill summary documents (JRi) <p>All priorities</p> <ul style="list-style-type: none"> Downlands Tracker for Data Drop #1 (JRi)
Spring 2 w/b 28/3/22	Summer w/b 6/6/22	Notes about SEF weeks
<p>Priority 1</p> <ul style="list-style-type: none"> Maths book look for self-assessment, LOs and range of strategies (KGa) <p>Priority 2</p> <ul style="list-style-type: none"> English Book Look for independent writing (AWh) Pupil interviews for questioning and feedback (MHo) Learning walk for QFT (CGo) Success rate of ADPR interventions (CGo) Case Studies for wave 3 interventions carried out in Autumn Term (CGo) <p>Priorities 3/4</p> <ul style="list-style-type: none"> Pupil/Parent Surveys reflecting themes across SDP (JRi) <p>Priority 5</p> <ul style="list-style-type: none"> Pupil progress meetings with key workers of those children flagged as 'not on track'. (JLo) <p>All priorities</p> <ul style="list-style-type: none"> Downlands Tracker for Data Drop #2 (JRi) Survey staff regarding understanding of responsibilities, new staff structure, SDP, PM and coaching process (JRi) 	<p>Priority 1</p> <ul style="list-style-type: none"> Pupil survey of their learning in maths (KGa) <p>Priority 2</p> <ul style="list-style-type: none"> Pupil survey of their learning in English (AWh) Guided reading folder assessment and reading folder collection (AWh) To observe methods of planned group verbal feedback and now tasks happening. (MHo) <p>Priority 5</p> <ul style="list-style-type: none"> School readiness check with FS1 (JLo) Meet with FS2 team for EYFS profile discussions - Emerging/Expected? Who will achieve GLD? (JLo) <p>Priorities 3/4</p> <ul style="list-style-type: none"> Pupil/Parent Surveys reflecting themes across SDP (JRi) <p>All priorities</p> <ul style="list-style-type: none"> Survey staff regarding their assessment of SDP/SEF, PM and Coaching and new staff structure (JRi) Downlands Tracker for Data Drop #2 (JRi) 	<ul style="list-style-type: none"> SLT will choose days within each week and update staff and governors. Link Governors are invited to accompany any SLT member on any of these monitoring activities. Evidence of impact will be reviewed the following Monday after these weeks, resulting in the SDP evaluative commentaries below. These activities and evaluative commentaries will also form part of the Leadership Report to be submitted to the Governors' Meeting the following week. Updates to staff will be provide at regular meetings.



Priority 1: Developing Mastery Mathematics

Objectives:

1. Children develop their arithmetic fluency and as mathematical thinkers.
2. Pupils use talk to help them make progress.
3. Maths learning is consistent throughout the school.
4. A maths improvement culture is noticeable.

Success Criteria:

- i. There is evidence that Number Sense is being implemented effectively as a Wave 1 (KS1) and Wave 2 (KS2) intervention.
- ii. Children are heard using maths talk (including target language) confidently and purposefully.
- iii. Evidence of new mastery maths policy and pedagogy in lessons is developing.
- iv. All stakeholders understand the vision for maths learning and there is good engagement with the community.

Actions (time scale) No progress Working Towards Completed	Lead	Resources	Calendar Dates	Evaluative Commentary			
				Autumn 1	Autumn 2	Spring	Summer
<p>1.1 Implement use of Number Sense as a 'daily maths phonics' lesson in KS1. Implement use of Number Sense as an intervention for selected children in LKS2 (ongoing).</p> <p>KGa to draft a new maths policy. This will include calculation policy and new protocols for iPad use and written methods within maths. Also, for use of manipulatives by children. Invite feedback through Google forms. (September)</p> <p>KGa to lead professional development so that lessons are planned to allow children to develop independence in their use of manipulatives and explore written methods to record their thinking and formal methods (ongoing).</p>	KGa	<p>£120-day cover for KGa to carry out monitoring and training</p> <p>Rekenrek purchase and other new manipulative resources (£250)</p> <p>Maths leader and TA courses offered by DSAT CPD programme: £500 pa</p>	<p>KGa to train staff at subject development staff meetings: 20/9; 15/11; 10/1; 28/2; 25/4; 20/6</p>	<p>There is evidence that Number Sense is being implemented effectively as a Wave 1 (KS1) and Wave 2 (KS2) intervention.</p> <p>Early evidence that children receiving Number Sense Interventions are becoming more confident with number bonds.</p> <p>Dec '21 New maths policy was tweaked as regards the provision for SEN children.</p> <p>The maths policy will be tweaked again later in 2022, once KGa and MHo have been further involved in Developing Mastery Maths course.</p> <p>KGa to lead teaching staff in terms of 'what happened next' linking in with Tracy Bolton's INSET (4/1/22).</p> <p>KGa & MHo informed staff of key points from Mastery course that can be incorporated into planning and lessons including ABC, robot/controller, 'because', STEM sentences etc (4/1/22)</p> <p>MHo attended 1 of 2 number sense courses (next 8.2.22). Will have a better understanding of how to implement number sense in KS1 and will disseminate training to KS1 staff to ensure consistency of approach.</p> <p>MHo observed number sense session at the start of KS1 maths sessions x 2 WCI/RBD. JRi observed number sense in KS1 Obs x 1 MHo.</p>			

<p>1.2 KGA to draft a new maths policy (using example provided during readiness course). This will include new protocols for use of questions and key vocabulary. Invite feedback through Google forms.</p> <p>KGA to lead professional development so that lessons allow children the opportunity to discuss, problem solve and reason: “Dialogic teaching” (ongoing)</p>	KGA	£120-day cover for KGA to carry out monitoring and training	KGA to train staff at subject development staff meetings: 20/9; 15/11; 10/1; 28/2; 25/4; 20/6	<p>Children are heard using maths talk (including target language) confidently and purposefully.</p> <p>Areas of strength</p> <ul style="list-style-type: none"> - Good modelling of target language in EYFS - Teacher uses effective, open ended questioning during whole class discussion (KS1) - Children (LKS2) using target language and comfortable with manipulatives (Dienes apparatus) - Children (UKS2) asked supplementary questions during whole class discussion, to elicit understanding - Children (UKS2) using manipulatives (Cuisenaire rods), directed to use target language and prompted to think about their use with skilful questioning <p>Areas for development</p> <ul style="list-style-type: none"> - An opportunity for pupil discussion (KS1) was missed, relying on didactic methods rather than using paired talk to uncover pupil misconceptions about number - An opportunity for follow-up questioning missed by support staff working with small group - How do you know? <p>Pupil Survey</p> <ul style="list-style-type: none"> - 74% of pupils feel that they are encourage to talk about their ideas in maths <p>Parent Survey</p> <ul style="list-style-type: none"> - 80% of parents say that their children can talk about their maths learning at home <p>Pupil Interviews (Nov 21)</p> <ul style="list-style-type: none"> - A theme was that children prefer to work independently - perhaps because they are too focused on the ‘right answer’ - Pupils were really positive about Early Bird Maths - comparing it to revision and like a Joe Wicks warm up - Pupils like to be challenged (at the right level, no too hard) - KS2 pupils said they felt multiplication and division was a strength - Pupils did not know the word ‘manipulatives’ but did know about the ‘things’ in class that they can use to help them - Pupils get frustrated when they make mistakes and KS2 children linked making mistakes to the school moto ‘We believe, We achieve’ <p>Purchase of manipulatives</p> <ul style="list-style-type: none"> - KGA has consulted with Rebecca and is refining a list of resources for purchasing maths manipulatives <p>The headteacher reported seeing pupils use strategies such as ABC and Robot and Controller, and Chatty Chums to allow them to talk about their developing ideas in maths. This was seen to be beneficial to their learning. He also saw chanting or ‘I say, you say, we say’ being used to good effect in KS1. These were all strategies discussed in the Nov and Jan INSET.</p> <p>Some resources have now been purchased and distributed.</p>
1.3			(KGA to train staff at	<p>Evidence of new mastery maths policy and pedagogy in lessons is developing.</p> <p>Areas of strength</p>

<p>KGa to draft a new maths policy (using example provided during readiness course). Invite feedback through Google forms. (September)</p> <p>KGa adapts maths policy according to staff feedback. Governors ratify policy and it is placed on the school website. (further adaptations to be made (parent friendly language as Mastery course progresses)</p>	<p>KGa</p>		<p>subject development staff meetings: 20/9; 15/11; 10/1; 28/2; 25/4; 20/6).</p>	<ul style="list-style-type: none"> - Children (KS1) allowed to choose their own manipulatives when investigating - Children (UKS2) given concrete apparatus (number tracks) to support new formal methods (long division) <p>The HT has seen manipulatives being used to support maths learning in all phases of the school: numicon in FS2; Multi link cubes in KS1; Cusiniere rods in KS2. He has also seen pictorial representations used a bridge to more abstract methods, to good effect.</p>
<p>1.4 KGa shares maths vision statement with the whole school community via training, newsletter, social media, display boards.</p> <p>KGa plans and leads maths parental engagement event(s): TBC maths fair; back to school days for parents; Barvember; Social media. (TBC Early summer term using outdoor areas)</p> <p>Upskill teachers and TAs as a result of whole school launch INSET with Maths Advisor (November)</p> <p>Regular staff PD at subject development meetings. (November)</p> <p>Share TRG outcomes of shared planning and teaching episodes. (Ongoing)</p>	<p>KGa/MHo</p>	<p>£450 INSET costs for guest speaker</p> <p>Supply cover for 6 TRG meetings across the year for KGa and MHo</p>	<p>(KGa to train staff at subject development staff meetings: 20/9; 15/11; 10/1; 28/2; 25/4; 20/6)</p> <p>Maths INSET (1/11/21)</p> <p>TRG meetings on: 5/10; 25/11; 25/1; 15/3; 7/4; 16/6</p>	<p>All stakeholders understand the vision for maths learning and there is good engagement with the community.</p> <p>KGa and MHo are trying new pedagogical ideas: paired work; practical work; 'use of because' to encourage explanations; 'robot and controller' to encourage active listening; 'use of chanting - I say, you say, we say' through STEM questions; Agree, Build on and Challenge approach to whole class discussion.</p> <p>Ongoing throughout the year however the ideas are being incorporated into planning, teaching and learning at present. These are being positively received by the children.</p> <p>Upskilling of KS1 teachers has begun with feedback linked to maths mastery in recent lesson observations in maths - MHo</p>



Priority 2: Quality of education

Objectives:

1. Children make more progress with their writing, particularly boys.
2. Children read more at home.
3. Whole class learning is consistently of a high quality with attention given to QFT strategies.
4. Children benefit from clear curriculum intentions, including skill progression.
5. Pupils identified for academic interventions make progress.

Success Criteria:

- i. Class book looks and pupil case studies show evidence of excellent progress in writing over the year.
- ii. Pupil and parent surveys and reading logs reveal greater engagement with home reading.
- iii. Learning walks demonstrate consistent use of QFT strategies in lessons.
- iv. Middle leaders can self-evaluate developments in curriculum areas.
- v. Most (>85%) children identified for wave 2 and 3 interventions achieve targets.

Actions (time scale)	Lead	Resources	Calendar dates	Evaluative Commentary		
				Autumn	Spring	Summer
<p>No progress Working Towards Completed</p> <p>2.1 Launch new English policy, including whole school writing strategy which revisits 'talk for learning' and secures colourful semantics as key strategies. (Aut 1)</p> <p>Review 'Talk for Writing' (WAGOL, Talk for Writing, Shared Write, Independent tasks) at subject development meetings. (Aut)</p> <p>Shared planning/team teaching for colleagues who are needing support with 'Talk for Writing'. (ongoing)</p> <p>Big Write days each half term using homework as stimulus before morning write the day after. (ongoing)</p> <p>Big write event in summer term with extra special stimulus. (June)</p> <p>Launch a creative writing club for pupils aiming for greater depth. (Autumn)</p> <p>Attend moderation assessment meetings led by BSN and disseminate to phase planning meetings. (ongoing - see DSAT CPD schedule)</p>	AWh	<p>STA cover of English lead to engage in shared planning and teaching episodes.</p> <p>English leader and TA courses offered by DSAT CPD programme: £500 pa</p>	<p>AWh to train staff at subject development staff meetings: 20/9; 15/11; 10/1; 28/2; 25/4; 20/6</p>	<p>Class book looks and pupil case studies show evidence of excellent progress in writing over the year.</p> <p>Pupil Survey</p> <ul style="list-style-type: none"> - 82% of pupils feel that they are making progress in their writing but 42% feel that they are not able to talk about their writing before starting tasks. <p>Parent Survey</p> <ul style="list-style-type: none"> - 80% of parents say that their child is making progress in their writing <p><i>The autumn survey gives further emphasis that children should be encouraged to use talk to support the writing process and that colleagues should refresh their memory on Pie Corbett's 'Talk for Writing' strategies.</i></p> <p>Dec 21 New English policy has been written, but waiting to ratify until a new phonics scheme is chosen. MHo and JLo to visit a school which use 'Sounds Write' and 'Little Wandle, letters of sounds'. James will contact BSN schools for setting up visits. Hopefully, if visits have taken place, we will be in a position to make a decision by Feb half term.</p> <p>JRi and MHo have visited Milldown to watch 'Sounds Write'. Both very positive about the scheme. We are going ahead and looking to implement the phonic scheme for September. We now need to organise whole staff training.</p> <p>Previous Big Write was successful in terms of engagement. However, it was felt that Y3/4 need some more contextual information. It will provide more evidence to children's written portfolio and has already improved children's engagement with writing. Children's feedback via pupil interviews was extremely positive.</p>		

<p>Improve understanding of GD and ARE outcomes for Y2 and Y6 and strategies to allow pupils to progress to these outcomes. (ongoing)</p>			<p>Second Big write was received much better with Y3/4. It is proving a great opportunity to provide more evidence within the children writing portfolios.</p> <p>AWh recently attended a BSN English subject leader's course which focused her mind on the need to choose the right phonic scheme. AW is working closely with MH and JLo to attend online introductions and, when allowed, visit schools already using certain schemes.</p> <ul style="list-style-type: none"> - Would like to carry out further pupil interviews with a group of boys. Focused on writing. <p>AWh attended DSAT writing moderation for Dorset schools. It raised several action points. AWh made good links with ABW and is going to organise visiting ABW after half term to view 'Talk for Writing' and possibly attain training for the staff.</p> <p>AWh carried out a book look for KS1 Areas of strength: -Lots of great beginning activities at the beginning of the year, notation of dominant hand and pencil grip (EYFS), lots of colourful semantics work to support sentence structure development (KS1). - Letter formation corrected and promoted. - Children are given lots of opportunities to write and explore different genres. Lots of book based learning opportunities. - Evidence of lots of progress in most books. Only children who had arrived recently at Downlands had less evidence of progression. - Spellings corrected and phonics used throughout the books. - Grammar taught actively and children are brave in trying to use a mixture of punctuation and grammar.</p> <p>Areas to improve: <ul style="list-style-type: none"> - Handwriting needs to be improved throughout the school. To look at ways to integrate more taught handwriting sessions into the timestable. (Currently only once a week). - Spelling was not as consistent as it could be. Hopefully the use of the new phonics scheme will support this area for development. - Vocabulary needs to have a higher profile within our children's writing. - Whole school moderation to take place to ensure that all teaching judgments across the school are more uniform. </p>
<p>2.2 Launch new English policy, including whole school reading strategy. (Aut 2)</p>		<p>New medium-term plans</p>	<p>AWh to train staff at subject development</p> <p>Pupil and parent surveys and reading logs reveal greater engagement with home reading. Areas of strength (recent LW into guided reading)</p>

<p>Launch a whole-school reading at home initiative. (Aut 2)</p> <p>Engage parents on the importance of reading, using information evening or social media. (Spring 2)</p> <p>Train school librarians and establish systems to ensure that the new library resources are used properly. (Aut 2)</p>	<p>AWh</p>	<p>and resources for KS2</p> <p>Staff local library cards</p> <p>English leader and TA courses offered by DSAT CPD programme: £500 pa.</p>	<p>staff meetings: 20/9; 15/11; 10/1; 28/2; 25/4; 20/6 and INSET on 4/1/22</p>	<ul style="list-style-type: none"> - All small groups had recording sheets for the adults. The LO/NC objective is clearly highlighted and then comments on each child being recorded. (KS1) - Follow up activities were either phonics related or comprehension skill based, depending on the needs of the individuals or groups. - All support staff had clear instructions and resources ready for them. They all had in depth knowledge of the children and knew what sort of information needed to be flagged up in regards to children's reading abilities and needs. (KS1) - All classrooms displaying the phonics phoneme wall. This is the same phonics wall that is used in FS1 and FS2. Some reading dogs displayed, but children will not progress to this until after Christmas at the earliest. (KS1) - Great use of interactive software, so children had the text in front of them but could also help edit the teacher's copy. (LKS2) - Children were relaxed and happy to read out loud when asked. - Questions on the slides were linked to the reading dogs, (Pawsome Gang). They had a visual picture of the dog that the question supported. (LKS2) - The extract was from a book that year fours were familiar with but also was a dyslexic friendly book. Had yellow pages to support SEN. (LKS2) - They were in mixed ability pairs so that the lower readers had peer support in accessing the text. (LKS2) - Verbal questioning encouraged children to support their answers with evidence from the text. (LKS2) - Lots of SPaG opportunities were built into the reading comprehension. (LKS2) - Great use of support staff who took assessment notes during the lesson. (LKS2) <p>Areas for development (recent LW into guided reading)</p> <ul style="list-style-type: none"> - Can we perhaps find some volunteers to support the reading rotation at other times in the week? Each class needs at least 2 adults for it to be a successful rotation. Or to support daily readers? (KS1) - More yellow and red band books are required (phonics linked). Possible catch-up fund available. (KS1) - Would sessions be more successful focused on one comprehension skill at a time (especially at this time of year)? (LKS2) - Do we need to provide more scaffolding for SEND pupils? (LKS2) - Are we using universal sheets for recording? (LKS2) <p>Pupil Survey</p> <ul style="list-style-type: none"> - 65% of pupils felt that they read at home regularly with 22% of pupils not feeling that their parents are involved with their reading in school <p>Parent Survey</p> <ul style="list-style-type: none"> - 73% of parents say that they know how to support their child's reading at home <p><i>In light of the autumn survey, it is clear that the school needs to freshen up the way it promotes and supports home reading, as well as providing information about how early reading is supported.</i></p> <p>Dec 21 Alice is due to attend a webinar about Go Read, which would be a digital reading record We are awaiting the purchase of new early read.</p> <p>AWh attended the GoRead webinar. Extremely impressed with the app. Now to look towards an appropriate launch date.</p> <p>Recent Pupil Interviews - Highlighted that children love reading. They understand the importance of reading. They know it helps their writing. They know what type of books they like.</p> <p>Areas to improve:</p> <ul style="list-style-type: none"> - The library needs new books. Fundraising to be considered to help support this. - Children on the whole did read at home but they did not discuss the books they were reading. Possible promotion of the importance of comprehension required (more KS2). - Children want some more options for non-fiction. Perhaps we can renew our subscription to first news?
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------	--------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>2.3 Advise colleagues about modifying the classroom environment to take account of all learning needs. (Aut 1)</p> <p>Set expectations for learning resources available to pupils in classes which reflect school policies: colourful semantics board, word banks, maths manipulatives. (Aut 1)</p> <p>Train staff on the strategy of pre-teach and the revision of key vocabulary. (Nov)</p> <p>Give regular feedback to colleagues on the application of the marking policy, including exemplifying how feedback has allowed pupils to make progress. (ongoing)</p> <p>Refresh staff training awareness of effective questioning and peer discussion strategies. (Jan INSET)</p>	<p>CGo</p> <p>MHo</p>	<p>CGo to attend NPQH course: £1400</p> <p>DSAT CPD offer: £500pa</p>		<p>Learning walks demonstrate consistent use of QFT strategies in lessons.</p> <p>Appropriateness of the learning environment and QFT was focus for the LW by CGo. Feedback to follow</p> <p>Areas of strength (recent book look focussed on pink/green consistency)</p> <ul style="list-style-type: none"> - Pink and Green is being used and LOs are being highlighted - Loads of evidence of purple pen work in an early bird maths book - LOs stuck in at the start of the week and the children highlight these. <p>Areas of strength (recent book look focussed on pink/green consistency)</p> <ul style="list-style-type: none"> - Sketch books in ART need LOs and green and pink marking <p>Dec 21</p> <p>Christine is working 1:1 with staff so that they are including all the strategies and advice that's given by outside agencies. Both SENSS and Specialist Teachers are aware that there is a need to include as much of the identified support within general classroom practice rather than relying on additional interventions. There are shared resources to support teachers in breaking down the identified outcomes into SMART targets to show progress. I helped those staff who wished to have support in constructing the SMART targets and to consider what QFT practices could be included within their classroom practice.</p> <p>January 2022</p> <p>Spoke with Class teachers and Teaching assistants to determine how useable the new recording sheet was - the idea being that it is brief but structuring the assessment and review process adequately. See completed table questions to structure the reviews and highlight the good practice of QFT teaching that regularly takes places within the working day of the classroom and takes on the advice given. Unable to measure full impact at this point as the cycle ends at half term. Possible action points and points to consider included.</p> <p>Marcelle's experience was not helped by late or insufficient book look submissions. She also did not see enough evidence of NOW tasks being used. + ADD some of the other findings from the book lo</p> <p>MHo observed planned group verbal feedback during Y/6 science observation as part of a moderation exercise.</p> <p>MHo looked at evidence collected in Seesaw milestones' folders. Evidence from each KS in spelling, writing and maths. No other subjects at present - awaiting completion of 'BASKETS' documents for guidance on milestones in foundation subjects.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------	-----------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>2.4 Middle leaders write 'baskets' skill progression documents for each subject. (by Jan 2021)</p> <p>Middle leaders carry out activities relevant to their subject's ADPR cycle. (ongoing)</p>	JRi	1 day release per middle leader: £1200	INSET 4/1/22	<p>Middle leaders can self-evaluate developments in curriculum areas.</p> <p>After extra guidance and support to middle leaders was given during the Jan INSET, structured release time was offered to all middle leaders to develop new curriculum plans. At 4/2/22, the following has been achieved:</p> <ul style="list-style-type: none"> - a new whole school curriculum statement - 'basket documents' (which describe how Downlands takes ownership of the national curriculum and also develops the hidden curriculum) developed in English; Maths; Science; Computing; Humanities; Art; Music
<p>2.5 Revise reporting expectations for wave 2 and 3 interventions to ensure simplicity and ADPR capture. (November)</p> <p>Re-purpose COVID catch-up and pupil premium strategies, including aspects of academic interventions. (October)</p> <p>Share examples of good practice as part of regular teacher meetings. (ongoing)</p> <p>Generate individual case studies to document successful intervention strategies. (ongoing)</p>	<p>CGo</p> <p>JRi</p> <p>CGo</p> <p>CGo</p>	<p>CGo to attend NPQH course: £1400</p>	<p>CGo to train staff at subject development staff meetings: 20/9; 15/11; 10/1; 28/2; 25/4; 20/6 and INSET on 4/1/22</p>	<p>Most (>85%) children identified for wave 2 and 3 interventions achieve targets.</p> <p>Christine is working 1:1 with staff so that they are including all the strategies and advice that's given by outside agencies.</p>



Priority 3: Personal development

Objectives:

1. Relational practice techniques prove effective with children.
2. Pupils are better able to resolve peer conflicts.
3. RHE learning is consistent across the school.
4. Pupils enjoy extra-curricular opportunities once again.
5. Pupils identified for pastoral interventions make progress.

Success Criteria:

- i. Pupil voice indicates that teachers resolve problems with empathy and guidance.
- ii. Pupil voice indicates that children use target language and actions in resolving peer conflicts.
- iii. Learning walks and staff surveys reveal that new RHE policy and medium-term plans are understood.
- iv. Pupil voice shows that children have enjoyed and benefited from extra-curricular opportunities.

		v. Pupil case studies show evidence of improved emotional regulation for key pupils.			
Actions (time scale) No progress Working Towards Completed		Lead	Resources	Calendar dates	Evaluative Commentary Autumn Spring Summer
<p>3.1 Facilitate two 1.5 hrs bespoke training from Ed Psych and ELSA on relational practice. (Sept)</p> <p>Review case studies of relational practice in action with pupils and families as part of on-going training with Ed Psych. (Autumn 2/Spring 1)</p>		CGo	Overtime for TA staff 1.5hrs x 8		<p>Pupil voice indicates that teachers resolve problems with empathy and guidance.</p> <p>Pupil Survey</p> <ul style="list-style-type: none"> - 82% of pupils feel that adults in school are interested in how they feel as well as helping them manage their emotions. <p>Parent Survey</p> <ul style="list-style-type: none"> - 83% of parents say that their children's feelings are considered in school. - 86% of parents say that their feelings are considered by the school <p>Feb parent survey "My child is encouraged to solve peer-related problems at Downlands School." 52% positive scores (no negative) with some parents mentioning ICPS and Friendship ladder. "My child's feelings are taken into consideration by Downlands staff." 81% positive scores (no negative)</p> <p>HT PM observations showed 3 lessons where good relational practice was used to manage behaviour of children, particularly those with additional needs: de escalating conflict and refocusing on learning. Or, referring to class charter.</p>
<p>3.2 Refresh ICPS training for selected staff and disseminate at whole staff meetings. (October and ongoing)</p> <p>Design a ICPS vocabulary map to allow for improved, age-appropriate emotional literacy and relational practice. Use weekly ICPS sessions, assemblies and displays to establish this. (By Jan 2022)</p> <p>Establish a new Pupil Parliament, members of which to be trained as Play Leaders and Peer Supporters. This will also be open to other children. (Ongoing)</p>		CGo CGo JRi/JLo		Online training 11/10/21	<p>Pupil voice indicates that children use target language and actions in resolving peer conflicts</p> <p>Pupil Survey</p> <ul style="list-style-type: none"> - 83% of pupils say that they are helped to solve problems with their peers in school. <p>Parent Survey</p> <ul style="list-style-type: none"> - 71% of parents say that the school help their child to solve problems with their peers. <p><i>In light of the autumn survey, it is clear that the school needs to engage with parents on as its ICPS approach.</i></p> <p>Feb parent survey "My child is encouraged to solve peer-related problems at Downlands School." 52% positive scores (no negative) with some parents mentioning ICPS and Friendship ladder. "I understand the school's approach to managing behaviour" 55% positive but 10% negative with some parents referring to persistent problematic behaviour from some children and a Behaviour Policy that isn't working." Staff working closely with key children will point to greater problem solving skills and use of self solving language and strategies. Please refer to JAMBOARD anecdotes regarding the impact of relational practice</p>

<p>3.3 RHE policy is monitored with case studies for each phase to describe a pupil's experience of this new aspect of the curriculum. (ongoing)</p> <p>Share good practice and additional training at subject leader development meetings. (ongoing)</p>	JRi/RBd/HRu	Jigsaw digital platform est. £300	RBd/HRu to train staff at subject development staff meetings: 20/9; 15/11; 10/1; 28/2; 25/4; 20/6 and INSET on 4/1/22	<p>Learning walks and staff surveys reveal that new RHE policy and medium-term plans are understood.</p> <p>Current RHE leads have left or are leaving at Easter. JRi has met with KHe and JLo repurposing this priority area. JRi has met with Carol Catton or Jigsaw and undertaken an audit to assess suitability for 'Flagship School' status. Application ongoing.</p>
<p>3.4 Train EVC and enable trip leaders to use Evolve online risk assessment tool. (Sept and ongoing)</p> <p>Re-establish an extra-curricular calendar to enrich the curriculum and promote pupils' social and emotional mental health. Use school calendar prefix "Extra curricular". (ongoing)</p> <p>Create through the year clubs offer, making use of external providers as necessary. (ongoing)</p>	CGo WCl	EVC training £60 Sports Premium fund allocation TBC	21/9/21	<p>Pupil voice shows that children have enjoyed and benefited from extra-curricular opportunities.</p> <p>Pupil Survey - 96% of pupils feel that they are given enjoyable experiences beyond the classroom</p> <p>Parent Survey - 73% of parents say that their child is given extra-curricular activities at Downlands</p>
<p>3.5 Extend wave 2 support for friendship issues: 'Friendship Ladder' scheme. (ongoing)</p> <p>Increase capacity for KS1 emotional literacy support and evaluate impact of ELSA interventions as a whole, using case studies to document impact. (ongoing)</p> <p>Train designated senior mental health lead. (November onwards)</p> <p>Broker support from EMHPs to support selected pupils.</p> <p>Engage with outside agencies such as family partnership workers and AP providers as necessary, using case studies to document impact.</p> <p>Re-establish family support and engagement groups.</p>	RWa/Cha RWa CGo/Rwa	Cover for KS1 TA estimate £450		<p>Pupil case studies show evidence of improved emotional regulation for key pupils.</p> <p>Staff working closely with key children will point to greater problem solving skills and use of self solving language and strategies.</p> <p>Please refer to JAMBOARD anecdotes regarding the impact of relational practice</p>



Priority 4: Behaviour and attitudes

Objectives:

1. The new behaviour policy is consistently applied and understood.
2. The anti-bullying policy is consistently applied and understood.
3. Our rights respecting ethos is promoted through active pupil parliament and class charters
4. Curriculum intentions reflect wider skills and values underpinning our ethos.

Success Criteria:*In li*

- i. Pupil and parent voice indicate a growing understanding of the new behaviour policy.
- ii. Specific behaviour records show effective recover/reflect/repair/restore practice.
- iii. Pupils on risk reduction plans make progress.
- iv. Pupil parliament are proactive in upholding school ethos each term.
- v. Learning walks and pupil voice reveal that class charters are valued and followed.
- vi. Middle leaders can self-evaluate developments in curriculum areas.

Actions (time scale)	Lead	Resources	Time scale	Evaluative Commentary		
				Autumn	Spring	Summer
<p>No progress Working Towards Completed</p> <p>4.1 Train another SLT and STA on 3-day Dorset Step on course (Spring).</p> <p>Implement parent engagement activity as regards Dorset Steps approach and new behaviour policy (Aut 2).</p> <p>Update training for all staff on Dorset Steps (Autumn 2 TBA).</p> <p>Risk reduction plans are appropriately reviewed and evidenced in relation to good practice. (ongoing)</p>	JRi			<p>Pupil and parent voice indicate a growing understanding of the new behaviour policy.</p> <p>Pupil Survey</p> <ul style="list-style-type: none"> - 97% of pupils feel that their class teacher sets clear expectations for behaviour. - 97% of pupils feel that adults in school are fair and consistent in how they manage behaviour. - 100% of pupils feel that being a Downlands pupil helps them be a good person. <p>Parent Survey</p> <ul style="list-style-type: none"> - 66% of parents of parents said that they understood the school's approach to managing behaviour. <p><i>In light of the autumn survey, it is clear that the school needs to engage with parents on as its behaviour management approach.</i></p> <p>"I understand the school's approach to managing behaviour" 55% positive but 10% negative with some parents referring to persistent problematic behaviour from some children and a Behaviour Policy that isn't working." Staff working closely with key children will point to greater problem solving skills and use of self solving language and strategies. Please refer to JAMBOARD anecdotes regarding the impact of relational practice</p> <p>Having addressed a communication need and problem, key members of staff have recorded talk pieces illustrating how our behaviour policy has been put into practice. These have been serialised on BFBS and will be uploaded on the new website.</p>		
4.2				<p>Specific behaviour records show effective recover/reflect/repair/restore practice.</p> <p>Pupils on risk reduction plans make progress.</p>		

<p>Ratify new anti-bullying policy with governors (September).</p> <p>Implement parent engagement activity as regards new anti-bullying policy (Spring 1).</p> <p>Train staff as regards internal behaviour records for behaviour incidents, detailing recover/reflect/repair/restore process. Also, ensuing safeguarding protocols are followed. (ongoing)</p> <p>Establish a new Pupil Parliament, members of which to be trained in identifying bullying and it's causes. (Termly)</p> <p>Lead whole school anti-bullying week with help of pupil parliament members, referring to new policy.</p>	JRI			<p>Pupil Survey</p> <ul style="list-style-type: none"> - 30% of pupils say that they do not understand the school's approach to anti-bullying <p>Parent Survey</p> <ul style="list-style-type: none"> - 70% of parents understand the school's approach to anti-bullying <p><i>In light of the autumn survey, it is clear that the school needs to engage with parents on how it aims to prevent and solve bullying. Also, to raise the profile of the new antibullying policy amongst the children.</i></p> <p>There has been one recorded (behaviour records) incident since September (-1 since the same point last year). One child who was responsible for 5 instances of bullying last year has not yet registered any such behaviours this year - the school has used a risk reduction plan as well as alternative provision.</p> <p>Having addressed a communication need and problem, key members of staff have recorded talk pieces illustrating how our behaviour policy has been put into practice. These have been serialised on BFBS and will be uploaded on the new website.</p>
<p>4.3</p> <p>Extra training and support given regarding the establishment of class charters (September/October)</p> <p>Elect 14 pupil parliament members each term and deliver training in anti-bullying; peer supporter and playground leadership skills. They will also be involved in ethos based assemblies to their peers.</p>	JLo/JRI	Pupil parliament badges: £150		<p>Pupil steering group are proactive in upholding school ethos each term.</p>
<p>4.4</p> <p>Training given to middle leaders on 'baskets' curriculum skills document, including references to SMSC, British Values and other school ethos themes to be promoted within subjects. (Autumn)</p> <p>Middle leaders to produce 'baskets' curriculum skills documents, including references to SMSC, British Values and other school ethos themes to be promoted within subjects. (Jan 2022)</p>	JRI	1 day release per middle leader: £1200	AWH and JRI to train staff at subject development staff meetings: 20/9; 15/11; 10/1 and INSET 4/1/22	<p>Middle leaders can self-evaluate developments in curriculum areas.</p> <p>Training has been delivered to middle leaders on curriculum development and Basket Documents (4/1/22). Advice re. 'hidden curriculum' has been given and middle leaders have been allocated extra time to update curriculum guidance.</p> <p>New curriculum long term plans and basket documents 85% complete ready for new website and to underpin future monitoring and evaluation by subject leaders.</p>

Priority 5: EYFS provision



Objectives:

1. The EYFS team feel confident in the planning, delivery and assessment of a broad and balanced curriculum which shows a progression of skills across each seven areas of learning.
2. Children in EYFS make more progress in their Literacy skills.
3. Forest School becomes a part of the EYFS curriculum, fostering a Forest School ethos.


Success Criteria:

- i. Staff surveys/supervision meetings/PM meetings show a positive attitude and capability to plan, deliver and assess the children in EYFS according to the new framework.
- ii. Observations, book look's, professional conversations, pupil progress meetings and tracking documents show children are 'On Track' for achieving Expected level in Reading and Writing at the end of the Summer Term.
- iii. Forest School sessions are planned and delivered once a week to children in FS2 (Spring Term onwards).

Actions (time scale)			Lead	Resources	Calendar dates	Evaluative Commentary		
No progress	Working Towards	Completed				Autumn	Spring	Summer
<p>5.1 JL to create new long-term planning documents to show breadth of curriculum, experiences and skills progression across both FS1 and FS2 and share with all EYFS team in training session. (Aut)</p> <p>JL to give time to EYFS team to be able to plan for experiences and opportunities for the children across the year - paying particular attention to cultural capital. (Aut)</p> <p>JL to monitor planning, delivery and assessment across EYFS through conversations, observations, monitoring of Seesaw, Supervision, PM and Pupil Progress Meetings. (All year)</p>			JLo	<p>Training Day - 1 hour</p> <p>SLT Time 1 x weekly</p>		<p>Staff surveys/supervision meetings/PM meetings show a positive attitude and capability to plan, deliver and assess the children in EYFS according to the new framework.</p> <p>Long term plan is constantly changing and being adapted depending on children's interests across all of EYFS. FS2 skills document in progress. Still working on FS2 skills doc</p> <p>FS2 Skills doc nearly done. Have rewritten the long term plan for EYFS to match the proforma that James wanted for KS1 and 2. This makes it consistent across the school albeit EYFS needed to look slightly different.</p> <p>Staff added experiences and opportunities straight onto long term planning doc when given time on training day. Lots of good ideas to ensure an exciting curriculum.</p> <p>Monitoring use of Seesaw, but cover needed for mornings so JLo can observe in FS1. FS1 share planning with JLo each week. Recent staff survey (see results) shows that adults in EYFS feel mostly confident/confident with planning activities, assessing children, the new EYFS framework and next steps for progression.</p> <p>Consistently monitoring planning and Seesaw. Able to 'pop in' now and again and observe when FS1 and FS2 are mixing but it is very difficult to spend any consistent time in FS1 due to staffing. I would really like to do this as although I see the planning and examples of learning activities on Seesaw, I don't get to see it in action and would like to observe how the adults are interacting with the children. Supervision and PM all going well. I utilised some time on the recent training day to have a whole team pupil progress meeting for all children in the EYFS. I shared my recent Gap Analysis and we discussed individual children in FS2 (progress, interventions etc). We then spoke in depth about each child in FS1 and</p>		

				made a judgement as to whether they are working at a level they should be for this time of year. EYFS staff later commented how valuable this was to discuss children together as they feel very stretched with staffing in FS1 and high number of SEND.
<p>5.2 JL to support, guide and advise JP on strategies to improve CL and Literacy skills in FS1. (All year)</p> <p>JL to adapt planning for phonics teaching from last year to enable children to develop 'mastery' of letters and sounds which includes new rhymes for letter formation. (Mostly Aut)</p> <p>JL to provide parents with information and confidence on how to help their children with their reading and writing skills, either through Seesaw or a workshop. (Aut 2)</p> <p>JL to begin investigating new validated phonics schemes for implementation next academic year. (Spring)</p> <p>JL to use FS2 Skills Progression document to plan for progress in Literacy skills. (All year)</p>	JLo	<p>SLT Time 1 x weekly</p> <p>Possible release time</p>		<p>Observations, book look's, professional conversations, pupil progress meetings and tracking documents show children are 'On Track' for achieving Expected level in Reading and Writing at the end of the Summer Term.</p> <p>Wellcomm language interventions are now being used as baseline/screening for all pupils as they enter FS1 rather than just those with concerns.</p> <p>Advised JP to begin library time with FS1 as well as 'words of the week' and 'story of the week'. JP has also organised for JR to read a weekly story to FS1.</p> <p>Children are learning letter formation rhymes alongside sounds. Already noticing impact in mark making. Adapted phonics sessions to include a rotation of 4 activities daily rather than 1 each day. Tracking is showing that children are generally securing their letters and sounds phase 2 Knowledge and that those who aren't have been identified and will be targeted next term (spring a) to allow them to catch up quickly.</p> <p>Parents have also been informed and have been given tips on how to support at home including a pack of activities. Video tutorials of myself modelling first stages of reading shared with parents on seesaw. Good feedback from this. Parents have asked for more videos to help with reading and writing.</p> <p>Individual guidance and feedback given to those parents who need it or who have asked for it. Bespoke videos sent.</p> <p>Begun to research schemes including Little Wandle and Sounds Write. Shared notes from Little Wandle information webinar with SLT which had some points to consider before going ahead with it. Would like to go and see it in action, as well as Sounds Write as that seems to be the scheme most Blandford Primaries are using.</p> <p>MH has been to observe SoundsWrite, as had JR at Milldown and are positive about the scheme. I have begun researching it and joined a support group for it. Awaiting clarification on some questions.</p> <p>Not finished yet but am using the parts that are - working document, completing as I go along.</p>
<p>5.3 JL to add Forest School opportunities into the long term planning doc for EYFS. (Aut)</p> <p>JL to order equipment and resources needed for Forest School sessions. (Aut ongoing)</p>	JLo	<p>Equipment list (JL/KP)</p>		<p>Forest School sessions are planned and delivered once a week to children in FS2 (Spring Term onwards.)</p> <p>Site at school nearly ready to begin using. Activities have been planned. Risk assessment to be updated for new site. Forest school folder handed in ready for marking. Some equipment has begun to be ordered. Meeting with KP before half term to plan forward on when sessions can start. Basic equipment ordered and delivered but need to order more, especially for ks2. Portfolio is now with Ascentis for marking - awaiting results.</p> <p>Still awaiting school based FS site to be fully cleared before we can use.</p>

<p>JL to complete Forest School Portfolio, hand in for marking and gain Level 3 certificate. (Aut)</p> <p>JL to assist KP to set up a temporary Forest School area on the school site whilst the Garrison Forest School site is being built. (Spring)</p> <p>JL to begin once weekly Forest School sessions for FS2 on Tuesday afternoons. (Aut 2)</p> <p>JL to offer FS1 1 x session each half term. (Aut 2)</p>				<p>School based FS site now active. FS2 are accessing 1 x session each week and are currently loving the experience! Site is an ongoing project. We have recently acquired some logs for a seating area around a portable fire pit. More ordering of equipment to be done. KP has started her sessions with KS2 once a week. I am now a fully qualified Level 3 Forest School Leader!</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Priority 6: Leadership and management</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. The school is proactive in supporting staff well-being and mental health. 2. Professional development is underpinned by coaching conversations. 3. Middle leaders are empowered through Assess/Plan/Do/Review (A/P/D/R) cycle. 4. Whole school improvement is driven by clear accountability between SLT and Governance. <p>Success Criteria:</p> <ul style="list-style-type: none"> • A staff mental health policy is developed and applied consistently. • Coaching cycles are used as evidence towards meeting PM objectives. • A review/plan/monitor schedule is followed by middle leaders, with the involvement of link governors. • SLT make regular evidence-based evaluations on school improvement priorities, as part of a leadership report to governors. 			
<p style="text-align: center;">Actions (time scale)</p> <p style="text-align: center;">No progress Working Towards Completed</p>	<p style="text-align: center;">Lead</p>	<p style="text-align: center;">Resources</p>	<p style="text-align: center;">Calendar dates</p>	<p style="text-align: center;">Evaluative Commentary</p> <p style="text-align: center;">Autumn Spring Summer</p>
<p>6.1 Train designated senior mental health lead (TBC).</p> <p>Re-purpose regular staff social events across the year (ongoing)</p> <p>Train class teacher as mindfulness practitioner and include mindfulness activities at the start of staff meetings and INSET. (Aut)</p>	<p style="text-align: center;">CGo</p>	<p>Supply cover for CGo to attend training</p>	<p>RBd/CGo to train staff at subject development staff meetings: 28/2; 25/4</p>	<p style="background-color: #e0ffff;">A staff mental health policy is developed and applied consistently.</p> <p>Staff have been led by Asst. Head in developing a mission statement for mental health across the school.</p>

<p>Develop staff mental health policy (Spring 1).</p> <p>Advise staff on applying staff mental health policy (Spring 2).</p>		2 days supply cover est £240		
<p>6.2</p> <p>Refresh awareness of coaching training and resources to support (Autumn).</p> <p>Promote 6 coaching sessions per year and review impact through PM evidencing and staff consultations. (on-going)</p>	JRi		Coaching weeks: 20/9; 22/11; 17/1; 22/3; 23/5; 28/6	Coaching cycles are used as evidence towards meeting PM objectives
<p>6.3</p> <p>Share detail about APDR middle leader cycle and ask middle leaders to identify starting points.</p> <p>Middle leaders to reflect regularly on their progress through the 2-year cycle, involving governors where possible.</p>	JRi	1 day release per middle leader: £1200	JRi to lead staff at subject development staff meetings: 20/9; 15/11; 10/1; 28/2; 25/4; 20/6 and INSET on 4/1/22	<p>A review/plan/monitor schedule is followed by middle leaders, with the involvement of link governors</p> <p>Whilst an APDR cycle was shared with middle leaders and is ready to be implemented, more whole school work was needed in relation to curriculum development. This is close to being completed and will aid future middle leader actions.</p>
<p>6.4</p> <p>Enable SEF calendar to allow SLT to carry out activities, including link governors where possible.</p> <p>SLT to contribute to SDP self-evaluation commentary and leadership report to governors meetings.</p>	JRi		SEF weeks as above plus SLT review meetings on: 12/6; 6/12; 7/2; 4/4; 13/6	<p>SLT make regular evidence-based evaluations on school improvement priorities, as part of a leadership report to governors.</p> <p>Governors observed SLT at a recent SEF review meeting whereby senior leaders had prepared an evaluative commentary on the impact of recent actions for change.</p>