

# School Development Plan



**Westmoor Primary School**

North Tyneside

# Introduction

---

Priorities for school development stem from the Covid 19 pandemic and the resulting continued impact upon school. Our focus is to ensure the best possible education for our children, alongside a commitment to the mental wellbeing and health and safety of all. Astute school planning will ensure all children access the appropriate curriculum and no child will be disadvantaged. Where appropriate, school development priorities link directly to performance management targets.

Some aspects of last year's School Development Plan have been deferred and continue to be a focus for this academic year.

The Leadership and Management team and Governors support staff in these unprecedented times and targets and actions are subject to continual review.

## 21-22 SUBJECT LEADERSHIP

<b>RAG:</b>	● Amber	<b>Status:</b>	In Progress
<b>Priority:</b>	High	<b>Responsible:</b>	Head
<b>Team:</b>	Appraisal Team	<b>Monitor:</b>	Head
		<b>Dates:</b>	31/08/20 - 15/07/22

**Description:** Continue to develop/consolidate the knowledge, skills and understanding of all subject leaders, so that they proactively lead the subject and demonstrate impact of their work within their own subject area.

**Strategy:** In the role of a subject lead, understand and be able to communicate progression of knowledge and skills in the subject from FS to Year 6 and raise the profile of the subject across the school. Monitor and evaluate progression of knowledge and skills throughout the whole school within the subject.

**Monitoring \ Evaluation:** Whilst no specific actions or success steps were completed, initial steps were taken with regards to subject leadership. This was also a performance management target which in turn meant that pm targets were not met fully although every effort was made to provide support and training in a Covid secure way. Much of this anticipated success of this target was dependant upon collaboration and observation. Whilst bubbles existed and staff anxiety was high, it was impossible to provide support or guidance which would be of sufficient quality. This target will be deferred to next academic year and transferred again as a performance management target.

## Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Re-Visit</b>  <i>As a staff team re-visit guidance regarding subject deep dives. Gather information from staff as to areas of strength or development.</i>	● Not Completed	02/11/20 to 15/07/22	Head	Medium
<b>Mentor</b>  <i>Members of staff who experienced deep dive in Supportive Review to guide others to develop awareness. Support with triangulation of a range of information.</i>	● Not Completed	14/10/20 to 15/07/22	LM	Medium
<b>Peer Coaching</b>  <i>Provide opportunities for peer coaching with regards subject leadership and lesson observations. Lead whole staff training to ensure subject leaders are equipped with a clear understanding of expectations for a subject deep dive.</i>	● Not Completed	21/10/20 to 15/07/22	Head	Medium
<b>Website</b>  <i>Ensure all subject information is revisited and up to date on the website</i>	● Not Completed	21/10/20 to 11/03/22	Head	Medium
<b>Enrichment</b>  <i>Plan and promote enrichment days to raise the profile of the subject, subject to Covid restrictions</i>	● Not Completed	01/11/21 to 15/07/22	Head	Medium
<b>Pupil Voice</b>  <i>Conduct a pupil voice to gather children's views</i>	● Not Completed	21/10/20 to 15/07/22	Head	Medium

## Success Criteria

DESCRIPTION	COMPLETED
A completed skills audit of staff identifies gaps in knowledge and CPD needs	<input type="radio"/> NO
Up to date policy, website info, intent statement etc evidences the direction of the subject	<input checked="" type="radio"/> YES
Drop-ins (following protocols) provide evidence of quality of delivery	<input type="radio"/> NO
Enrichment days provide opportunities for the subject leader to lead the staff in CPD and generate opportunities for children to apply knowledge and skills and showcase their learning	<input type="radio"/> NO
Programme of CPD, drop-ins	<input type="radio"/> NO
Books demonstrate clear progression of the acquisition of age appropriate skills	<input type="radio"/> NO
Pupils verbalise their learning and demonstrate strong, age appropriate subject knowledge.	<input type="radio"/> NO

<b>RAG:</b>	● Amber	<b>Status:</b>	In Progress
<b>Priority:</b>	Medium	<b>Responsible:</b>	Head
<b>Team:</b>	Appraisal Team	<b>Monitor:</b>	Head
		<b>Dates:</b>	01/09/20 - 15/07/22

**Description:** Ensure equality of access to a broad and rich curriculum, both in school and home learning. Precise live marking and verbal praise and feedback impacts on pupil progress and deepens learning.

**Strategy:** Ensure access to a rich and varied curriculum (within Covid 19 restrictions). Plan for opportunities for school or home based learning, ensuring no child is disadvantaged through access. Refine and embed approaches to feedback, so that pupils are increasingly empowered to self-correct and enhance their own learning. Through precise teaching and assessment (A4L) provide personalised challenges/mastery tasks and activities for all ability groups.

**Monitoring \ Evaluation:** Due to Covid restrictions, periods of remote learning, and implementation of bubbles, certain actions could not be completed, nor success steps met. Pupil voice and informal drop ins could not be undertaken to maintain the sanctity of the bubbles or to maintain social distancing. Through staff surveys and individual risk assessments the SLMT were aware of the range of staff anxieties and could not impose expectations for close contact tasks of any kind. With the hope of a return to some kind of normal, this target will continue into the next academic year with an acute focus on live marking, feedback and opportunities to monitor through drop-ins, pupils voice, book scrutinies.

## Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Planning</b>  <i>Plan a rich and varied curriculum within Covid 19 secure environment</i>	✔ <b>Completed</b>	30/09/20 to 16/07/21	LM	<b>Medium</b>
<b>Home Learning</b>  <i>Agree school protocol on substance (quality and quantity) of home learning tasks. Agreed format of bubble home learning and individual home learning. Ensure best opportunities and outcomes for pupils alongside a commitment to teacher wellbeing.</i>	✔ <b>Completed</b>	30/09/20 to 18/12/20	Head	<b>Medium</b>
<b>Communication</b>  <i>Share curriculum plans with parents. Ensure parents are aware of ARE. Signpost parents to support e.g. instructional videos. No face to face parent teacher consultations, but remind them of continued support via telephone/e mail</i>	✔ <b>Completed</b>	30/09/20 to 18/12/20	LM	<b>Medium</b>
<b>Feedback Marking</b>  <i>Continue to support staff in the adoption of approaches to live marking. Ensure consistency in remote learning, both in the work set and responses given.</i>	✔ <b>Completed</b>	30/09/20 to 15/07/22	LM	<b>Medium</b>
<b>Documentation</b>  <i>Ensure consistency between subject documentation with regards to sufficient levels of details to enable teachers to plan effectively</i>	✔ <b>Completed</b>	10/11/20 to 18/12/20	Head	<b>Medium</b>

## Success Criteria

DESCRIPTION	COMPLETED
Pupil voice evidences how feedback is given and the impact it has on pupils' learning and progress	<input type="radio"/> NO
Book scrutinies and informal drop-ins (or scrutiny of SeeSaw home learning posts) demonstrate a consistent approach to live marking	<input checked="" type="radio"/> YES
When appropriate, annotations show where teachers/TAs have addressed misconceptions or posed individual challenges which enable children to attain/achieve an increased level of success	<input checked="" type="radio"/> YES
Clear curriculum plans on school website	<input checked="" type="radio"/> YES
Home Learning protocol	<input checked="" type="radio"/> YES
Access to technology	<input checked="" type="radio"/> YES
Learning objectives and challenges are shared verbally	<input checked="" type="radio"/> YES
Teachers and children reflect on successes and next steps	<input type="radio"/> NO



# 21-22 READING

<b>RAG:</b>	<span style="color: orange;">●</span> <b>Amber</b>	<b>Status:</b>	<b>In Progress</b>
<b>Priority:</b>	<b>High</b>	<b>Responsible:</b>	LM
<b>Team:</b>	SLT	<b>Monitor:</b>	Head
		<b>Dates:</b>	01/09/21 - 31/08/22

**Description:** Ensure the teaching of reading is effective across the whole school.

**Strategy:** Thorough audit of reading resources across school. Establish a robust baseline assessment of reading. Reading Expert team drives training and staff development. Use of RWI portal to deliver high quality training. Regular monitoring and feedback with timely actions. Progress of pupils monitored with prompt interventions for those not making expected progress.

**Monitoring \ Evaluation:** -

## Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>AUDIT</b> <i>Complete audit of current of current reading scheme to identify gaps in resources</i>	✔ <b>Completed</b>	07/06/21 to 16/07/21	Head	<b>Medium</b>
<b>TRAINING PACKAGE</b> <i>Investigate and then purchase training package.</i>	✔ <b>Completed</b>	05/07/21 to 15/10/21	Head	<b>Medium</b>
<b>LEADERSHIP IMPLEMENTATION DAY</b> <i>Delivery of training day, facilitated by official RWI trainer. Involve all relevant SLMT and produce action plan</i>	✔ <b>Completed</b>	06/09/21 to 15/10/21	Head	<b>Medium</b>
<b>ESTABLISH AN EXPERT ASSESSMENT TEAM</b> <i>Involve keys members of staff - Early years, Literacy Lead, Inclusion Manager, EY phonics lead</i>	✔ <b>Completed</b>	15/10/21 to 15/10/21	Head	<b>Medium</b>

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>ASSESSMENT</b>	✔ <b>Completed</b>	15/10/21 to 22/10/21	Head	<b>Medium</b>
<i>Assess all children in FS and Key Stage 1 with the official materials. Extend this assessment to all non-fluent readers across the whole school. Share data with the RWI team through the creation of a spread sheet of results.</i>				
<b>GROUPINGS</b>	✔ <b>Completed</b>	01/11/21 to 05/11/21	Head	<b>Medium</b>
<i>Group children according to assessment outcomes. Seek guidance from RWI team with regards to any anomalies and group sizes. Allocate appropriate staff to groups and teaching spaces.</i>				
<b>WHOLE STAFF PROFESSIONAL DEVELOPMENT</b>	● <b>Not Completed</b>	02/11/21 to 15/07/22	Head	<b>Medium</b>
<p><i>2.11.21 Two hour staff meeting speed sounds, Opportunities to access official guidance and peer coaching.</i></p> <p><i>23.11.21 Two hour staff meeting speed sounds, Opportunities to access official guidance and peer coaching.</i></p> <p><i>07.12.21 Two hour staff meeting speed sounds, Opportunities to access official guidance and peer coaching.</i></p> <p><i>04.01.22 Full day storybook training sessions Further sessions to be delivered by SLMT</i></p>				
<b>IMPLEMENTATION</b>	✔ <b>Completed</b>	08/11/21 to 17/12/21	Head	<b>Medium</b>
<i>Implement RWI Learning To Read sessions with a focus on the delivery of speed sounds inline with training programme.</i>				
<b>COMMUNICATION</b>	✔ <b>Completed</b>	08/11/21 to 12/11/21	Head	<b>Medium</b>
<i>Inform parents of Foundation Stage and Key Stage 1 of the expectations of the Learning to Read programme. Provide official video training material and power points to parents. Make parents aware of new books to be shared at home. Reading bag to include: RWI fully decodable book, aligned to the child's current corresponding RWI school book. Reading for pleasure fir breadth, depth and enjoyment. Guidance for parents outlining expectations for each book.</i>				

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>CYCLE OF ASSESS AND REVIEW</b> <i>At the end of every half term, all children to be assessed. Outcomes are recorded. Progress gauged, appropriate interventions identified. Staff and/or children assigned a new group as appropriate.</i>	✔ <b>Completed</b>	13/12/21 to 17/12/21	Head	<b>Medium</b>
<b>DEVELOPMENT DAYS - EXPERT TEAM</b> <i>15.10.21 - Leadership implementation day. 03.11.21 - Advice and guidance 09.11.21 - Advice and guidance Further two days to be allocated in summer term.</i>	● <b>Not Completed</b>	15/10/21 to 15/07/22	Head	<b>Medium</b>
<b>PEER COACHING</b> <i>Implement a model to ensure consistency of practice and approach e.g. signals, vocabulary, delivery. Through regular drop-ins record feedback in a training log as part of an ongoing cycle of professional development linked to performance management.</i>	● <b>Not Completed</b>	06/12/21 to 15/07/22	Head	<b>Medium</b>
<b>MONITORING</b> <i>Expert reading team carry out at least half termly drop-ins/observations of learning to read sessions. Based on outcomes, provide further support e.g. peer coaching or redirection to specific training modules on the RWI portal.</i>	● <b>Not Completed</b>	10/01/22 to 15/07/22	Head	<b>Medium</b>

## Success Criteria

DESCRIPTION	COMPLETED
Robust baselines using Hodder, RWI	✔ <b>YES</b>
Resources purchased to ensure full coverage	✔ <b>YES</b>
Expert Reading team established and access training	✔ <b>YES</b>
Record of staff training	● <b>NO</b>
Live document of childrens' reading progress and attainment	● <b>NO</b>
Training log of monitoring and resulting actions	● <b>NO</b>

<b>RAG:</b>	<span style="color: #C8513E;">●</span> <b>Amber</b>	<b>Status:</b>	<b>In Progress</b>
<b>Priority:</b>	<b>High</b>	<b>Responsible:</b>	HH
<b>Team:</b>	SLT	<b>Monitor:</b>	Head
		<b>Dates:</b>	01/09/21 - 31/08/22

**Description:** Establish the Revised EYFS Statutory Framework

**Strategy:** The curriculum is well sequenced and progressive across all seven areas of learning. The curriculum is enacted across the phase so that the written curriculum is reflected in practice. Practitioners in the phase can articulate ongoing learning and locate it within the broader curriculum plan. All subject leads can locate the foundations of their subject in early years plans and practice. The safeguarding requirements are met

**Monitoring \ Evaluation:** -

### Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>PROGRESSION DOCUMENT</b> <i>EY team consider new guidance, then map out progression document from Nursery to end of Reception.</i>	<span style="color: green;">✔</span> <b>Completed</b>	01/06/21 to 30/06/21	Head	<b>Medium</b>
<b>DAILY ROUTINES</b> <i>Consider how the progression document will be delivered on a day to day basis and agree changes to practice with consistency of daily routines</i>	<span style="color: green;">✔</span> <b>Completed</b>	01/07/21 to 16/07/21	Head	<b>Medium</b>
<b>PLANNING</b> <i>Update and streamline all aspects of planning, beginning with medium term following on from progression document. Ensure regular consideration of individual pupil progress and appropriate interventions.</i>	<span style="color: grey;">●</span> <b>Not Completed</b>	06/09/21 to 15/07/22	Head	<b>Medium</b>

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>EVALUATE</b> <i>Routinely reflect on progression document to ensure appropriately matched to cohort whilst providing challenge.</i>	● Not Completed	06/09/21 to 15/07/22	Head	Medium
<b>ASSESSMENTS</b> <i>Through robust monitoring and routine regular conversations, ensure staff make the transition from frequent observations to high quality engagement with children. Ensure priority is given to team discussions around children.</i>	● Not Completed	06/09/21 to 15/07/22	Head	Medium
<b>INTERVENTIONS</b> <i>Through quality teaching and high quality interactions with children, identify children at risk of falling behind. Plan to address gaps through quality first teaching. When required, swiftly implement small group or one to one interventions with clear start and end points with impact evidenced. Draw on specific programmes such as BLAST, THRIVE, RWI.</i>	● Not Completed	06/09/21 to 15/07/22	Head	Medium
<b>STAFF CPD</b> <i>Deliver new EYFS training for staff, specific to subject leads. Support subject leaders to identify where and how their subject sits within the seven educational programmes and specific to the uniqueness of our school.</i>	✔ Completed	02/09/21 to 03/09/21	Head	Medium
<b>THEORY INTO PRACTICE</b> <i>Allocate time for EY lead to work with subject leads to identify and evidence their subject with Foundation Stage.</i>	● Not Completed	01/03/22 to 15/07/22	Head	Medium

## Success Criteria

DESCRIPTION	COMPLETED
Progression Document specific to Westmoor	✓ YES
Routines embedded consistently in daily practice	✓ YES
Half termly Medium Term Plan on shared drive	✓ YES
Simplified medium term plan on website for parents	✓ YES
Knowledge building plans for subject leaders	● NO
Intervention planning	● NO
Bespoke group planning	● NO
Staff confidently verbalise needs, progress and next steps for individual children	● NO
Foundation Stage Profile maps attainment	● NO
Updated subject overview	● NO
EY lead met with subject leads	● NO
EY Team to engage on LA or other relevant training and networks	● NO

<b>RAG:</b>	<span style="color: orange;">●</span> <b>Amber</b>	<b>Status:</b>	<b>In Progress</b>
<b>Priority:</b>	<b>High</b>	<b>Responsible:</b>	SD
<b>Team:</b>	SLT	<b>Monitor:</b>	Head
		<b>Dates:</b>	01/09/21 - 31/08/22

**Description:** Ensure equity of access to ICT

**Strategy:** Improvements to infrastructure, connectivity. devices, curriculum, staff expertise, E safety. Appointment of apprentice to assist in rapid action.

**Monitoring \ Evaluation:** -

### Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>APPOINT APPRENTICE</b> <i>Recruit an ICT technician apprentice</i>	<span style="color: green;">✔</span> <b>Completed</b>	01/07/21 to 16/07/21	Head	<b>Medium</b>
<b>APPRENTICE CPD</b> <i>Access to relevant training through BALTIC. Time release (1 week every 6) Time to complete coursework. Log hours of tasks and portfolio of evidence</i>	<span style="color: blue;">●</span> <b>Not Completed</b>	01/09/21 to 05/09/22	Head	<b>Medium</b>
<b>APPRENTICE TRUST</b> <i>Develop links for training and support for school and apprentice through TRUST</i>	<span style="color: green;">✔</span> <b>Completed</b>	04/10/21 to 17/12/21	Head	<b>Medium</b>
<b>APPRENTICE SCHOOL SUPPORT</b> <i>Support in classrooms with access to technology. Support with troubleshooting and maintaining technology. Research appropriate technology for future use and longevity in school. Develop role to lead projects such as Digital Leaders, Lego League. Coordinate website development and updates.</i>	<span style="color: blue;">●</span> <b>Not Completed</b>	06/09/21 to 15/07/22	Head	<b>Medium</b>
<b>INFRASTRUCTURE AUDIT</b> <i>SYNC to audit school</i>	<span style="color: green;">✔</span> <b>Completed</b>	10/06/21 to 30/06/21	Head	<b>Medium</b>

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>CONNECTIVITY</b> <i>Explore options for provider and structure</i>	● Not Completed	01/11/21 to 31/01/22	Head	Medium
<b>SERVER LONGEVITY</b> <i>Staff to reduce quantity of stored documents. File storage infrastructure to be streamlined. Monitor how rapidly the server refills.</i>	● Not Completed	01/12/21 to 15/07/22	Head	Medium
<b>CLOUD BASED STORAGE</b> <i>Apprentice to research a range of storage systems in line with expectations for GDPR. Consider ease of access for staff and security of system when used off site and potential threats/breaches. Share findings with Governors and make decision based on LA, SWOT analysis, appropriate timing within school calendar for potential disruption.</i>	● Not Completed	15/07/21 to 31/08/22	Head	Medium
<b>WIFI</b> <i>Improve connectivity by redistribution and installation of wifi access points. This is costly (£4000)</i>	● Not Completed	01/02/22 to 15/07/22	Head	Medium
<b>DEVICES</b> <i>Raise funding when appropriate. Purchase through leasing arrangement sufficient l pads to have 30 per phase 1:3. Access Government funding to secure appropriate devices (laptops, l pads, chromebooks) Manage devices through Lightspeed</i>	● Not Completed	06/09/21 to 15/07/22	Head	Medium
<b>DEVICE MANAGEMENT</b> <i>Consider alternative system to lightspeed with regards to cost and efficiency/ease of use.</i>	● Not Completed	10/01/22 to 01/04/22	Head	Medium
<b>AUDIT HARDWARE</b> <i>Consider life expectancy of existing hardware such as classroom/staff computers and whiteboards. Consider cost implication, longevity and devise a purchase plan. Involve Governors.</i>	● Not Completed	01/02/22 to 13/05/22	Head	Medium



TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p><b>CURRICULUM</b></p> <p><i>Purchase an appropriate scheme of work in response to pupil voice and rapidly changing expectations. Ensure there is a wealth of resources to give all staff the confidence to teach regardless of staff expertise. Ensure progression and full coverage of National Curriculum. Ensure links with technology and STEM.</i></p>	● <b>Not Completed</b>	11/04/21 to 15/07/22	Head	<b>Medium</b>
<p><b>CPD</b></p> <p><i>Provide opportunities for the ICT lead to access all relevant training e.g. Lego Certified Educator and Digital Lead Practitioner Qualification.</i></p> <p><i>Introduce e-safety training for staff</i></p>	● <b>Not Completed</b>	10/10/21 to 15/07/22	Head	<b>Medium</b>
<p><b>ESAFETY</b></p> <p><i>Consider appropriate training tool/scheme for school. Audit/survey parents and children. Devise action plan in response to results.</i></p> <p><i>ICT Lead to lead action research project in collaboration with North Tyneside Learning Trust, regarding engaging parents with e safety.</i></p>	● <b>Not Completed</b>	08/11/21 to 15/07/22	Head	<b>Medium</b>

## Success Criteria

DESCRIPTION	COMPLETED
ICT apprentice appointed	<input type="radio"/> NO
ICT lead monitors Apprentice's progress through online portal.	<input type="radio"/> NO
Engagement at attendance at TRUST events. Positive feedback	<input type="radio"/> NO
Apprentice Log of task and hours to gauge effectiveness	<input type="radio"/> NO
Audit of infrastructure with identified points of action	<input type="radio"/> NO
Restructure of file storage system	<input type="radio"/> NO
Server backs up	<input type="radio"/> NO
Plan of action for connectivity	<input type="radio"/> NO
School moved to cloud based storage which is GDPR compliant	<input type="radio"/> NO
WIFI can be accessed at any point in school without losing connectivity	<input type="radio"/> NO
Sufficient working devices in school for 1:3	<input type="radio"/> NO
Devices managed efficiently	<input type="radio"/> NO
Hardware is effective	<input type="radio"/> NO
Monitoring evidences full curriculum delivery	<input type="radio"/> NO
Survey demonstrates positive impact of teaching of e-safety	<input type="radio"/> NO

# 21-22 CHARACTER EDUCATION

---

<b>RAG:</b>	● Amber	<b>Status:</b>	In Progress
<b>Priority:</b>	High	<b>Responsible:</b>	NW
<b>Team:</b>	SLT	<b>Monitor:</b>	Head
		<b>Dates:</b>	01/09/21 - 31/08/22

**Description:** Develop children's life skills, develop a growth mindset and build resilience through a school led programme.

**Strategy:** Support children's physical and mental wellbeing through regular structured sessions delivered where possible outdoors. Focus on core values of the RESPECT programme: working on Resilience, Empathy, Self-awareness, Positivity, Excellence, Communication and Teamwork.  
PICTURE NEWS

**Monitoring \ Evaluation:** -

## Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>INSTRUCTOR</b>  <i>Appoint a suitable individual to deliver sessions.</i>	<span style="color: green;">✔</span> <b>Completed</b>	11/10/21 to 17/12/21	LM	<b>Medium</b>
<b>PLANNING</b>  <i>Allow time for instructor to familiarise themselves with the Commando Jo materials.</i>	<span style="color: green;">✔</span> <b>Completed</b>	01/11/21 to 17/12/21	LM	<b>Medium</b>
<b>DELIVER</b>  <i>Adapt planning as necessary to deliver active sessions which promote the 5 British Values and the teaching of the 7 core character traits</i>	<span style="color: blue;">●</span> <b>Not Completed</b>	03/01/22 to 15/07/22	Head	<b>Medium</b>
<b>MONITOR</b>  <i>Monitor delivery of the programme ensuring quality first teaching and high levels of pupil engagement.</i>	<span style="color: blue;">●</span> <b>Not Completed</b>	01/02/22 to 15/07/22	Head	<b>Medium</b>
<b>PUPIL VOICE</b>  <i>Gather pupil views termly, reflect and review practice.</i>	<span style="color: blue;">●</span> <b>Not Completed</b>	17/03/22 to 15/07/22	Head	<b>Medium</b>

# 21-22 GAPS IN KNOWLEDGE

<b>RAG:</b>	<span style="color: orange;">●</span> <b>Amber</b>	<b>Status:</b>	<b>In Progress</b>
<b>Priority:</b>	<b>High</b>	<b>Responsible:</b>	CT
<b>Team:</b>	SLT	<b>Monitor:</b>	Head
		<b>Dates:</b>	01/09/21 - 31/08/22

**Description:** Identify and address gaps in knowledge through quality first teaching and specific interventions and tutoring programmes

**Strategy:** Staff are supported to deliver quality first teaching. Opportunities to discuss individual pupil needs with phase leader and half termly inclusion meetings, involving all staff. Children are swiftly identified for interventions with clear baseline and exit assessments. Good use is made of Government funding to access school led tutoring and the appointment of an Academic Mentor. Regular monitoring ensures accuracy of assessments and accurate targeting of individuals.

**Monitoring \ Evaluation:** -

## Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>FORMATIVE ASSESSMENT</b> <i>Consider possible summer dip in relation to school held pupil attainment data. Plan and deliver a range of tasks and activities to facilitate formative assessments of pupils starting points.</i>	<span style="color: green;">✔</span> <b>Completed</b>	06/09/21 to 17/12/21	Head	<b>Medium</b>
<b>PLANNING</b> <i>Plan units of work to consolidate previous learning, address cohort gaps in knowledge and introduce age appropriate new curriculum content for all abilities.</i>	<span style="color: blue;">●</span> <b>Not Completed</b>	06/09/21 to 15/07/22	Head	<b>Medium</b>
<b>EVIDENCE</b> <i>Through a range of assessment strategies and moderation, record pupil attainment three times a year (Target Tracker). Use NTAGs to inform precise judgements in Literacy and Maths. Use Point in Time Assessments to inform fluid groupings.</i>	<span style="color: blue;">●</span> <b>Not Completed</b>	07/01/22 to 15/07/22	Head	<b>Medium</b>

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>INTERVENTIONS</b>	● Not Completed	06/09/21 to 15/07/22	CT	Medium
<p><i>Learning to Read Programme - access interventions and one to one materials on portal. Fresh Start Learning to Read materials for children in Key Stage 2. Home learning access to portal materials.</i></p> <p><i>Inference - small focus groups to improve comprehension skills.</i></p> <p><i>Dyslexia programmes</i></p> <p><i>Maths - Success@Arithmetic, 1stclass@number 1 and 2, Becoming1stclass@number</i></p> <p><i>Teacher led- precise targetted literacy and maths to small groups</i></p> <p><i>National Tutoring Scheme - individual or small group focused sessions to address gaps in literacy and maths.</i></p>				
<b>ACADEMIC MENTOR</b>	✔ Completed	03/01/22 to 31/08/22	CT	Medium
<p><i>Apply through the National Tutoring Programme for AM. Ensure access to 90% financial subsidy (Sept 21 - Aug22)</i></p> <p><i>Appoint appropriate candidate. Member of staff to access intensive training (2 weeks).</i></p> <p><i>Plan for full time role. Work with groups of up to 6 children.</i></p>				
<b>ELIGIBLE PUPILS AM</b>	● Not Completed	03/01/22 to 24/01/22	CT	Medium
<p><i>Following consistent weekly tracking of vulnerable pupils during learning, identify those deemed to have fallen behind.</i></p> <p><i>Discussions with Phase Leaders to identify specific areas of need for each individual.</i></p> <p><i>Children grouped according to need and year group. Groups not to exceed 6 pupils.</i></p> <p><i>Review on a half termly basis.</i></p>				
<b>MONITORING AM</b>	● Not Completed	24/01/22 to 15/07/22	CT	Medium
<p><i>Inclusion Manager to be initial point of contact with regular (at least weekly) meetings to review progress. Agree next steps for children or professional development for AM. Appropriate key staff to support AM with teaching strategies, resources and understanding of each child's individual circumstances. Drop-in observations and pupil voice to continually evaluate</i></p>				

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>SCHOOL LED TUTORING GRANT</b>	<input type="radio"/> <b>Not Completed</b>	17/01/22 to 30/06/22	CT	<b>Medium</b>

*Access £5467 (ringfenced grant). Identify tutoring opportunities outside of the School timetabled teaching week. Match children with appropriate tutor. Plan and deliver weekly literacy and/or maths sessions across the whole school. Prioritise vulnerable pupils in the first instance.*

## Success Criteria

DESCRIPTION	COMPLETED
Target Tracker gives an accurate overview of pupil attainment	<input type="radio"/> <b>NO</b>
Medium term planning reflects cohort need	<input type="radio"/> <b>NO</b>
PITA and NTAGs	<input type="radio"/> <b>NO</b>
Half termly Learning to Read assessments	<input type="radio"/> <b>NO</b>
Entry and exit data	<input type="radio"/> <b>NO</b>
6 monthly dyslexia progress assessments	<input type="radio"/> <b>NO</b>
Pupil books evidence progress	<input type="radio"/> <b>NO</b>
Pupil voice qualifies pupil engagement and progress	<input type="radio"/> <b>NO</b>
Inclusion meetings reflect positive attitude to learning and progress	<input type="radio"/> <b>NO</b>
Mandatory data collections	<input type="radio"/> <b>NO</b>

# Conclusion

---

This plan is reviewed at least termly, but often more frequently as a live document. Actions may be added as priorities emerge or circumstances change.