

Elburton Primary Academy

Elburton Primary Academy Improvement Plan 21/22

Summary Evaluation

Introduction

The Elburton Curriculum is bespoke to our school and its context. The needs of our children as we have developed it around our five aims: to inspire our children; to build their self esteem; to show pride in all they do; to help them flourish as they find their strengths; to learn to respect and to show tolerance; to know how to be safe or where to go for help.

The National Curriculum is just one element in the education of every child: it provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Our teaching and learning approach is influenced by educational research into effective teaching practices and cognitive science. We recognise that progress means knowing more and remembering more. Our curriculum content in all subjects is carefully sequenced to build upon prior learning. It enables all children to reach the highest possible standards through ambitious, broad and balanced activities. We have thought very carefully about what drives our curriculum and how we ensure we are providing opportunities to develop lifelong skills alongside learning key knowledge. Underpinning our curriculum are four key drivers:

The environment We want every one of our children to value the environment and feel passionate about its management. Our curriculum provides opportunities to be responsible for our school, our local area, our world and everything in it.

Resilience Our curriculum focuses on the knowledge and personal qualities needed for children to be successful and confident. It teaches them to challenge themselves, set themselves goals and to never give up.

Respect We believe if children develop a deep knowledge of other cultures it helps them to understand different perspectives within the world in which we live. Children will learn to respect and celebrate differences as well as value other peoples' opinions, cultures and beliefs.

Communication is more than spoken language. Our curriculum promotes an ambitious use of language in all forms and well as teaching children to become good communicators. Children will learn that words, actions and how they listen to others makes them a good communicator.

We are ambitious for all groups including SEND and disadvantaged children. We strive for all our learners, enabling them to problem solve and undertake learning at a deeper level. To achieve this, we have developed a curriculum with rich learning opportunities that enable the children to make strong connections. In order to do this, we maximise learning by carefully designing content that makes strong links between subjects whenever possible.

Our curriculum takes advantage of our local environment and in selecting our areas of study, we consider our local area; what it is now and what it has been through history and how our city and its surroundings have been shaped over time. Making the most of our wonderful locality is paramount.

Carefully enhanced enrichment, through purposeful visits and activities, designed to build curiosity, enhance vocabulary and engage children with delight and enthusiasm to learn. We want our children to experience and appreciate beautiful things and be inspired to create a diverse range of art, music, dance and to have pride in the presentation of their learning. Extra-curricular activities are part of this enhancement and we offer a broad range of clubs across the year.

Context		
School context	Pupil profile	Pupil needs
Headteacher has been in post since September 2020, Keith Smithers	NOR: 424	% SEN (number of pupils): 7.1% SENCO: Lisa Birnie Pastoral Support Lead: Lisa Clark
SLT info: The school has two assistant headteachers Ros Light and Lisa Birnie	Attendance: 19/20 - 96.12% 20/21 – 97.4%	Number of EHCPs: 4 1 pending
CEO of Horizon Trust: Maria Anderson Governance: Chair of Governors: Anna Clooke Vice Chair: Carrie Tutte	Two form entry: F/KS1: PAN 60 KS2: PAN 62	Pupil Premium 2020/2021: £70,510 PP: 16.9%, LAC/PLAC: 2 children Service: 43 children
Safeguarding: DSL: Keith Smithers DDSL: Sarah Bates	Child Protection: Open CPP- 1 CIN- 3 EHAT- 0	Number of pupils - Foundation to Y6 - 424 Stepping Stones – 46 on roll. Capacity of 24 per day on site

School improvement priorities	<ul style="list-style-type: none"> • Improved progress and attainment in writing. • Effective, consistent and targeted teaching of phonics through Read, Write, Inc. • Implementation and measured Impact of a broad and balanced curriculum. • Ensure all children, including the bottom 20% of all subjects, make progress in line and above national expectations across the curriculum. • Early identification and support for children with regards to oracy, speech and language.
	<p>Improvement Plan written by: Keith Smithers, Ros Light, Lisa Birnie, Emma Marriott, Chantal Churchill, Emily Greatrex, Anna Clooke</p> <p>Agreed by Governors on:</p> <p>Reviewed on : update by dating and showing who</p>

1) QUALITY OF EDUCATION

INTENT:

- To raise standards in writing across the school by improving the teaching and learning of writing.
- To raise standards in reading through effective, consistent and targeted teaching of phonics through Read, Write, Inc.
- To understand and apply Rosenshine’s 10 key principles of high-quality education.

Implementation	Who	When	Impact	How will we know?	Cost
1a) High quality texts are at the heart of the English curriculum to enrich the children’s cultural capital and provide stimulus for writing opportunities that promote a love of writing.	EM and teaching teams.	September – review of long-term planning – EM / writing leads. October half term planning agreed and in place. Throughout the year planning is revised and adapted by writing leads.	All staff have had opportunity to take part in the curriculum design with the English Lead and have ownership of the curriculum. Coaching has taken place to support staff with the new curriculum and its implementation. Staff have access to high quality planning materials (Jane Considine / Literacy Shed+). Meaningful links are made between subjects and the English curriculum to enrich the children’s learning experience. Children are able to identify these links and become invested in their learning. A clear text map which has exposure to quality texts is implemented throughout the school. New texts are a purchased and used to support the curriculum.	Long term plan / text map agreed and in place following September Curriculum days. EM book scrutiny - each half term - books reflect the changes to the curriculum and exposure to texts. Planning Scrutiny – Nov 2022 - units in line with text map / long term plan. Writing deep dive – June 2022 – book scrutiny and pupil voice. Children to be able to discuss their writing	£500 to purchase texts. HLTA cover x 3 days for EM to meet subject leaders. HLTA cover 6 x 0.5 days throughout the year. Subscriptions £280

			<p>Texts used throughout the school reflect a range of genres - archaic, modern, picture book to provide stimulus and interest?</p> <p>All children are passionate about their writing and are able to write confidently in a range of styles and rates of progress are accelerated for all.</p>	<p>journey and the range of texts throughout the year.</p> <p>Children talk passionately about their writing and enjoy English lessons.</p>	
<p>1b) English lessons are well-planned, follow a consistent approach and build on prior knowledge to ensure access to quality writing teaching resulting in high rates of progress.</p>	<p>EM</p> <p>All teachers and HLTAs</p>	<p>INSET - Sept 21 to outline expectations.</p> <p>Further INSET each term to share practice.</p> <p>Throughout the year – planning to be adapted in accordance of new agreed format.</p>	<p>Teaching follows EEF guidance in the Early Years, KS1 and KS2 to ensure children are given access to a quality teaching sequences which promotes writing and includes: text immersion, supported writing through modelling, planning, drafting, sharing, evaluating, revising, editing and publishing.</p> <p>Planning and teaching materials reflect the core components of text structure, purpose, organisation, grammatical techniques and these are deliberately planned for in units of writing.</p> <p>Ensure pre-writing activities are embedded in practice from EYFS onwards.</p> <p>Links between phonics and writing are made to ensure children understand how to form words.</p> <p>Ensure parents are informed to support writing in all year groups.</p> <p>Further develop writing opportunities that build skills.</p> <p>Ensure that message centres are available in all areas of the foundation stage environment to foster a love of writing.</p> <p>Teachers ensure key skills are embedded through the use of techniques such as flash backs and repeated practise.</p> <p>Staff members use planning tools (Jane Considine and Literacy Shed+) to plan meaningful units which follow a consistent approach. Similarities between delivery is evident between year groups to support children in the writing process.</p> <p>Common language is used by all staff and children when writing and talking about writing to ensure consistency.</p>	<p>Lessons are seen that follow the agreed format. All lessons cover the key elements as outlines.</p> <p>Evidence in books reflects the teaching sequence as seen during book scrutiny – Nov 21 and June 22.</p> <p>Pupil voice – children can articulate their writing journey and the processes involved at each stage.</p> <p>Consistency in approach evident through book scrutiny and planning scrutiny – flipcharts should have similarities between all year groups. Evident in planning scrutiny and lesson observations.</p> <p>Language used in all classrooms is consistent and children are clear of terms and expectations.</p>	<p>3 x 0.5 supply for planning / book scrutiny as above.</p>

			<p>All members of staff are confident in talking about curriculum design and how the teaching sequence promotes writing.</p> <p>Children are aware of the writing journey and are aware of how the stages help develop their writing. They are confident to talk about their writing and share their work.</p> <p>Independent free writing tasks are used as an end task which reflects the learning sequence. Key features of the children's learning in English are seen in this independent writing.</p>	<p>All staff value written outcomes and work is shared.</p> <p>Key skills are evident in independent writing which shows that these skills are embedded.</p>	
1c) Modelling is used extensively throughout the school to raise standards in writing for all children including the lowest 20%	EM Class teachers and TAs	<p>INSET – Sept 21 – to highlight the importance of modelling.</p> <p>INSET – Oct 21 – to focus on effective modelling</p> <p>Opportunities for modelling planned and included in all units throughout the year.</p> <p>Throughout the unit – ensure modelling is given high priority.</p>	<p>Flipcharts avoid cognitive load and develop the writing process through carefully planned activities.</p> <p>Modelling is embedded through the teaching sequence to ensure children are supported in the formation of their writing. This includes teachers using paper flipcharts to develop ideas.</p> <p>Teachers make use of a range of modelling techniques including 'think-alouds', guided writing and writing frames to develop the writing process.</p> <p>Teachers and children interact throughout the writing process to develop ideas and techniques for writing.</p> <p>WAGOLLS and example texts to be used throughout the teaching sequence to support children in the initiation phase so that they have knowledge of what the end goal looks like.</p> <p>Slow writing used as a tool for teaching writing and to support the children in producing high quality written outcomes especially in KS1 and LKS2.</p> <p>High standards of Oracy are evident throughout the school with children using stem sentences and writing frames to support their writing.</p> <p>Vulnerable groups of learners, including the lowest 20%, are identified and opportunities are provided for them to have access to modelling and writing support materials to scaffold the writing process further.</p>	<p>INSET has taken place and staff are confidently using modelling in their everyday practice. This is evident through</p> <ul style="list-style-type: none"> - Planning - Flipcharts - Children's supported writing - Pupil voice - Lesson observations - Environment walks <p>Children have the ability to construct pieces of writing and independently apply their learning.</p> <p>Modelling is at the heart of the English curriculum.</p> <p>Evidence of modelling in books and on learning walls.</p> <p>Lowest 20% are making progress and the attainment gap is closing.</p>	Resources to support modelling (flipcharts) - £100 per year where needed.

<p>1d) Classroom environments provide support in supporting the writing process</p>	<p>EM Class Teachers</p>	<p>INSET – Sept 21 – shared expectations and good practice. Class teachers throughout each unit.</p>	<p>Working walls are used to support all stages of the writing journey and are constantly evolving to help support the children. Working walls use mnemonics and common features. Support materials such as word banks are made available to support vulnerable groups of learners and the most able when making word choices and constructing sentences.</p>	<p>EM / SLT environment walk each term - learning walls to reflect the teaching sequence and support writing at all stages. Pupil voice – Feb 22 – children to be able to express how they access the environment and how it supports them.</p>	<p>0.5 x 3 HLTA cover</p>
<p>1e) Children are fluent writers as a result of high standards of presentation.</p>	<p>EM EG Class Teachers</p>	<p>INSET –Sept 21 to launch handwriting focus. To ensure RWI ditties used correctly Sept – Oct – delivery of handwriting catch-up</p>	<p>EYFS to use the progression of pencil grip document to document their grip at three points across the year. Captured on Tapestry. RWI ditties used to teach letter formation in EYFS and Y1. Daily writing to take place within RWIinc sessions as per the programme. LetterJoin used as a teaching tool to deliver handwriting lessons. 8 week handwriting catch-up programme in place to support letter formation from Y2 – Y6. Intervention in place to support children who are not making sufficient progress.</p>	<p>Book scrutiny to show increased standards in presentation. Evidence of handwriting practice seen in books / paper. Planning scrutiny. Work seen in books is of a high standard and children have pride in their work and presentation.</p>	<p>Letter join licence £400</p>
<p>1f) Standards in writing have risen and the writing attainment gap has closed - children’s outcomes in writing exceed national averages at ARE and GDS from EYFS – Y6.</p>	<p>MAT EM All staff</p>	<p>Assessment dates Grids in place by OCT HT Termly progress writes – assessed Moderation across MAT / school at agreed dates within the year.</p>	<p>Assessments have taken place according to MAT guidance. Analysis of writing shows evidence using MAT writing grids and national assessment tracking procedures indicates accelerated rates of progress for all groups. Independent writing takes place in ‘Progress Books’ and indicates good rates of progress for all learners. Moderation has taken place between and across year groups as well as within the MAT to ensure consistency. Staff have clear knowledge of the writing outcomes for their year group and make accurate judgements. Support has been given where this is an issue. Where progress rates of slow for children there is early identification of those in need and targeted support is put in place.</p>	<p>Assessments in line with MAT assessment dates. Assessment grids in place and agreed across the MAT. 4 – 5 yearly progress writes in ‘Progress books’ - analysis during monitoring cycle. Termly moderation has taken place. Pupils have made good progress and assessments indicate that standards are above national averages. Pupil Progress meetings and SEND reviews support the</p>	<p>Book fund – to purchase yearly progress books.</p>

				identification process and ensure intervention is in place.	
1g) The Horizon Writing Hub provides support for the English subject lead and allows the school to keep up- to-date with new initiatives	EM Writing Leads	EM attends writing Hub sessions and disseminates knowledge with staff on a regular basis.	Good practice and new initiatives are shared amongst the MAT schools to ensure a consistent approach at EPS and across the MAT. New initiatives are adopted and the school is constantly reviewing practice and moving forwards.	Hub meetings have taken place and have supported English Lead. Knowledge shared with staff through INSET.	EM release time to attend MAT Writing Hub sessions
1h) Phonics lessons are taught with a consistent approach from all reading teachers.	EG Reading Teachers	Coaching and training ongoing throughout the year.	Training is given to new starters through the use of the Ruth Miskin Training Portal. All reading teachers have access to the Ruth Miskin Training Portal at home and are directed by the Reading Leader to specific training videos depending on need. All reading teachers have access to Oxford Owl Online which contains the most up to date planning. This planning is followed by all reading teachers. Reading Leader runs a weekly practise session to give opportunities for rehearsal and to ensure consistency. This practise session is guided by data and covers aspects of the programme that have been identified as being taught less effectively during data analysis/observations. Reading Leader coaches individual reading teachers with their groups Mon-Thurs. Reading Leader is available to offer support and answer questions where necessary. Development Days include drop ins to RWI lessons to ensure a consistent approach is being followed.	Learning walks show consistency between phonics teaching in each group. Evidence from report written on development days.	Cost of Development Days Subscription to Ruth Miskin Portal Subscription to Oxford Owl
1i) Lowest 20% and slowest progress readers across the school are supported by either high quality 1:1 tuition or targeted reading.	EG 1:1 Tutors	Adapted after each assessment point throughout the year.	Reading Leader identifies slowest progress readers in each termly assessment by using the progress tracker grid. 1:1 or small group tuition provided for 10 mins daily to work on missing skills. Tutors follow steps in 1:1 tuition handbook and record progress on 1:1 tuition record. Tuition is timetabled and recorded on a weekly tick sheet to ensure it is prioritised.	1:1 Tuition Records demonstrate progress. Progress evident in 6 weekly assessments and tracking grids.	

			<p>Teachers create targeted readers list and an adult reads with these children 3-5 times a week.</p> <p>Pinny time used throughout the week to give opportunities for children to rehearse speed sounds.</p> <p>This happens throughout the day and before hearing targeted readers.</p> <p>Afternoon speed sound lessons completed to rehearse speed sounds (post covid timetable).</p> <p>1:1 tutors have guidance and training from Reading Leader and Ruth Miskin Training Portal.</p>		
1j) Home reading books accurately match sounds children have been taught and engagement with home reading is high.	EG Reading Teachers	Autumn Term	<p>Phonics eBook subscription has been purchased (for £175). Core story books read within RWI sessions are sent home every 3 days (in line with 3rd read in story book lesson) for children to read with their parents at home. The children are expected to read this book and complete the comprehension quiz. This will be set and monitored by Reading Teachers.</p> <p>Children also take home a RWI Book Bag book as an additional supplementary book. This is sent once a week for additional reading practise and children are encouraged to read it 2-3 times within the week.</p> <p>Parents are given guidance through our school website around how to engage with home reading, story times and Fred games. A parent workshop is run to explain and model our reading process and gives advice about how to support children with reading at home.</p>	Children are engaging with the eBooks and are completing quizzes regularly.	E-book subscription (£175 for this year) Book bag books (£1627.50)
1k) Nursery staff prepare children for their reading journey by developing early phonological awareness.	EYFS team CC LM	SpringTerm Summer Term 2	<p>Pre School staff to use 'pure sounds' when modelling Fred Talk. Staff to watch the sound pronunciation guide.</p> <p>Children to play Fred Talk games daily to teach oral blending. Nursery have a Fred Frog beanie.</p> <p>Staff to teach children to name the pictures. Nursery have picture cards and a set 1 frieze.</p> <p>In the half term before starting Foundation, staff to teach a set 1 sound a day and rehearse letter formation in the air. Children will start writing sounds when they begin in Foundation.</p>	Preschool staff use pure sounds when modelling oral blending. Children are beginning to orally blend words in their environment e.g coat, book.	

<p>1l) The Horizon RWI Hub provides support for the Reading Leader and allows the school to be kept up to date with new initiatives.</p>	<p>EG Reading Leaders</p>	<p>Reading Leader training each half term with Horizon RWI Hub.</p>	<p>The Horizon RWI Hub works with Leah Sanders (RWI Trainer) to develop expertise. Updates are shared, rehearsed and filtered down to Reading Teachers to further improve our practise. Reading teachers are informed of new updates through a 'Teams Chat'. Here questions can be asked to the Reading Leader and training sessions can be arranged.</p>	<p>Reading teachers are aware of updates.</p>	<p>HTLA cover for 1 afternoon per term.</p>
<p>1m) Standards of reading in EYFS and KS1 have risen. National assessments exceed national averages and in school summative assessments show an increase in children meeting ARE/GDS.</p>	<p>EG Reading Teachers</p>	<p>Y1 PSC Y2 PSC Retakes NFER</p>	<p>Half termly assessments take place with assessment team. Children reorganised into homogenous groups. Reading leader to assign most appropriate reader teachers to each group and assign rooms. Reading leader to update progress tracker, complete data drop and analyse data. Reading Leader to use this to inform/organise 1:1 tuition and training needs. RWI Phonics Screening Check guidance to be followed and monitored in Y1 and Y2. Reading leader to attend termly data analysis meetings with Leah Sanders (RWI trainer).</p>	<p>Pupil Progress meetings. PSC results. NFER results. RWI termly assessment data.</p>	<p>3 X HLTA cover for assessment team to complete assessments(1 day per year group). 1 x day per half term for reading teacher to analyse data and complete groupings, progress tracker, data drop, analyse data and organise 1:1 tuition. 1 x half day per term for data analysis meeting with LS.</p>
<p>1n) EYFS ensure a strong start to phonics teaching by following the guidance in the 'Making a Strong Start' document.</p>	<p>EG EYFS Team CC</p>	<p>Autumn Term</p>	<p>EYFS teach RWI routines (including silent hand signals) in children's first week. EYFS begin teaching whole class phonics (Set 1) in children's first full week. They follow guidance in 'Making a Strong Start' document. EYFS staff use pinny time and Fred games in their provision. EYFS staff identify slowest progress readers before first assessment point and implement 1:1 tuition. Preschool to use Fred Talk games with children.</p>	<p>Children are hitting key progress points throughout the year according to RWI progress expectations.</p>	

1o) Learning environments support reading progress.	EG Reading Teachers	Established in Autumn Term and maintained throughout the year.	Rooms used for teaching reading are fully equipped with speed sound chart, whiteboard with flipchart paper to model letter formation/spellings, pocket wall charts. All classrooms have copies of speed sound posters for children to access for support when reading/writing.	Environment walks during Development Day and during coaching.	
1n) Teaching staff and teaching assistants to understand the Rosenshine Principles on high quality education. Working in a combination of whole school input to key stage teams to coach and implement.	RL Class teachers	Inset Sep 21 plus insets/ team meets throughout the year.	Teachers embed key areas for QTF (quality teaching first) <ul style="list-style-type: none"> - Questioning and feedback - Explaining and Modelling - Revisiting Curriculum planning - Practice and Retrieval Teachers clear on the ADAPT process feeding back through their working teams. Teachers confident and receptive to coaching each other within teams. Using portal for revisiting strategies as needed. We will see consistency and uniformity in our teaching strategies across the school. There is a commitment to developing staff subject and pedagogical knowledge over time. As a result, impacting on the curriculum. The children receive a curriculum that is planned coherently and sequential building of knowledge and skills. The curriculum across the school demonstrates a series of lessons that contribute very effectively to delivering the curriculum intent.	Pupil progress meetings will identify children make slow progress and strategies we can implement Coaching conversations to fine tune techniques. SLT learning walks to monitor progress in implementation of Rosenshine strategies Data drops Feedback from monitoring by SLT and subject leads will see improvement in sequenced planning with a clear understanding of concepts developed in any given subject area.	Trust wide subscription to Sherrington portal £2k
1o) Identify and ensure high quality provision for vulnerable groups in all subjects.	Class teachers, teaching assistants,	Ask staff to identify and report back on each pupil progress meeting	Teachers can clearly identify vulnerable groups such as slow progress, low attainers, emotional difficulties in all subjects beyond English and maths. Provision is clear and subject leaders/SLT can offer class teachers support where needed. Children receive a broad curriculum that is ambitious and meets the needs of all pupils giving the disadvantaged and SEND the knowledge and cultural capital they need to succeed.	Pupil progress meetings Monitoring (lesson observation, book look, pupil voice) Provision maps	
11) All stakeholders of Elburton Primary School to	Class teachers,	Autumn 2021	Parents, children and staff are aware the curriculum driver 'Communication'		

<p>be aware of the importance of Oracy in the curriculum and at home.</p>	<p>teaching assistants</p>	<p>INSET Nov 2021</p> <p>November onwards KS</p> <p>Spring Term onwards</p>	<p>Staff are aware of the Plymouth Oracy Project. Oracy Leaders to disseminate information around Oracy to school staff through INSET.</p> <p>Teaching staff to be aware of the three tiers of vocabulary. Oracy opportunities explicit and planned for in all curriculum areas.</p> <p>Children to engage with Oracy with an Oracy challenge of the Month. Followed up in the monthly Oracy assembly.</p> <p>Sentence Stems for Oracy development to filter into all areas of the curriculum. Bronze, Silver and Gold. Progression in sentence stems. Bronze Y1/2 Silver Y3/4 Gold Y5/6</p> <p>NELI - SALT – NB</p>	<p>Parents will be confident to engage and talk and dialogue.</p> <p>Children will be excited and confident to share their ideas.</p> <p>Sentence stems displayed in classes. Environment walk SLT</p>	
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2) BEHAVIOUR AND ATTITUDES

INTENT:

- To maintain a thriving school community built upon highly positive attitudes towards learning within a safe and stimulating environment.
- To continue to embed behaviour recovery strategies to strengthen pupil behaviour and to support staff well-being.

Implementation	Who	When	Impact	Evaluation – what/who?	Cost
<p>2a) The effective behaviour policy remains relevant and in line with current tools used to support the</p>	<p>SENCO - LB All members of staff to be responsible for reinforcing</p>	<p>October 2021 to review the policy Throughout 2021-22 to</p>	<p>Children are aware of how their behaviour affects the learning of themselves and others. Children feel empowered to make choices, repair where needed and understand the tools they can access to do this.</p>	<p>CPOMS reflects a decrease in negative behaviour around the school</p>	

implementation of positive behaviour within the school	the effective behaviour policy	embed the key messages	A common language, consistent expectations and boundaries are evident across the whole school. Class dojo allows opportunities for the children to reflect on their own behaviour and learning choices and earn rewards for doing so.	Dojo certificates and rewards are evident across the whole school Parents are aware of Class Dojo and it's use in promoting key learning behaviours	
2b) Staff CPD and training allows for a multitude of strategies and programmes to be in place, to support mental health and well-being throughout the school.	SENCO -LB PSHRE Lead – HJ Staff accessing CPD	Autumn Term 2021	Emotional Logic, Jigsaw and self-regulation symbols are in place and support children's personal, social and emotional development. Mental Health Charter Mark reflects the school's awareness and provision for creating a mentally healthy school. Staff trained effectively in order for EPS to become a Trauma Informed School	SENCO and PSHE Lead gain Foundation Award in Emotional Logic School awarded Mental Health Charter Mark and action plan in place.	
2c) New initiatives, strategies, language and tools are continually evaluated to ensure consistency and a clear focus on managing pupils effective behaviour.	SENCO -LB PSHRE Lead – HJ Whole staff to feed into evaluations and reflections	Spring Term 2021	New initiatives are evaluated for effectiveness and implementation Existing and new strategies are evaluated for their effectiveness in running alongside each other. A common language is decided and shared with all staff to ensure children are clear on how they can make good choices in their learning and their behaviours. Decisions are made to ensure clear messages to children and parents are given on aims, curriculum drivers and behaviour	Children are clear on how to earn dojo points. Families understand what drives our curriculum, underpins our aims and values and how we manage behaviour.	

3) PERSONAL DEVELOPMENT

INTENT:

- To continue to embed high quality provision including extra-curricular provision to support all groups
- Develop a highly effective pastoral team to support children and parents with their personal, social, health and relationship well-being in school and within the wider community.

Implementation	Who	When	Impact	Evaluation – what/who?	Cost
3a) Well planned extra-curricular provision enhances the school offer. This provision is open to all children including disadvantaged children and children with SEND.	All teachers to lead well planned extra-curricular clubs. Teaching Assistants and apprentices.	Throughout the school year. Extra curriculum offer to change each term.	All children have access to a wide choice of extra-curricular activities and experiences including after school provision. All children have the opportunity to develop their character, interests and talents through a wide curriculum and extra curriculum offer.	Extensive extra-curricular offers a wide range of choice and experiences to develop individual interests and character. Evidence of clubs will be shared on school website, social media including photos and timetables.	TAs will be paid overtime to run clubs.
3b) High quality provision to support disadvantaged, looked after and services children.	SENCO Pastoral Support Lead	Implement in Autumn Term 2. To continue throughout the year.	Military Kids Club, Young Carers Club and Looked After Children clubs to be established by SENCO/Pastoral Support Lead. Families of the children in receipt of Pupil Premium to be identified by Pastoral Support Lead. In addition to the clubs, relationships to be established with these parents in order for the school to broaden the range of opportunities for these children and identify particular areas of need.	Military Kids Club, Young Carers Club and Looked After Children clubs to be established by SENCO and Pastoral Support Lead. Pupil Premium Strategy to reflect the outcomes of the additional provision for these	

				children. To be written by LB and shared with LGB and on the website.	
3c) Develop and implement Forest School provision with access for all children.	VO (Forest School Lead)	September 2021 September 2021 September 2021	Develop a Forest School Handbook for Elburton. Including procedures / safeguarding and risk assessments. Procure insurance for Forest School to take place Resourcing and equip the Forest School site Share the vision with EYFS staff so that they are facilitate rather than guide play which then allows for independence and child initiated play. Share the vision of Forest School with Parents of EYFS children. Children in Foundation Stage will begin weekly forest school sessions throughout the year. Children will build resilience in all weathers. Enable children across key stage 1 and 2 Forest School experiences in enrichment group. Begin to collate documentation to support long term vision of accreditation to become and accredited Forest School provider through the FSA.	Children will Foundation will take part in Forest School Sessions from Nov 2021. Sessions will underpin the EYFS Children will be intrinsically motivated to achieve in their outdoor learning environment. Photographic evidence, dialogue of conversations taking place, children's understanding and respect for their outdoor learning environment.	PTA £500 September 2021
3d) Review lunchtime provision to ensure supervision supports all children with their social and emotional well-being. Enhance lunchtime activities with proprioceptive based resources to promote healthy, active and structured activities for the children during this time.	AHT – LB Lead MTA – JP MTAs Pastoral Support Lead – LC PE Subject Leads	Implement in Autumn Term. To continue throughout the year.	MTAs will have termly meetings with LB to train and coach the team with regards to effective lunchtime supervision and strategies to support behaviour management in line with the effective behaviour policy. MTAs to have a group performance management established in the Autumn Term. Reviewed in the Spring and Summer term. Recorded on Arbor, targets set by LB and JP. Proprioceptive based resources purchased using funds raised by the PTA. Resources to be timetabled for classes, year groups and individuals where necessary. LB and JP to purchase these resources and organise timetables as appropriate. Skipping workshops to be led in the autumn term by a national skipping and games coach, Lizzie Cox. All children to have coaching upon how to skip. Class and group sets of	All lunchtime staff aware of expectations with a consistent approach to behaviour management and supervision during this time. Proprioceptive based resources used by individuals and groups on a daily basis during lunchtimes. Skipping to become a regular active, healthy and structured part of children's lunchtimes following the skipping	£300 2 x sets of 30 ropes (£240) 2 x long ropes (£20)

			skipping ropes to be purchased for children to use at break and lunchtimes.	coaching and purchase of ropes	
3e) The Pastoral team work collaboratively on managing and meeting the needs of a wide demographic of children and families	AHT – LB Pastoral Lead – LC ELSA TA - XC	Implemented Autumn Term 2021 and continued throughout the year	Pastoral support for a wide demographic is established and parents within the school community feel empowered to manage a wide range of personal circumstances. Expertise from the Pastoral team is shared among families within the community. ELSA sessions with individuals or groups of children are established and are reactive to the needs of the children. Bronze Young Carers Award applied for and in place to meet the needs of this group of pupils.	The school community is aware of the support available from the Pastoral Team Staff feel confident to refer children for ELSA support. Children feel empowered after periods of ELSA support and their mental health and well-being is enhanced and resilience improved. Young carers have a community and opportunities available to them.	

4) LEADERSHIP AND MANAGEMENT

INTENT:

- All subject leaders proactively leading their own area driving change
- To implement instructional coaching and unseen observations
- CPD carefully planned to maximise effective learning sessions

Implementation	Who	When	Impact	Evaluation – what/who?	Cost
4a) Coaching conversations and subject development plans created with subject leads and organise monitoring cycle.	Subject leads	Continual monitoring cycle	Leads will be using their subject development plans as an active document. They will undertake monitoring and support staff where necessary. Subject leads will identify where they need to add in training for whole staff and where targeted support required (see curriculum)	Subject leaders will know their subject thoroughly. They will feedback confidently on monitoring and next steps in their subject.	
4b) All leaders proactive about their subject developments sharing updates, good practice. All leaders held to account	All subject leads	All subject development plans written in July 21 for continual review over the year.	Leads will be able to talk with confidence about the intent, implementation, and impact of their subject development plans. They will be aware of any National developments including Ofsted subject surveys, EEF. The work given to all children matches the aims for that curriculum subject. Subjects will have prepared thoroughly for a deep dive. They will have prepared written answers to potential questions to build their knowledge and confidence.	All leads will be able to articulate the wider developments in their subject. They will be able to Subject leads confident in curriculum interviews or in school subject reviews. Subject leads RAG rate development plans	
4c) Subject leads/teachers understand how the unseen and observation coaching model works to raise standards.	All subject leads	Autumn 21 Spring 21 Observation	We see an increased confidence in coaching approach across the school starting with the unseen observations, agreeing a walk Thru with a partner, talking and executing then reviewing Monitoring will identify areas for future coaching and inset needs. Walk Thrus will be selected and talked through. They will be reviewed with three-point communication and pans, agreed next steps.	Pupil progress meetings reflect improvement in standards of attainment and progress. Record of formal coaching conversations and next steps as evidence for performance management.	
4d) Ensure all staff can identify and embed new curriculum drivers based on recent changes made following home learning period.	Class teachers and teaching assistants	Established in Sept 21. Reviewed throughout the year	All children and staff awareness of the curriculum drivers and why they are important. Staff can identify why we have drivers and how the drivers are embedded across the wider curriculum Display drivers in class for continual reference so the curriculum drivers are continually referred to in lessons and linked to Dojo reward system.	Monitoring by subject leads shows drivers are in place	

<p>4e) Due to recent changes in the leadership structure of the school, ensure all staff are clear regarding their responsibilities and accountability.</p>	<p>HT, SLT, TLT, subject leaders and LGB.</p>	<p>Establish expectations in the Autumn Term. Reviewed throughout the year.</p>	<p>Clearly defined roles for each member of the SLT and leaders in the school/pre-school. Review the Roles and Responsibilities of all leaders in the Autumn Term. Share with LGB and all staff. Review cycle including dates written by SLT and shared with all staff in the Autumn Term. Reviewed throughout the year according to need and evaluation. Weekly SLT meetings to take place. TLT meetings to be held to discuss key and upcoming matters within the school. Senior Leaders to report to the LGB at least annually, sharing their vision for change, how this is being implemented and measures of impact. All leaders driving change to take a proactive role in change, leading with positivity and clarity. Passion, drive and commitment, from all leaders at all times.</p>	<p>Clear priorities for development at the school leading to improved provision for all children. School funds targeted at key areas with clear impact. LGB and Trust Board to have quality of provision shared by leaders with leaders and to report the impact of the change. Roles and Responsibilities in place. Staff know who to go to if required. Leaders drive change and developments. Leaders to update the LGB regularly through a RAG rated SDP and on the termly leadership reports. School will operate smoothly with all staff aware of their roles, responsibilities. Staff able to articulate these and measure impact. Subject leader coaching conversations. Pupil progress meetings Progress and attainment data</p>	
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5. QUALITY OF EDUCATION IN THE EARLY YEARS

INTENT:

- To nurture and enrich each individual child through playful learning experiences in a safe, warm and caring environment
- To prepare children for the next stage in their learning journey

Implementation	Who	When	Impact	Evaluation – what/who?	Cost
5a) To fully embed the new Early Years Framework in our practice and use this to inform the Early Years Profile.	All EYFS practitioners	September 2021 onwards Shared staff meeting September 2021 all EYFS practitioners October 2021 - ongoing	The new Framework will be used to inform curriculum planning. Identify children that are ‘not on track’ and ensure that strategies are put into place to support them. All staff across the EYFS team are aware of the expectation of the new curriculum and that time should be given to having meaningful conversations, advancing the children’s learning alongside them, in the moment. Progression of skills in all areas of continuous provision to be documented from 2-5yrs. e.g joining skills print stick / sponge in glue / spreader and pva/ cotton bud pva cold glue gun	Children identified will be discussed at PPM termly SLT and SS staff All children in the settings will be given the opportunity to flourish. Learning walks will show children and practitioners engaged in meaningful conversations. Children are confident to talk and share their ideas and experiences. Children are building on the skills that they have mastered and moving onto the next progression of skill. Children are able to. Evident in learning walks and discussion with the children	
5b) Ensure that all staff are aware of the renewed guidance surrounding assessment and tracking of children in EYFS.		September 2021 -	All staff to be aware of the new guidance relating to the EYFS framework 2021. Following the new framework it will allow practitioners to Highlight the importance of -a child’s interests -who they are -Their difficulties and obstacles -When they might need help Focussing on this and more will allow high quality assessment to take place Tapestry to be used to capture meaningful insights into children’s learning and shared with parents.	Learning journeys to document significant moments that over time, shows the progress of a child in all areas of the EYFS curriculum. The observations of the children will be meaningful and show what a child can do in that moment in time High quality interactions from all practitioners in EYFS Time to be spent interacting with children rather than ‘collecting evidence’	

<p>5c) Ensuring that children's interests are at the heart of the EPS EYFS Curriculum.</p>	<p>Parents EYFS team</p>	<p>September 2021 set up and then ongoing throughout the year.</p>	<p>Planning 'in the moment' and creating a learning environment that reflects the children's interests. All children in Foundation to be a 'Focus Child' once each term. Focus given to that child and their interests followed and planned for. Parents to know that their child is the focus child and ensuring that they are partners in their child's learning. Form Via Microsoft forms / tapestry sent to parents the week before it is their child's focus week. Observations covering areas of learning to be sent home via tapestry to celebrate learning and next steps if not addressed 'in the moment'.</p>	<p>Children's interests are being followed and their experiences planned for. All children are able to feed into planning and not just the children that demand the most attention or have the highest needs? Parents are key partners in their child's learning. Parents engage and respond to teacher requests. Does this approach enable the children that display low confidence to become more engaged and make meaningful relationships with other children due to a similar interest?</p>	
<p>5d) Ensure high quality learning environments across the EYFS team Ensure that the staff know and understand the philosophy and approaches of Alistair Bryce Clegg, Julie Fisher, Greg Bottrill and this drives the consistent practice forwards.</p>	<p>CC EYFS Lead LM Preschool manager All EYFS Practitioners led by CC All EYFS Practitioners</p>	<p>September 2021 Learning walk across both settings September 2021 to highlight differences and build a shared vision Oct 2021</p>	<p>EYFS Leader to work across both settings. 1 day per week. EYFS lead and preschool manager to work together with a shared vision and promote consistency. Planning ethos and formats to be shared across the settings to ensure consistency Learning environments to reflect one another. Additions to the Preschool Learning environment needed to reflect an open ended learning approach and to develop the independence skills of the children. All staff are consistent in their approach to open ended play and allowing the children the independence to choose their own learning journey. Enhancements added to continuous provision will be based on the children's interests. Enhancements and</p>	<p>Learning environments will be reflective of one another. Engagement of children is high in learning areas. Children will be motivated to learn and have a familiarity as a starting point Children will transition from the preschool setting to the school environment seamlessly. Provocations for the children to engage with rather than planned activities. Purposeful learning will be taking place. Children will be in confident to talk about their play</p>	<p>Termly shared staff meetings Community playthings blocks and unit £765 Videos for training on website £0</p>

			<p>provocations to be focussed on the process rather than the outcome.</p> <p>Creation of an indoor block play area in Stepping Stones to allow children to engage in open ended play. EYFS practitioners across both settings to access block play training.</p>		
5e) EYFS Lead at Elburton to support EYFS teachers across Horizon MAT to share good practise and to keep up with current and new initiatives	CC	<p>Hub Leader meeting October 2021</p> <p>EYFS hub meetings Termly</p>	<p>EYFS Lead to share good practice</p> <p>EYFS to share vision for Early Years and support those schools that have less experienced practitioners in their settings</p> <p>Progression of writing is a strength at Elburton with the early introduction of Message Centres in all areas – shared across the MAT</p>		
<p>5f) Highlighting the importance of the Prime areas of the EYFS Curriculum</p> <p>Ensure that a Making relationships, sense of self and understanding emotions are at the heart of all PSED curriculum time and also during carpet sessions.</p> <p>Due to Covid and restrictions this cohort of children will have had very little interaction with others.</p>	<p>All EYFS practitioners in play and interactions to focus</p> <p>EY teachers to plan carpet sessions for term 1</p> <p>EYFS HLTA and EYFS Lead to plan opportunities</p>		<p>Self regulation characters to be shared with parents as soon as the children are ‘full time’</p> <p>Videos and images to be shared via tapestry to allow the parents to have a clear understanding of what self regulation is and to help with consistency at home.</p> <p>Turn taking games</p> <p>Modelled play</p> <p>Sharing</p> <p>Participation</p> <p>Encouraging friendships to take precedence at the beginning of term – we expect these interactions to be challenging for some children as some of their social interactions have been severely impacted.</p> <p>Begin to introduce elements of forest school into the children’s routine.</p> <p>The principles of Forest School aim to develop, where appropriate, the physical, social, cognitive,</p>	<p>The children in EYFS are becoming emotionally literate.</p> <p>Children have built friendships with one another and are content in their school relationships.</p> <p>On learning walks it is evident that the interactions between the children are positive.</p> <p>Children are aware of their sense of self. They are able to manage their feelings and behaviours.</p> <p>Children are demonstrating independence at an individual level. The children are sharing tools, turn taking, demonstrating improved communication skills.</p> <p>Practitioners are able to see their children in a new light.</p>	<p>J</p> <p>Basic kit to be purchased £500 initial cost</p>

	Weekly updates		<p>linguistic, emotional, social and spiritual aspects of the learner.</p> <p>Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.</p> <p>Begin to document the learning taking place through the format of a 'floor book'.</p> <p>Provide time/ways to share this with the parents/carers</p>	<p>Characteristics of effective teaching and learning are evident in the experiences that are being created by the children.</p> <p>Is there a clear progression of skills shown in the floor book?</p>	A2 art book £19.99amazon
<p>5g) Ensure that all children are given the opportunity to develop their oracy skills</p> <p>Educate the families of the children in foundation and give them the tools to become effective communicators together.</p>	<p>All EYFS Practitioners</p> <p>EYFS Pra Practitioners</p> <p>SENDCo</p> <p>PLP Speech and Language Therapist NB 1x day biweekly LS (TA) daily</p> <p>Livewell professionals and PLP</p>	<p>September 2021</p> <p>October 2021</p> <p>September 2021</p> <p>Autumn 2021 Y1</p> <p>Spring 2022 EYFS</p> <p>ongoing</p>	<p>Place TALK at the heart of the EYFS environment. Oracy sessions planned for in EYFS dedicated time given to talking about weekend news, helicopter stories, listen up, listen in, story squares , Babblejab, meaningful conversation in every interaction.</p> <p>Focus and time spent on talking to the children and sharing experiences</p> <p>Share the tools with parents to empower them to value talk and conversation at home. Sharing the message of 'Greet your child with a smile and not a mobile'</p> <p>Early intervention for children with a Speech and Language need. Programme of support put into place by SALT and followed up as needed by dedicated TA.</p> <p>Nuffield Early Language Programme (NELI) to be timetabled for children identified in Y1 and EYFS. Through the screening programme, children are identified to have a language difficulty and support is given to build their confidence and understanding in language building.</p>	<p>Children are confident to communicate and can effectively share their ideas and feelings.</p> <p>The wider family around the children understand the importance of conversation. Parents are engaging with Tapestry and sharing events to allow their child to share experiences with their peers</p> <p>Children's SAL needs are identified effectively. Children have personalised support in place. Children are making progress with their speech sounds and can be understood by their peers and adults in conversation</p> <p>EYFS practitioners have a clear understanding of speech development and ways in which to support groups and individuals.</p>	Staff meetings

			Shared CPD for EYFS team with SALT focus to support children with varying needs through the cohort.		
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