



# CHRIST CHURCH CE VC INFANT SCHOOL IMPROVEMENT PLAN

2021-22

*A caring community,  
courageously learning,  
inspired to live life to the  
full.*

WRITTEN;  
5.7.21

**Key:**

Reading priorities

Writing priorities

Curriculum

EYFS

Hub priorities

HT Appraisal (T&L,  
Growing great staff &  
curriculum)



## Quality of education

- To continue to improve practice and standards in reading, writing and maths for all age groups (esp. writing EYFS & Y2 Phonics).
- To implement a new enquiry led curriculum ensuring all children have opportunities to practice before the challenge stage.
- To ensure that teaching is of a very high quality, is inspirational and responsive to all children's needs.
- To improve children's oracy in English to develop a wider vocabulary and enhance their use of language skills.

## Behaviour, Attitudes & Personal Development

- To ensure the new behaviour system and policy are consistently implemented cross the school, especially at playtimes.
- To create and maintain a culture where our children are safe (peer on peer abuse), healthy, achieving, nurtured, active, responsible, respected and included.
- To create an environment without gender stereotypes and one where gender equality is promoted
- To support children to build their own resilience to better be able to cope with adversity and to utilize their skills to overcome challenges.
- To ensure all of our vulnerable children receive the necessary life experiences to be able to access the curriculum and make progress.

## Leadership & Management

- To ensure that children can refer to and reflect on the values in their learning and behaviour
- To empower staff at all levels to develop professionally whilst impacting on standards and improving the well-being of children.
- To support staff to understand what outstanding teaching looks like and what is expected of teaching staff using the new Teaching & Learning Policy.
- To develop a rigorous monitoring system to ensure high standards for all children.
- Safeguarding

## Effectiveness of EYFS Provision

- To ensure that the children achieve as well in writing as they do in maths and reading (consider non-cursive writers)
- To identify and overcome barriers and diminish differences for PP children so that they achieve in line with their peers.
- Curriculum changes
- To ensure that termly data points accurately reflect whether children are on track or not to reach ELG.
- States of being



## Area 1: Quality of Education

### Intent

- 1a: To continue to improve practice and standards in reading, writing and maths for all age groups.
- 1b: To implement a new enquiry led curriculum ensuring all children have opportunities to practice before the challenge stage.
- 1c: To ensure that teaching is of a very high quality, is inspirational and responsive to all children's needs.
- 1d: To improve children's oracy in English to develop a wider vocabulary and enhance their use of language skills.

### Milestones

#### By Jan 2022

- 90% of all Y2 children and PP w/o SEN to have passed the Dec phonics screening
- EYFS R 85%, W 85%, M 85%
- Y1 R 85%, W 85%, M 85%
- Y2 R 85%, W 85%, M 85%
- 4 enquiries have been planned

#### By July 2022

- 90% of all Y1 children and PP w/o SEN to have passed the June phonics screening
- 95% of all Y2 children and PP w/o SEN who retook their phonics screening to have passed
- EYFS R 90%, W 90%, M 90%
- PP w/o SEN for EYFS R90% W90% M90%
- Y1 ARE R 90%, W 90%, M 90%
- Y1 PP w/o SEN Combined 100%
- Y2 ARE R 90%, W 90%, M 90%
- Y2 PP w/o SEN Combined 75%
- Y1 W GDS 20%, M GDS 20%
- Y2 W GDS 20%
- Y2 20% GDS PP w/o SEN children R & M
- 7 enquiries have been planned

1a: To continue to improve practice and standards in reading, writing and maths for all age groups.

Intent	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
<b>Reading</b>								
Reading assistants focus on identifying and teaching key vocabulary in texts to develop children's comprehension skills.	SD/J R/C M	PP/Vulnerable children make good progress moving through the book bands demonstrating fluency and comprehension.	Term 1/2	SALT training	SEND Cluster	Benchmarking		



Teachers identify children who have potential to achieve greater depth in their learning early and plan interventions to address gaps/support this.	GJ and clas s Teachers?	Children will be monitored closely throughout the year and timely interventions in place. Increase in number of PP children achieving greater depth in Reading.	Term 1	Staff meeting time. Key Stage meetings?	-	Data points and PPM discussions Book looks Drop ins/observations		
EAL children are provided with dual language texts where possible to encourage reading for enjoyment and inclusion	SD/JR	EAL children and their families feel valued and supported. Children develop a love for reading and books.	Term 1 and ongoing	Time to source books-leadership time.	£100	JR and SD to monitor numbers of books/language options in school and get feedback on their use.		
To ensure that all children are reading 5 times a week.	JR/teachers	Monitor home reading each week. Using encouragements stickers each week in reading diaries to support reading at home. Following up with parents who are not reading at home and where necessary providing reading opportunities for children in school 5 x week. Develop range of different stickers so they are not the same each week.	Ongoing	Each week – TA / teacher to monitor who has read by looking at the home reading diaries.	-	JR to monitor – check in with teachers and highlight those children not reading at home and actions to be taken at school.		
To ensure that Active Reading is linked to our enquiry led curriculum	JR	Subject matter in Active Reading to link to the current enquiry. Promoting either a state of being or ensuring that topics read about feed back in to the enquiry.	T1-6	Active Reading to be planned to meet reading milestones and be based on our enquiries.	-	JR to monitor weekly / termly plans.		
To ensure that children are building their inference skills from EYFS	JR / GR	Providing opportunities for children in EYFS to discuss different text types and to explore comprehension skills through teacher led activities. Ensuring that AR in KS1 is allowing time for all children to know what inference is and to explore inference skills.	T1 -	Active Reading sessions. Planning time.	-	GR / JR to monitor the inclusion of comprehension skills in teaching reading. JR to monitor planning weekly in KS1.		
To ensure that KS1 are collating evidence for reading outcomes from Active Reading sessions		Children in Yr 2 to have reading folders to use to keep evidence together in one place. Yr 1 teachers to keep file of evidence for focus groups during Active Reading sessions – they scribe the outcomes for the children.	T1 - 5	Files / folders for evidence	-	JR monitor the use of files in Yr 2 / folder in Yr 1		
To extend children in EYFS who are GD when the phonics bug ends for them.	JR / GR	Providing opportunities for children to apply their phonics skills through writing opportunities/ games / reading tasks / practical use of skills.	T3-6	Planning time Opportunities to work as a group to extend learning	-	JR/ GR monitor phonics planning in EYFS to see where these opportunities are planned in. JR – Pupil conferencing		



Ensure high quality outcomes from LBS word mastery sessions.	JR/GR	Providing recap training for LBS who are working on word mastery with children. Revisit the format and the principles behind the sessions.	T1	Time to meet with LBS for revisiting training.	LBS training time / teacher release time to revisit training.	JR/ GR to monitor the impact of the word mastery across classes / school.		
Ensure that all ethnic minorities are represented in the texts that we share within school.	JR	Ensure that texts reflect the successes of all minority groups when learning about states of being / when inspiring children with people's stories / successes.	T1-6	Planning time	£50	JR monitor the use of a variety of texts in the school. JR to champion the use of wide range of texts.		
To extend children's knowledge of rhymes and songs in EYFS and Yr 1.	JR / GR	Taking time each day to sing with children, sharing nursery rhymes and simple songs that children do not all know.	T1-3	Time in the school day.	-	JR / GR monitor through pupil conferencing.		
To ensure that gender representation within texts we use is reflective of our modern world.	JR	Using books that reflect a wide range of gender representations that mirror the wider community that we live in.	T2		£100	JR to monitor the use of texts through staff meetings / learning walks / planning scrutiny.		
Ensuring that Yr 1 children (and Yr 2 where appropriate) are practising reading whole words at home alongside their reading practise.	JR	Children will have a set of words that they are learning to read at home.	T1-3	Time to create resources	-	JR / teaching staff to monitor through assessment.		
Build a reading for pleasure lunchtime group for Yr 2 children to promote reading for pleasure esp for PP children.	JR	For PP / GD readers to share books / promote reading / share texts that children can take home to read with parents / themselves.	T2	1 lunchtime a week	-	JR to monitor reading outcomes for Yr 2 through termly assessment / child conferencing.		

## Phonics

Ensure that we move from 82% pass rate to at least 90% pass rate for phonics screening Dec 2021 (Yr 2).	JR	Teaching phonics (and some spag) throughout T1 and 2 in Yr 1 and 2 classes. Ensure that teachers are using regular assessment to inform planning and highlight gaps to fill.	T1-2	Phonics sessions each day Planning time Assessment time	-	JR to monitor results of phonics screenings and interventions being put in place as a result of the outcomes.		
To ensure that Yr 1 pass rate for phonics screening in June (T5) is 90% or over.	JR / Yr 1st aff	Regular, at least termly, assessment of Yr 1 children to highlight gaps in phonic knowledge, planning targeted teaching to fill those gaps.	T1-4	Assessment time each term	-	Termly assessment by class teachers / JR to monitor assessment outcomes and targeted interventions taking place.		
Ensure that resources used across the school remain consistent and widely used to support phonics progression.	JR	Ensuring all staff have access to the whole school phonics resources. These are used in all classes for supporting the use of phonics.	T2,4,6	Printing and laminating pouches	-	JR - Learning walks		



Writing								
Support teachers to use pre-teaching to develop children's use of quality language and vocabulary in their writing	CM and SD	Raised attainment in writing. Children more confident to use a range of vocabulary and sentence structure in their writing independently.	T2-ongoing	Leadership time/staff meeting time.	-	-Book looks -Learning walks		
Develop the use of talk tins to support children's confidence and independence in writing.	CM and SD	Children more confident to write independently.	T1 ongoing	Staff meeting time	£300	-Learning walks -Support plans -Pupil conferencing		
Effective 'Superstar writer' tool to be developed with staff for use across KS1 and EYFS to develop editing and self-marking skills.	CM	Teaching staff to consistently use/refer to the superstar writing checklist. Children will look to the checklist (stickers to be included in weekly writes) as a way to support their editing and proof-reading. Children will be confident to verbally explain the writing expectations and spot any features missing.	T1 - 5	CM writing time – at start of the year - Staff to be given stickers and also laminated cut outs for the classroom.	£30 laminating pouches	-Book looks -Pupil conferencing - SLT observations		
Develop use of writing tools with teaching staff which encourage and support writers to be more independent. E.g. updated and differentiated word mats, thesaurus 'flowers', superstar stickers, finger spacers, talking tins, organisation of magnetic letters.	CM	There will be consistency across classes of writing tools. Children will have more support available to them to promote independence and improve the quality of their work. Children will be able to verbalise what is available in the classroom to support them.	T1- 3	CM writing time – Laminated cards – laminating pouches	-	-class visits. -staff feedback -pupil conferencing		
Hub priority: Shared Inset day on quality writing teaching & learning	CM	Staff will be inspired by quality CPD and subject knowledge in writing has increased.	T2	Inset Day Nov	£400	Writing observations Learning walks		
Hub priority: Cross school moderation of writing in each year group with a focus on PP children.	CM	Writing assessment aligned across the schools.	T2 & 5	Staff meetings	-	SLT meetings and moderation		
Hub priority: Schools to share existing writing structures and strategies with subject leaders sharing the good practice in their own schools to upskill others.	CM	Strategies and structures shared.  School have new ideas to implement that are successful	T2	Hub meetings	-	Hub action plan Writing planning		



Hub priority: CSP & Writing lead to review writing provision in their school to ensure strategies and structures agreed are having a positive impact.	CM	Writing leads demonstrate that actions taken have had an impact on progress and attainment.	T5	CSP visit and monitoring	-	Hub action plan Writing planning Writing progress		
---	----	---	----	--------------------------	---	---	--	--

## Spelling

Develop 'mastery' approach to spellings with teaching staff. Children to have differentiated spellings and targeted to their specific needs. For those working towards age expectation – a smaller numbers of spellings to 'master' securely and apply within writing.	CM	This will result in children applying correct spellings of common high frequency words in their writing. Alongside tricky words or common high-frequency words, children will also be given topic spellings to support cross-curricular writing as Scientists or historians for example. As a result to fewer spellings initially, parents will not feel overloaded by large quantities of spellings and children feel that they are making solid progress.	T1	Stickers sent home on weekly basis in spelling books.	-	-Staff feedback -Book looks -spelling quiz checks - Teacher tick list		
- Develop a reward system for children applying spellings in their writing.	CM	Children will be proud to apply their spellings and this will be recognised within the class. Also this raises the profile of those spellings with parents.	T2	Teachers to provide class rewards eg. house points, stickers, dojo's or tokens for pupils	-	-teacher feedback -book looks		
-Organise a Spelling Bee competition to motivate and challenge those children working above age expectation	CM	Children working above age expectation are given an opportunity to challenge themselves in their spellings.	T5	CM to plan annual event with support from JR.	-	-feedback from pupils and parents.		

## Maths

Further develop teaching of maths vocabulary to improve children's problem solving and reasoning skills.	HS	Vulnerable children understand and are more confident to use a range of maths vocabulary particularly when solving problems and reasoning.			-			
Teachers to identify PP who could achieve greater depth in maths early and provide high quality challenge with scaffolded support.	HS SD	Increase in number of PP children achieving greater depth in maths.	T2 on- goin g	Leadership time	-	Maths pupil conferencing/data tracking Book looks PPMs		
Mastering Number Project (NCETM) to be taught across EYFS and KS1 (15 minutes, 4 times a week)	HS	Children across the school are able to recall number facts quickly and make links between the number facts they know. Children use precise mathematical language when reasoning.	Ong oing	NCETM group reflection meetings (3 times a year)- HS/GJ/RC	-	HS and CM to observe sessions (T3-4)		



Staff meeting sessions/TA Meetings to teach conceptual understanding in maths.	HS	Teaching staff understand and know how to represent concepts using a range of objects, pictures, words and symbols to develop conceptual understanding. Teaching staff are confident with conceptual understanding and how this interlinks with children's ability to solve maths problems. Children are able to make connections between the mathematical concepts that they know.	T1-2	HS maths time	-	SLT observation Planning Book looks		
Staff training on providing children with weekly problem solving activities which focus on applying previously taught concepts in different contexts.	HS	Teaching staff are confident in creating problem solving activities that differ from word problems. Pupils are able to apply the mathematical concepts they know to solve unfamiliar word problems, therefore deepening their mathematical understanding. Pupils are able to make links in their learning confidently. Pupils are able to show resilience when solving unfamiliar problems.	T3	HS maths time	-	SLT observations Pupil conferencing		
Effective questioning guidance in maths created with staff, focusing on developing reasoning.	HS	Questioning across teaching staff challenges the children and successfully moves the learning on. All teaching staff know the mathematical expectations for their year group (and beyond) and know how to effectively build on children's mathematical understanding.	T4	HS maths time	-	Observations Pupil conferencing		
NCETM Number block teaching scheme to be introduced in EYFS teaching of number	HS	Children engaged in teaching of maths and make links between number facts. Teaching staff are consistent in the language and representatives they use when teaching number.	T1		-	Planning		

1b: To implement a new enquiry led curriculum ensuring all children have opportunities to practice before the challenge stage.

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
To create a clear progression of skills for all States of being in each enquiry – What does a Y1 geographer look like compared to a Y2 geographer?	SLT	Children will be appropriately challenged and supported in their learning.	End of T3	Phase leader time to monitor progression in planning documentation	-	Phase leaders		All children will be able to access the full curriculum.



To create a tracking system on Arbor to monitor progress in all foundation subjects.	GJ	Teachers will have a clear picture of the gaps in knowledge across the curriculum and will be able to use this information to inform future planning	End of T1	Arbor training morning x 2 + Additional time for GJ to implement.	-	GJ – Data points x 3		
Progress recorded on tracking system 3 times per year.	GJ	Teachers will have a clear picture of the gaps in knowledge across the curriculum and will be able to use this information to inform planning.	Ongoing	KS meetings PPA	-	GJ – Data points x 3		
High quality Floor books are produced to evidence the learning journey for an enquiry.	GJ	The children's weekly learning will be recorded and celebrated in class floor books	Ongoing	KS meetings PPA	-	Subject leaders to collect in class books		
Children will use 'Challenge' books to evidence 'Know how' and 'Know of' at the end of an enquiry	GJ	A summary of each child's progress in each enquiry is evidenced and recorded	T1 onwards	KS meetings PPA	-	SLT / Subject leaders to collect in class books		
Termly monitoring of pupil conferencing and challenge books	GJ	Consistent language being used by children to talk about their learning and high quality presentation and consistent amounts in challenge books.	T2 onwards	DHT non-contact time	-	SLT		
Enquiry overviews will be made available for parents	phase leaders	Parents will be able to support and encourage the learning at home	T1 onwards	Parent meetings	-	SLT		
Termly video tutorials will be made available to parents instead of a one off curriculum evening	AM GJ	Parents will feel more able to support their child using the CCI methods demonstrated in the support videos	T1 onwards	KS and staff meetings	-	SLT Parent Council		
Website is used to share enquiries and celebrate learning under the states of being	GJ	Evidence of subjects being taught and celebrated and skills progression is clear.	T4	DHT time	-	Governor monitoring		
Each enquiry will have a set of key vocabulary clearly identified on the planning sheets and taught.	GJ	All children will broaden the language they are using related to the enquiries	T1 onwards	KS meetings	-	Lesson observation / pupil conference		
The outdoor environment will be effectively used to immerse and ground children in the enquiries	JR/ GR	Children will have a firm (concrete) platform based on real life – first hand – experiences on which to build their learning.	T4 onwards	KS meetings	-	Monitoring learning walks		
Classrooms will have a visible display of the states of being (replacing Elli)	JR/ GR	Children will use the language associated with states of being rather than subjects	T2 onwards	KS meetings	-	SLT		
Consistent visual timetables and book stickers will be used in each classroom – reflecting the states of being instead of subjects.	GJ	Children will use the language associated with states of being rather than subjects	T1	KS meetings	-	SLT		
Hub priority: Deep dives – focussed on Science, IT or Humanities – Joy, deputy and subject leaders	GJ	Children are confidently talking about being a historian, geographer, etc Subject leaders can confidently identify where the	T4	SLT	-	SLT		



		most effective teaching is in their schools SLT and what achievement is like in their subject.						
Hub priority: Subject leader groups to meet termly with a focus on Q&T, attainment and differentiation	AM/SD	Subject leader to know their school data Planning accurately fits the data Attainment has increased All children's needs are met	T1, 3 & 6	Staff meetings	-	SLT		

1c: To ensure that teaching is of a very high quality, is inspirational and responsive to all children's needs.

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Staff training on Dyslexia	SD	Teachers use dyslexia friendly strategies to meet the needs of all learners in reading and writing.	T3? 2 hours	Staff Meeting time x2	Free	Lesson observations/drop ins.. Monitoring of planning with new curriculum.		
ASD good practice training is shared with all staff.	SD, GR, KJ,	Teachers feel more confident to adopt good practice strategies in class. Children with ASD are supported and make good progress.	Term 2?	Staff Meeting	-	Drop ins/observations. Staff and parent feedback Data points		
SENCO surgeries termly to support staff with writing smart outcomes and high quality support plans.	SD	Support plans are clear and have a positive impact on SEN progress and attainment.	End of term 1 on-going	SENCO time	-	Monitoring support plans SEN obs/learning walks		
Work with teachers to look at differentiation for SEN, PP and EAL children to ensure that all children are able to access high quality teaching/provision and are fully integrated within the class.	SD and Subject leads	SEN and PP children are fully included in all lessons and making good progress.	Term	SENCO/PP time	-	Learning walks Book looks Pupil conferencing		
Staff are supported to further develop the use of visuals in all lessons. 'Widgit online' is used to create a clear, consistent approach across the school.	SD	Vulnerable children including EAL are supported in understanding and accessing their environment and learning through consistent use of visuals.	Term 1 on-going	SEN/PP time	£65	Learning walks		
Maths HS to support teachers plan engaging, structured lessons that effectively challenge all learners.		Teachers will confidently use the NCETM/Ready to Progress/ CCI milestones to plan lessons that build on the children's learning and challenge them effectively.	T1-2	Time out of class to support planning sessions with KS1	-	Planning review (spring term).		
CPD All EYFS team to research Early Child Development (webinars/ video links/ reading material),	GR	EYFS staff have a clear understanding of early child development and can identify when children require further support to ensure they have met the learning	T2 T4 T6	Additional reading material Birth to Five	-	Key stage meetings		



helping to support their teaching and learning within the setting CPD training for TA's on Early Child Development. Eyfs staff to research Child Development and share practice within team		milestones effectively		Matters				
EYFS staff to observe good practice to extend learning through questioning Exemplification videos provided by LA with examples of good practice to be shared within the EYFS team. Staff to be given time to apply ideas within setting and reflect on observations.	GR	All staff can confidently use questions to extend children's thinking and ideas, moving learning on and providing further opportunities for enquiry  EYFS staff can reflect upon their own practice and know how to adapt it to support the needs of children within their cohort.	Ongoing	LA EYFS Advisor  Visit to other settings	-	PPA/ KS meetings		
Writing CM to support teachers plan engaging lessons that inspire children in their writing.	CM	Teachers will use the milestones/text-type overview/booklist suggestions/short burst writing ideas/website suggestions to plan lessons that engage and inspire children to write and in doing so apply taught skills. Writing will not be limited to writing sessions and skills applied as cross-curricular through other areas of the curriculum. Expectations of writing will be consistent whenever children are expected to write.	T1-2	Time out of class to support planning sessions with KS1	-	Planning review (spring term).		
Guidance/support provided in advance of staff planning sessions so that team can create WOW writing launches to inspire authors.	CM	To raise the profile of writing within school. Children will be excited by their writing unit and take discussions home about what they have seen in class. Children will be inspired to write more for purpose. Adults will come into school eg. authors to share their own experiences.	Ongoing	Planning time and props shared by staff.	-	-Planning -events seen/photos -planning review (spring term)		

1d: To improve children's oracy in English to develop a wider vocabulary and enhance their use of language skills.

Implementation	led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Children's language and vocabulary skills are assessed using the Wellcomm assessment as well as Progression tools framework. Gaps are addressed in planning and interventions in place.	SD	Vulnerable children make good progress in their language development and this is reflected in their spoken as well as written language.	T1 ongoing	Teaching time Intervention time weekly	-	Re-assessment of skills. Book looks Pupil conferencing		



Staff training on best practice to teach and developing children's vocabulary skills.	SD	Staff are given tools and strategies to use in the classroom to support vocabulary development.	T1 ongoing	Staff training/release for teachers/staff meeting time.	Cluster funded	Staff feedback Drop ins Writing books/observations		
Talk tins are used consistently across the school to support oracy and writing.	CM	Vulnerable children are more confident to speak and write independently using more ambitious language.	T2	Staff meetings	£300			
Teaching staff to be introduced to STEM sentences and be part of creating a vocabulary progression document that challenges all learner.	HS	All teaching staff to use precise mathematical language to ensure misconceptions are addressed and learning is being effectively moved on. Children will have a clear understanding of mathematical processes and be able to use STEM sentences to reason and problem solve. Children no longer responding using one word answers.	T1	Staff meeting	-	Lesson observations Pupil conferencing		
Information shared with Parents and Carers linked to key language being used and strategies to support children who are misrepresenting words or using incorrect grammar.	CM	Children are able to explore language with confidence and use vocabulary they have heard in the correct context, Parents and Carers feel supported and know how to use the different strategies to support children's language development	Termly	Website videos	-	Feedback from parents/carers in survey Pupil conferencing		
Writing Staff training to refresh staff on use of Talk for writing and how to plan units.	CM	Staff will be more confident in planning engaging talk for writing sessions. Staff will implement talk for writing in their planning at least 3 times per year. Children will have a clear structure of how stories (as well as other text types) are told and in the correct use of English. They will be confident to retell and use these patterns to invent their own writing pieces. Children will also be confident to write more content as a result of the scaffolding through retelling.	T2	Staff meeting & any additional time to support staff.	-	Book looks Lesson observations Staff meetings Pupil conferencing		
Staff meeting to provide staff with ideas for including drama and speaking and listening as part of English sessions to support writing.	CM	Staff will share their best practice of teaching speaking and listening as well as drama skills. Staff will plan in dedicated sessions to drama and speaking and listening which will give children experience of a wider range of language and correct language patterns. Children will enjoy a range of activities (helicopter stories, freeze frames, debates, philosophy) to practise their speaking and listening	T3	Staff meeting & any additional time to support staff.	-	Staff meeting Lesson observations Pupil conferencing		



		and engage with the writing unit.					
--	--	-----------------------------------	--	--	--	--	--

**Area 2: Behaviour, Attitudes & Personal Development**

**Intent**  
 2a: To ensure the new behaviour system and policy are consistently implemented cross the school, especially at playtimes.  
 2b: To create and maintain a culture where our children are safe (peer on peer abuse), healthy, achieving, nurtured, active, responsible, respected and included.  
 2c: To create an environment without gender stereotypes and one where gender equality is promoted  
 2d: To support children to build their own resilience to better be able to cope with adversity and to utilize their skills to overcome challenges.  
 2e: To ensure all of our vulnerable children receive the necessary life experiences to be able to access the curriculum and make progress.

- Milestones**  
**By Jan 2022**
- LBS and TAs will be consistently referring to the Behaviour Policy at playtimes and lunchtimes both indoors and outside.
  - Staff to have a raised awareness of gender equality and stereotypes.
  - PP experience/skills audit shows 50% have been met.
- By July 2022**
- Children can talk about recognising peer on peer abuse and know who they would tell.
  - Staff to have a raised awareness of gender expression and sexual orientation.
  - Children have increased levels of resilience in their learning.
  - PP experience/skills audit shows 100% have been met.

2a: To ensure the new behaviour system and policy are consistently implemented cross the school, especially at playtimes.

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Recap the whole school approach with all staff at the start of the year using the CCI Way – one page document.	AM	All staff will be clear about what our expectations are and why they are in place.	T1	CW	-	Governors on planning		
Explain the new Behaviour Policy to all staff, making sure that all LBS and TA understand the need for consistency at playtimes.	AM/HS/GR	All staff will be clear about what our expectations are and why they are in place.	T1	Inset Day	-	TA/LBS minutes		
Ensure that all TAs and LBS have	HS/GR	TAs and LBS will be clear on the system	T1	TA/LBS		TA/LBS minutes		



the wheel of choices on their lanyards so that it can be consistently used by all staff at playtimes.		they need to follow at playtimes and use this consistently.		meetings				
Hold 3 Collective Worships in T1 to explain this new system to all children. Use children to model how the wheel of choices will work.	AM	Children will all be clear on this system and respond well when it is used with them at playtimes.	T1	CW	-	Governors on planning		
Share the new Behaviour Policy with all stakeholders and put this on the school website.	AM	All stakeholders and visitors to our school will understand the rationale behind the policy and see what systems the school uses.	T1	-	-	Website review by CD		

**2b: To create and maintain a culture where our children are safe (peer on peer abuse), healthy, achieving, nurtured, active, responsible, respected and included.**

<b>Implementation</b>	<b>Led by</b>	<b>Intended outcome</b>	<b>Time period</b>	<b>Resources/ time</b>	<b>Cost</b>	<b>Monitoring &amp; Evaluation. When? Who? How?</b>	<b>RAG</b>	<b>Impact</b>
Staff training on ACE's to understand the impact of this on life experiences and emotional wellbeing/readiness to learn.	SD	Staff will have a better understanding of the barriers the children may face in their classes and how to help support this.	Term 1	SENCO time	-	PPM discussions Staff feedback Boxall Profile and interventions in place		
Boxall Profile is used to assess the emotional needs of all vulnerable children.	SD and class teachers	Children's emotional needs are understood and support is in place. Children are happy and settled in school and ready to learn.	Term 1 on going	Teacher time		Boxall assessments		
Peer on peer policy to be shared with staff.	AM	All staff will understand what peer on peer abuse is and what to do if it happens in school or is reported to them happening outside of school.	T2	Staff meetings, TA/LBS meetings	-	Meeting minutes Staff survey		
Peer on peer abuse policy to be adapted to a child friendly one page document so that it can be understood by children.	AM	Children will be able to access the child friendly policy, understanding what to do if peer on peer abuse happens and what it is.	T2	SLT meetings	-	SLT minutes Website		
Children are taught, using the one page overview, about peer on peer abuse and what this means in an infant school.	AM	Children will be able to access the child friendly policy, understanding what to do if peer on peer abuse happens and what it is.	T2	CW	-	Safety survey with pupils - CD		
Children are taught explicitly how to report concerns or abuse to staff in school.	AM	Children will know exactly what the process is when they have concerns.	T2	CW	-	Safety survey with pupils - CD		

**2c: To create an environment without gender stereotypes and one where gender equality is promoted**

<b>Implementation</b>	<b>Led by</b>	<b>Intended outcome</b>	<b>Time</b>	<b>Resources/</b>	<b>Cost</b>	<b>Monitoring &amp; Evaluation.</b>	<b>RAG</b>	<b>Impact</b>
-----------------------	---------------	-------------------------	-------------	-------------------	-------------	-------------------------------------	------------	---------------



			period	time		When? Who? How?		
Support staff to gain a better understanding of what gender equality is and why it is so important, exploring our own gender stereotypes.	AM	Staff to have a clear understanding of what gender inequality is and why we need to change our behaviour.	T3	Inset Day	-	Staff survey		
Carry out an audit of our curriculum, environments and resources to create a gender inclusive learning environment.	AM	Staff will be able to see what areas of our school and curriculum need to change.	T3	Inset Day	-	Audit notes		
Ensure that staff have a clear understanding of gender expression and sexual orientation	AM	Staff have a clear understanding of gender expression and sexual orientation	T3	Inset Day	-	Staff survey		
Develop a webpage that represents the school's gender equality approach.	AM/GJ	All stakeholders and visitors to the school website will understand the schools approach.	T3	HT/DHT strategic time	-	CD website monitoring		
Ensure that the gender equality policy reflects the school vision and values so that gender expression and sexual orientation are not barriers to learning.	AM	The school will have a clear policy in place.	T3	SLT meetings	-	CD website monitoring		
Gender equality to be considered in all monitoring.	AM	SLT will have a clear picture of where areas need to be addressed around the school and which staff need additional support.	T3	SLT meetings	-	Teacher profile		

2d: To support children to build their own resilience to better be able to cope with adversity and to utilize their skills to overcome challenges.

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Zones of regulation is developed across the school.	SD	Children will recognise their emotions and know some strategies to help them feel ready for learning.	T3	Staff meeting	-	Observations		
Emotion coaching and zones of regulation information sessions for parents	SD	Parents will increase their understanding of the approach. They will feel confident and supported to try strategies to manage behaviour at home.	Term 2/3	SENCO time		Parent feedback		
1:1 mentoring for 2 vulnerable children per term. (ELSA)	SD	Children will have a key person to speak to, their emotional needs will be met and strategies shared with class staff.	Term 1 then ongoing	SENCO time	Training is funded by cluster	Pupil conferencing		
Mental health and wellbeing in schools checklist is completed	SD and HS	Clear action plan and next steps identified to ensure children's and staff	Term 1	SENCO time		Checklist tracking progress		



mental health is well supported.

2e: To ensure all of our vulnerable children receive the necessary life experiences to be able to access the curriculum and make progress.

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Outdoor learning sessions weekly for vulnerable children	SD and RJ	Children's language skills, life experiences and emotional needs are developed through enriched experiences.	Term ½ ongoing	½ day a week (RJ)	£4037	Boxall Profile Pupil Conferencing		
SD to work with class teachers to carry out a skills/experience audit with vulnerable children to establish	SD	Develop 50 things at CCI passport which will feed into planning and curriculum offer.	Term 2	SLT and Staff meeting	-	PP Tracker Progress with skills audit/experience		
SD to establish links with local businesses to offer experiences for vulnerable children. E.g. cooking in a restaurant, music, sport	SD	Vulnerable children are given opportunities throughout the year to develop their life experiences and develop their sense of awe and wonder.	Term 2	PP time	-	PP Tracker		



### **Area 3: Leadership & Management**

#### **Intent**

- 3a: To ensure that children can refer to and reflect on the values in their learning and behaviour
- 3b: To empower staff at all levels to develop professionally whilst impacting on standards and improving the well-being of children.
- 3c: To support staff to understand what outstanding teaching looks like and what is expected of teaching staff using the new Teaching & Learning Policy.
- 3d: To develop a rigorous monitoring system to ensure high standards for all children.
- 3e: To ensure that safeguarding incidents are monitored and that staff are well informed of peer on peer abuse and gender equality and stereotypes.

#### **Milestones**

##### **By Jan 2022**

- All lessons are Good or above
- GLOW team can talk about the changes being made to the bible stories and why
- All staff will be leading their own research project
- All children not making progress will have been identified and rapid progress expected
- KS leads will be able to feel confident that their team's data is accurate
- Safeguarding systems reflect changes

##### **By July 2022**

- All lessons are Good or above
- Children will be able to tell adults what each bible story means and how it relates to the termly value
- Staff will be able to evaluate whether their project was impactful and then share what they have found across the school.
- A clear plan will be in place for how slower progress is addressed for every child.
- End of year data will be in line with the termly data points.
- Annual Safeguarding report to Governors will show an analysis of safeguarding systems.

3a: To ensure that children can refer to and reflect on the values in their learning and behaviour

<b>Implementation</b>	<b>Led by</b>	<b>Intended outcome</b>	<b>Time period</b>	<b>Resources/ time</b>	<b>Cost</b>	<b>Monitoring &amp; Evaluation. When? Who? How?</b>	<b>RAG</b>	<b>Impact</b>
Revisit the 6 bible stories with the GLOW team to see if they can understand the stories and see if they can link them to the value.	GJ	For children to be involved in the decision making as they are the intended audience.	T1	DHT non-contact days	-	Ethos committee minutes		



If new bible stories are needed Ethos committee will need to choose possible replacements – 3 for each value.	GJ	The new bible stories will be clear and children will easily understand how they demonstrate living the value.	T1	DHT non-contact days	-	Ethos committee minutes Displays		
The possible bible stories to be presented to GLOW team who will select the most effective and appropriate one.	GJ	For children to be involved in the decision making as they are the intended audience.	T1	DHT non-contact days	-	Ethos committee		
Displays in the hall and around the school will need to be adapted to reflect the new stories.	GJ	All stakeholders will know which bible stories link to the values.	T2	DHT non-contact days	-	Ethos committee minutes Displays		
The website will need to be updated along with communication to the community.	GJ	All stakeholders and visitors to the school will know which bible stories link to the values.	T2	DHT non-contact days	-	Website review		

**3b: To empower staff at all levels to develop professionally whilst impacting on standards and improving the well-being of children.**

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Implement new 'Growing great staff' policy, ensuring all staff understand that this is a personalised CPD approach.	AM	The policy will provide staff and governors with the rationale behind the change and all staff will feel invested in.	T1	SLT meetings	-	Governor and SLT minutes		
Timetable 3 sessions over the year for all staff to research, implement and reflect on learning.	AM	Staff will have time to carry out the research and for deeper thinking away from the pressure of the job.	T1	3 sessions per staff member	Supply £2000	Meeting minutes		
Team leaders to review progress made towards objectives and to support staff to evaluate how effective they have been.	AM	Teams will feel well-supported and confident.	T1, 3 & 6	Staff, SLT and TA meetings	Cover for HS (AM usually does this)	Meeting minutes		

**3c: To support staff to understand what outstanding teaching looks like and what is expected of teaching staff using the new Teaching & Learning Policy.**

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Revisit the T&L Policy and breakdown the objectives so that all staff understand these.	AM	Staff who are aware of what is expected of them.	T2	Staff meetings	-	Staff meeting minutes		



Arrange for all teachers to observe outstanding teaching either at CCI or another school in the Hub (COVID dependant).	AM	Staff to be able to see in action what is included in the policy.	T3	8 X cover provided by HLTAs.	-	Hub minutes		
Use the T&L policy statements in all monitoring so that teachers are clear of what is expected.	AM	Staff who are aware of what is expected of them and can clearly see what they need to improve on.	T3	Staff meetings Observations	-	Observations Teacher profile		
Share T&L policy statements with CSP so that they can also refer to these in monitoring.	AM	Observations will be consistent.	T3	ELS visit	-	Visit notes		

3d: To develop a rigorous monitoring system to ensure high standards for all children.

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
SLT to look at progress of every child every term with follow up monitoring of any children not making expected progress.	AM	Children not making progress will be identified quickly and action taken to address this.	Termly	SLT meetings	-	SLT minutes and PPMs		
EYFS and KS1 leads to agree judgements with their teams before data is submitted. This must take into account if the child is likely to be at the age related expectation at the end of the year.	JR/GR	Data will be accurate.	Termly	Key stage meetings	-	KS meeting minutes		
Pupil Progress Meetings to include an evaluation of impact for every child that receives additional intervention or support. This needs to be monitored by SLT during observations.	AM/SD	Impact of interventions will be clear and all children will make at least good progress.	Termly	PPM records	-	SLT minutes and PPMs		
Writing progress to be monitored in SLT in the same way reading has been this year.	AM/CM	SLT will be able to identify which children are not making progress in writing and target support appropriately.	Termly	SLT meetings	-	SLT minutes and PPMs		
Data points reduced to 3 times to promote well-being and book scrutiny used in the place of data to track progress.	AM/GJ/PP	Well-being of staff will be improved and data more accurate due to increased book scrutiny.	Termly	PPMs	-	SLT minutes and PPMs		

3e: To ensure that safeguarding incidents are monitored and that staff are well informed of peer on peer abuse and gender equality and stereotypes.

Implementation	Led by	Intended outcome	Time	Resources/	Cost	Monitoring &	RAG	Impact
----------------	--------	------------------	------	------------	------	--------------	-----	--------



			<b>period</b>	<b>time</b>		<b>Evaluation. When? Who? How?</b>		
SLT to monitor CPOMS to look for recurring incidents or common themes for specific children.	AM	Referrals made to ART or Early help team made in a timely manner to get the quickest and most effective support for children.	T3 & T5	SLT meetings	-	SLT minutes		
Peer on peer abuse tag to be added to CPOMS so that incidents can be monitored by SLT.	AM	Peer on peer abuse will be effectively monitored and dealt with.	T2	SLT meetings	-	SLT minutes		
SLT to implement a gender equality policy that is consistent with the vision and values.	AM	It will be clear to all stakeholders what the school's stance is on tackling gender inequality and stereotypes.	T4	SLT meetings	Gender training £500	SLT minutes		



**Area 4: Effectiveness of EYFS provision**

**Intent**  
 4a: To ensure that the children achieve as well in writing as they do in maths and reading (consider non-cursive writers)  
 4b: To identify and overcome barriers and diminish differences for PP children so that they achieve in line with their peers.  
 4c: For all staff to have a better understanding of early child development so that the children can be effectively supported in their learning.  
 4d: To ensure that termly data points accurately reflect whether children are on track or not to reach ELG.  
 4e: For all children to understand the states of being when working on enquiries and challenges.

**Milestones**  
**By Jan 2022**

- The gap between maths/reading and writing will have decreased to within 10%.
- The gap between PP w/o SEN and non-PP children is less than 10%.
- All staff have developed their knowledge of early childhood development and are able to use this when supporting children in their learning
- Moderation of data is accurate and reflects whether children are on track to reach ELG
- Children have an awareness of the different states of beings and can make reference to them with some support

**By July 2022**

- An equal amount of children will have 'met' the expectation in Writing as they have in Reading and Maths.
- The gap between PP w/o SEN and non-PP children is less than 5%.
- Staff confidently support children in their learning and progression by demonstrating a clear understanding of early childhood development in their practice.
- Data is consistently moderated and reflects accurate assessment of children's progress to show whether they are on track or not to reach ELG
- Children confidently talk about the different states of being and have a good understanding as to when they are applying them within their learning

4a: To ensure that the children achieve as well in writing as they do in maths and reading (consider non-cursive writers)

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
All children within EYFS to develop gross motor skills (Pre-writing skills) to support early writing development	GR	Children are able to use gross motor body movements effectively to support their ability to hold a writing tool and	T4	Write Dance	-	Weekly planning Writing / Physical Development		



Short burst gross motor activities are incorporated into daily routine and practice by all classes. Early intervention for those children identified as needing additional support. Fine Motor Skills 'Boot Camp'		begin to form letters effectively.				assessment data		
Children confidently talk about what they want to write and can independently verbalise their sentences following a structured format modelled by the adults within the setting. Teaching and learning to support verbalising sentences, sentence rehearsal, using talk fins.	GR/CM	Children are confident to verbalise their own ideas, speaking in full sentences and attempt to write them using a clear structure and format	T3		-	Pupil conferencing Observations- CM		
Oracy and Vocabulary- What/ where/ when. Children have further opportunities to speak, listen and respond. Specific language used to model for the children, questions used to extend children's responses and the expectation that children will respond in full sentences, Role play with adults to scaffold, Helicopter stories, Talk for Writing.	GR/CM	Children are confident to speak within a group, sharing ideas clearly and in full sentences using new vocabulary that has been modelled and experienced within the setting	T2 T4	Planning	-	Observations GR/CM- T2 & 5 Evidence Me observations		
Those children not ready for Cursive writing are introduced to an alternative program for writing (non-cursive), focusing on physical development and gross motor activities. Letter 'families' focusing on similar letter shape patterns to reinforce formation alongside RWI formation rhymes. Daily physical gross and fine motor skills activities to support movement and control	GR	Children are able to perform gross motor movements in line with early writing development to support the correct formation of all letters. Cursive writing can be introduced once non-cursive formation is secure.	T2	Writing intervention	-	Assessment Evidence Me		
Increased exposure to a variety of narrative text to develop children's own story language when writing. Practitioners to model story language and increase the breadth of vocabulary used	GR/CM	Children will be confident to use narrative features when writing a story.	T3	Planning Writing Lead to suggest key texts	-	Evidence me- language used by children Writing assessment/ moderation		
Teaching staff to be given planning support and documentation surrounding early writing skills. As a team – to create engaging 'bootcamp' games to develop these skills.	CM	Teachers will be more confident in developing activities to tackle pre-writing skills. Children will have dedicated adult time to develop gross and fine motor skills in preparation for writing. A wider range of activities will be consistently used across all 3 classes	T1-2	CM writing time + Research online & visit to other schools.	-	-Team meetings -Evidence Me Obs -learning walks		



Review and replenish resources in the EYFS classes to support early storytelling and also writing opportunities.	CM	eg. write dance, dough disco Classes will have access to story sacks to be used in the classes which relate to texts covered in Literacy. Children will have resources to support retelling and acting out of stories which will in turn embed those language patterns for writing. Children will have a range of 'real' writing resources such as note pads, post-it notes, keyboards/touch screens, greeting cards.	T1-5	CM writing time + Request to parents for resources. + CM to research stock rejects. Eg The Works.	£200	-Team meetings -Evidence Me Obs -Learning walks		
Develop new writing milestones for EYFS, using new curriculum guidance, that extend and challenge all pupils.	CM	EYFS team will have a yearly overview of writing expectations in which to follow in planning. Teaching staff will have high expectations of how children should progress throughout the year which will in turn support assessment. Feedback from writing moderation will be implemented	T1 – 2	Team meeting time.	-	-planning review. -Evidence Me observations -Book looks		
Support materials and time given to training Teaching staff – Teaching assistants - with interventions to support those writers not accessing the non-cursive writing script.	CM	TA's more confident with the expectations of supporting less confident writers. Children that are working towards expectation in writing are given targeted interventions in supporting letter formation.	T1	EYFS TA meeting time/ supply cover	-	-Classroom observations -staff feedback		
Throughout phase 2 and 3 teaching – provide support for parents in letter formation.		Parents will feel more confident on how to support their children at home by watching small clips of letter formation from the website. With weekly sheets going home, parents that don't always have access to the internet will see the sheets in their book bags and be encouraged to support their children. Practising letters little and often will embed the skills.	T1 - 4	CM subject leadership time	-	-staff feedback -book looks -Evidence me.		
In T6, teachers to be provided with lists of spellings and support on how to bring this into weekly routine.	CM	Children will have dedicated time given to learning spellings of high frequency words and tricky words. This will be seen in their writing as they depend less on phonological awareness and apply correct spellings. This will also ease transition into Year 1 as children will already be used to the routine of having spellings.	T6	Spelling sent home weekly in their reading records.	-	-staff feedback -spelling quiz -book looks		



4b: To identify and overcome barriers and diminish differences for PP children so that they achieve in line with their peers.

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Teachers provide enriched learning experiences for vulnerable children to 'level the playing field' and enable fair access for all.	GR and SD	PP children make good/accelerated progress and are able to make links with their learning. PP children are highly engaged in their learning.	T2	PP funding	-	SLT Observations		
SALT training for EYFS staff. Teachers provide a language rich environments and focus on developing children's use of vocabulary.	SD/GR	PP make good progress in their language and vocabulary skills. They can confidently apply this to talk about their learning and answer questions.	T3	SEN funding	-	Meeting minutes Appraisal		
Progressions Tools language assessments are used to accurately identify gaps in individual children's language development.	SD/GR	Children needing further support to develop comprehension/vocabulary are identified early by teachers and interventions are in place.	T2	KS meetings	-	Key stage meetings		
SD to support teachers to identify and plan for children who may need a different approach in phonics. E.g. those who were prem babies, children affected by trauma.	SD and EYFS teachers	Children are identified and interventions started in a timely manner. E.g. word mastery	T3	KS meetings	-	Key stage meetings		
Baseline and early assessment during Induction period to identify those children who have missed early life experiences prior to starting school. Continuous provision and specific planning to ensure increased opportunities for identified children to experience the 'everyday' awe and wonder opportunities to ensure equality for all	GR	All children within EYFS setting will have shared similar experiences in line with their peers and had opportunities provided for them by the setting	Ongoing	Key stage meetings	-	Pupil conferencing PP Tracker Planning Evidence me (pp chn)		
Enquiry topics and a 'Big Question' shared with Parents/ Carers at home for children to find out and discuss beyond school setting. PP families supported with conversation openers to encourage increased dialogue at home	GR/CM	Children will have increased knowledge and understanding around an enquiry and will have shared some of the learning with parents and carers. Children will have developed their language and communication through questioning and sharing ideas with people who are familiar to them.		School website links Information sent home	-	Pupil's voice- are children engaged with enquiry? Have they shared enquiry beyond school setting? Shared learning-floor books		



**4c: For all staff to have a better understanding of early child development so that they can be effectively supported in their learning.**

<b>Implementation</b>	<b>Led by</b>	<b>Intended outcome</b>	<b>Time period</b>	<b>Resources/ time</b>	<b>Cost</b>	<b>Monitoring &amp; Evaluation When? Who? How?</b>	<b>RAG</b>	<b>Impact</b>
EYFS Lead to share the changes to the EYFS Reform framework with all staff within the setting. EYFS Team to audit current provision and practice and identify strengths and areas to develop and improve. Identify needs within new intake- what do we want/ need to achieve? How will we do this?	GR	All practitioners have a clear understanding of the new framework and a shared interest and enthusiasm as to how this will be achieved as a team.	T1	Key stage and TA meetings	-	Audit practice Action Plan		
Outdoor learning- link to States of Being Increased opportunities to use the community and surrounding environment to support children's understanding of their own learning. Large scale equipment and space. Team/ relationship building activities to support speaking and listening skills.	GR/RJ	Improved communication and language skills for all children. Children will feel confident to express their ideas and opinions within the setting and community.	Ongoing	Key stage meetings	-	Observations GR T3 & T6 Planning		
Visits to 'Outstanding' schools to observe provision within the setting (Indoor and outdoor)	AM	EYFS team can implement new ideas and activities within the setting to develop provision having observed an 'Outstanding' setting	T2	PPA	-	Learning walks Drop-ins am and pm		

**Phonics**

Children recognise phonic sounds independently and correctly match the grapheme to the phoneme when writing. Magnetic letters to reinforce phonic sounds and word build prior to writing through physical manipulation of letter sounds	GR/JR	Children can apply their phonic knowledge, using digraphs and trigraphs effectively when reading or writing	T4	Bug Club	-	Phonic assessment data Writing moderation Teacher feedback		
Those children working beyond phase 4 to have experience of Phase 5 alternative digraphs Intervention group to support learning of alternate digraphs during phonic sessions	GR/JR	Children are able to use and apply alternate digraphs when reading and writing	T6	Adult support in class	-	Phonic assessment data Writing moderation Teacher feedback		

**Reading**



Further opportunities for Greater Depth in EYFS by exposure to chapter books Introducing chapter story books during shared story time. Exposure to extended language and vocabulary	GR/JR	Children will have an experience of chapter books, building stamina for reading and extended vocabulary linked to books they have read or had read to them	T5	Staff meetings	-	Reading assessment		
Children to read aloud, listening and responding to what they have read. Guided Reading for small groups when ready	GR	Children are able to share a book within a small group, listen and respond to what they have heard or read themselves by answering key questions related to the text	T5	Key stage meetings	-	Reading observations Teacher assessment/ feedback Reading moderation in KS meeting		
Word level skills Reading tins with colour coded sets to be shared for home learning	GR/JR	Children will have an increase knowledge of words and are able to read more on sight and from memory, supporting their reading and writing achievements.	T1	Key stage meetings	-	KS Meetings Monitor progress of each class with termly assessment/ Phonics data		
Children develop comprehensions skills through reading scheme. Clear questioning format implemented for EYFS staff and those supporting reading, allowing further opportunities for children to reflect and respond on what they have read or have had read to them	JR	Children are confident to talk about what they have experienced through reading and can answer key questions about the text.	Ongoing	Staff meetings	-	Pupil conferences Story time- key questions		

## Maths

Continuous provision planning to ensure children will build upon previous learning to consolidate prior knowledge and apply it throughout other areas of the curriculum	HS	Children are able to use their previous learning and apply it independently in other areas of the curriculum. Maths skills will be embedded effectively	Ongoing	Key stage meetings and staff meetings	-	Planning Maths observations HS Evidence Me		
---	----	---	---------	---------------------------------------	---	--	--	--

4d: To ensure that termly data points accurately reflect whether children are on track or not to reach ELG.

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
EYFS Lead to share new assessment guidance with team	GR	Staff to have a clear understanding of the data points and know the barriers to the children's learning so that they can be addressed through intervention, teaching and learning	T1		-	KS meetings SLT meetings		



Termly moderation of data within setting and Hub.	GR	Consistent judgements are being made by teachers and recorded on data system. Gaps in learning identified and strategic intervention planned.	Termly		-	KS meetings SLT meetings		
---	----	---	--------	--	---	-----------------------------	--	--

4e: For all children to understand the states of being when working on enquiries and challenges.

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
States of being to be introduced within EYFS, giving children opportunities to explore and develop their own understanding of what these are.	GR	Children can confidently talk about how and when they are demonstrating the different states of being through their learning within the setting.	Termly	KS meetings	-	Pupil's voice Teacher feedback Evidence me		
Children will be exposed to a variety of activities and enquiry based learning opportunities, using Prop boxes stickers, signs and displays to reinforce when and where children are demonstrating the different states of being.	GR	Children can confidently talk about how and when they are demonstrating the different states of being through their learning within the setting.	Termly	KS meetings	-	Pupil's voice Teacher feedback Evidence me		
States of Being Days- visitors to come and talk about their role, making it 'real' for children as well as themselves experiences it to support this understanding.	GR	Children can confidently talk about how and when they are demonstrating the different states of being through their learning within the setting.	Termly	KS meetings	-	Pupil's voice Teacher feedback Evidence me		