



Termly Action Plan (TAP)- Autumn 2021 (September-December 2021)

(Key actions drawn from SIDP & shared with all staff. Governors included in termly planning and review meetings.)

Priority:	Key Focus	Key Ofsted Area(s):	Links to School Vision:
1.	<p><u>Covid recovery plan incl:</u></p> <ul style="list-style-type: none"> • C19 Catch-Up Grant • Mental health & wellbeing • Parental Engagement During Pandemic • Resume enhanced governor monitoring (see separate doc) 	Behaviour & Attitudes Leadership & Management Personal Development	Love of Learning Make it your Best Skills for Life Perseverance
2.	<p><u>Curriculum Development (foundation)</u></p> <ul style="list-style-type: none"> • 20 Minute Monitoring • Quality of Teaching • Subject Documentation • Networking 	Quality of Education Leadership & Management	Love of Learning Make it your Best Skills for Life
3.	<p><u>Knowledge Retrieval</u></p> <ul style="list-style-type: none"> • Knowledge Organisers • 'Walkthru' & Policy • Teaching Assistants 	Quality of Education Leadership & Management	Love of Learning Make it your Best Skills for Life Perseverance
4.	<p><u>Early and Struggling Readers Provision</u></p> <ul style="list-style-type: none"> • Resource Development • Termly Review of Identified Readers • Reading Cafe 	Quality of Education Leadership & Management	Love of Learning Make it your Best Skills for Life
5.	<p><u>Character Education and Preparation for Life in Modern Britain</u></p> <ul style="list-style-type: none"> • Review of RSE policy and teaching materials • Diversity Awareness 	Behaviour & Attitudes Personal Development Leadership & Management	Make it your Best Skills for Life Perseverance
6.	<p><u>Middle Leadership (core)</u></p> <ul style="list-style-type: none"> • English • Maths • EYFS 	Quality of Education Leadership & Management	Love of Learning Make it your Best Skills for Life Perseverance

Termly Action Plan: Autumn 2021

Objective:	Input, activities & tasks	Resources	Person responsible	Monitoring	Success Criteria	Evaluation
To ensure catch up for most impacted children	<p><u>CV19 Catch- Up Grant</u></p> <p>Plan in place for more single year group teaching and additional support for phonics in KS1 2021-22</p> <p>Additional TA in Barn Owls to allow for more support for identified group</p> <p>Termly tracking of progress/attainment with resumption of cycle.</p>	C19 Funding & school contribution	Teachers HT	Standards Sub-Comm	Ref: SIDP	
To provide excellent mental wellbeing support for all children	<p><u>Physical activity and mental wellbeing</u></p> <p>Maintain focus on enhanced physical activity. Utilise SSP offer for new year as conditions allow.</p> <p>Resume swimming sessions asap.</p> <p>Daily mile type activities to be introduced into KS2.</p> <p>Girls football only on main pitch one lunchtime a week & girls football team.</p> <p>Timetabled time for both mental health counsellors to be available to work with identified children.</p> <p>Staff discussion re: what to keep from CV19 emergency measures eg playtime organisation.</p>	SP Funding	HLTA TA HT	Sports Premium Governor	Ref: SIDP	

<p>To ensure excellent parental engagement during Covid restrictions and further develop and improve once restrictions listed</p>	<p><u>Parental Engagement</u></p> <p>Publish results of parent survey (July'21) and share with staff.</p> <p>Get a paper copy of topic webs out to all parents by end of week 2 and signposting of website resources to be further considered.</p> <p>Ensure all SEND parents have had a phone call/conversation about term ahead by end of week 2.</p> <p>Plan 2 parent events per half-term- one of which is open tray/books (early October). Add to staff meeting calendar. (incl Reading Cafe in first term)</p> <p>Refresh Twitter and Facebook permissions and use former more frequently especially for good work.</p>	<p>Staff meeting time</p>	<p>HT Teachers</p>	<p>Standards Sub-Comm</p>	<p>Ref: SIDP</p>	
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<p>To improve ability of subject leaders to drive subject improvements and monitor coverage against curriculum plans on website.</p>	<p><u>Twenty Minute Monitoring</u></p> <p>Establish a proforma and visit protocols for monitoring process. Each teacher to identify a limited number of visits (1-3) each half- term and arrange a time to complete.</p> <p>Completed proformas shared with HT and added to curriculum files and feedback given to staff in an appropriate mechanism.</p> <p>After one term review system and further develop.</p> <p>Half-termly timetabled visit for each subject leader.</p> <p>Roll over skills spreadsheets for new classes.</p>	<p>Teacher release time using HT/HLTA</p>	<p>HT Subject leads</p>	<p>Standards Sub-Comm</p>	<p>Ref: SIDP</p>	
<p>To ensure good curriculum coverage and progression, benchmarked against other good schools.</p>	<p><u>Subject Documentation</u></p> <p>Complete remaining subject narratives and rationales.</p> <p>Collaborative schools project (term 1- Science)</p> <p>Plan Science (term 1) extra events as whole staff</p> <p>Learning walk/lesson obs termly with invited external HT (resume)</p> <p>Resume cluster schools network focus</p>	<p>Teacher release time</p>	<p>Teachers</p>	<p>Standards Sub-Comm</p>	<p>Ref: SIDP</p>	

<p>To further develop children's knowledge retention.</p>	<p><u>Knowledge retention and retrieval.</u></p> <p>Term focus: Leitner Vocab model (for Primary) & word walls/support in classrooms</p> <p>Knowledge retrieval grids (Y2-6)</p> <p>TA vocab project (phase 2)</p> <p>Embed use of HT Google quiz each half-term</p>	<p>Teacher Time</p>	<p>Teachers</p>	<p>HT Standards Sub-Comm</p>	<p>SIDP</p>	
<p>To further embed and develop support for struggling readers.</p>	<p><u>Phonics Resources & Identification of Readers</u></p> <p>Additional staffing in KS1/LKS2</p> <p>Ongoing purchase and development of phonics decodable readers</p> <p>Selection of Phonics SSP w/accompanying training package for new staff in KS. Selection based on L&S foundation and our current phonics 100% decodable stock.</p> <p>Develop fidelity of reading books progressively as budget allows and with major investment in Spring 22.</p> <p>Termly review of provision and progress of identified children-lowest 20% to continue (and finalise by end of week 2)</p> <p>Dyslexia screening (Y3-6) - Sept'21</p>	<p>Purchase of books</p> <p>Purchase of SSP</p> <p>Staff time</p> <p>Dyslexia renewal fee</p>	<p>English Lead</p>	<p>HT Standards Sub-Comm</p>	<p>SIDP</p>	

	Reading attitudes pupil questionnaire (Sept'21)					
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	Evaluate and consider which phonics scheme to adopt from September 2022					
To ensure that RSE policy, coverage and delivery is well matched to needs of children and families in school community.	<u>RSE Policy- Parental Involvement & Information</u> Final phase- governor analysis of pupil exit interviews (July'21) - to inform next year provision.	HT & Governors time	HT RSE Governor	HT RSE Governor	SIDP	
To raise awareness of diversity amongst pupils to support with future life in Modern Britain	<u>Diversity Awareness plan- see plan for full details.- update with last term's actions</u> <u>Overview:</u> <ul style="list-style-type: none"> • Curriculum review • Resources • Utilising the hidden curriculum • Staff development Staff training - October inset online- book	HT and teacher time £250 resources- books Training day (online) planned Oct'21	HT	HT Standards Sub-Comm	SIDP	
To further improve EYFS provision	<u>EYFS</u> Release time to update EYFS SEF Next stage of EYFS environment plan Trial use of new EYFS tracker for new curriculum requirements	Resources Budget- prioritisation plan has been written by BC	BC EYFS Governor	HT EYFS Governor	SIDP	
To further raise attainment and achievement in Maths	<u>Maths</u> See Cluster Maths development planning for joint actions. Calculations policy- final review Star Maths assessments- evaluate	Teacher time Star Maths subscription- £1200 pa if purchased Release time for Angles Maths hub	SC Standards SubComm	HT Standards SC	SIDP	

	usefulness					
	Angles Maths Hub training					
To further raise attainment and achievement in English	<p><u>English</u> Subject leader maternity leave April- March 22. English plan written before leaving for actions for year ahead (see plan).</p> <p>Dovetails with SIDP with additional items:</p> <ul style="list-style-type: none"> To assess current handwriting standards across school and establish consistency in letter formation. Teaching programme and expectations. Review the school's approach to teaching spelling to ensure children are learning spellings successfully. <p>See also Cluster English development planning for additional joint actions.</p> <p>See also struggling reader provision (above)</p>	Teacher time	KL Standards SubComm	HT Standards SC	SIDP	