



Termly Action Plan (TAP)- Spring 2022 (January-April 2022)

(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: Spring 2022

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> <p>Evaluate outcomes so far - Jan'22 and identify any specific curriculum areas that are generic weaknesses post-lockdown eg handwriting.</p>	C19 Funding & school contribution	Teachers HT	Standards Sub-Comm	Ref: SIDP	<p>Analysis of data suggested that groups and individuals are making progress and catching up.</p> <p>Handwriting review and guide on website to support also has impact.</p>
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.. SSP plan for year ahead has been written and activities begun eg sports coach</p> <p>Swimming sessions organised for Y1-6 (summer term) at two venues</p> <p>Timetabled time for both mental health counsellors to be available to work with identified children.</p>	SP Funding	HLTA TA HT	Sports Premium Governor	Ref: SIDP	<p>Swimming sessions to begin for Y3-6 after Easter holidays.</p> <p>Taster activities in golf and karate java gone ahead.Danced showcase and enhanced SSP offer utilised. Cycling from Mini Riders also for KS1. Zones of regulation whole school approach in SIDP 2022-23 to support Wellbeing staff.</p>

<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>Repeat parent survey exercise at end of spring term (to get more Y6 parent responses)</p> <p>Continue to get a paper copy of topic webs out to all parents by end of week 2 and signposting of website resources to include use of newsletter.</p> <p>Ensure all SEND parents have had a phone call/conversation about term ahead by end of week 3.</p> <p>Plan 2 parent events per half-term- one of which is open tray/books- this term (Covid-permitting) open tray & Easter crafts afternoon or languages cafe (March)</p> <p>Make greater use of Twitter especially for good work.</p>	<p><i>Staff meeting time</i></p>	<p><i>HT</i></p> <p><i>Teachers</i></p>	<p><i>Standards</i></p> <p><i>Sub-Comm</i></p>	<p><i>Ref: SIDP</i></p>	<p>All actions completed- parent survey postponed to end of summer term- post SRHE.</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>Continue to embed use of 20 minute monitoring & subject leader release time - include timetabled staff meeting time for subject development (one per half-term).</p> <p>Subject Leader action plans written Jan '22- including whole school development work ie quotations and key knowledge journeys.</p> <p>Half-termly timetabled visit for each subject leader.</p> <p>Embed use of skills spreadsheets for each class and display the year group ones written in each classroom.</p>	<p>Teacher release time using HT/HLTA</p>	<p>HT Subject leads</p>	<p>Standards Sub-Comm</p>	<p>Ref: SIDP</p>	<p>Ongoing focus.</p> <p>Monitoring identifies clear examples of impact- see files.</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 rationales.</p> <p>Complete remaining 'Key Knowledge Journey docs'</p> <p>Introduce use of curriculum quotes with all classes- discussions at age appropriate level. Discuss with staff quality of children's responses.</p> <p>Collaborative schools project (term 2- RE)</p> <p>Plan RE/diversity (term 2) extra events as whole staff</p> <p>Learning walk/lesson obs termly with invited external HT (continue)</p>	<p>Teacher release time</p>	<p>Teachers</p>	<p>Standards Sub-Comm</p>	<p>Ref: SIDP</p>	<p>All completed except Music- next term.</p> <p>RE event postponed due to Covid.</p> <p>Deep Dive (RK) identified further areas to focus on- particularly evidence gathering to support work in exercise books.</p>

	Use of R.Kett focussed external visits (1 per term) Complete reading spine document for whole school Resume cluster schools network focus					
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<p>To further develop children's knowledge retention.</p>	<p><u>Knowledge retention and retrieval.</u></p> <p>Embed word walls/support in classrooms and encourage of TAs to informally encourage vocab and fact retention during lessons</p> <p>Knowledge retrieval grids- discuss at a staff meeting (Y2-6)</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>Ongoing focus - Vocab walls in all classrooms and deep dive suggested childrens use of vocab is good. Review of curriculum documentation to take place led by AP this term.</p>
<p>To further embed and develop support for struggling readers.</p>	<p><u>Phonics Resources & Identification of Readers</u></p> <p>Complete training of KS2 staff in new Little Wandle resources.</p> <p>Develop fidelity of reading books progressively as budget allows and with ongoing investment in Spring 22 if needed</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) - Spring Term</p> <p>Reading attitudes pupil questionnaire (Feb'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>	<p>Completed- full review of first year of LW at end of term.</p>

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> Preparation with governor for summer term teaching. Adopt same successful approach as last year re: sharing resources/parent information evenings. (Preparatory discussion- March'21)	HT & Governors time	HT RSE Governor	HT RSE Governor	SIDP	Letter & resources to parents to be sent out by end of April.
To raise awareness of diversity amongst pupils to support with future life in Modern Britain	<u>Diversity Awareness plan- see plan for full details.-</u> <u>Overview:</u> <ul style="list-style-type: none"> • Curriculum review • Resources • Utilising the hidden curriculum • Staff development Diversity/RE special events- Mar'22 Staff training - April inset online- book	HT and teacher time £250 resources- books Training day (online) planned Oct'21	HT	HT Standards Sub-Comm	SIDP	Not fully completed
To further improve EYFS provision	<u>EYFS</u> Develop ' key knowledge ' in Early Years document (DONE) Develop ' foundation subjects in early years ' retrospective Work with peers in other schools to refine new assessment trackers and evaluate best practice in implementation of new curriculum Calculations in Early Years (see Maths devpt plan)	Resources Budget- prioritisation plan has been written by BC	BC EYFS Governor	HT EYFS Governor	SIDP	Completed- EYFS system is identifying where more support is needed for individuals and in which aspects- useful impact.

<p>To further raise attainment and achievement in Maths</p>	<p><u>Maths</u></p> <p>See Maths devpt plan (Jan'22)</p> <p>Embed with parents the calculation methods guides on website.</p> <p>Book Angles Maths HUb training (KS1) for summer 22 or autumn 22 when available</p>	<p>Teacher time</p>	<p>SC Standards SubComm</p>	<p>HT Standards SC</p>	<p>SIDP</p>	<p>Maths Angles training for KS1 to commence in summer term.</p>
<p>To further raise attainment and achievement in English</p>	<p><u>English</u></p> <p>Subject leader maternity leave April- March 22. English plan written before leaving for actions for year ahead (see plan).</p> <p>Embed with parents the spelling and handwriting guides on website.</p>	<p>Teacher time</p>	<p>KL Standards SubComm</p>	<p>HT Standards SC</p>	<p>SIDP</p>	<p>See SIDP 22-23 for next steps.</p>