



Termly Action Plan (TAP)- Autumn'23

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

| Priority: | SMART Objective: | What does this look like? | Evidenced by: | Ofsted Area: | School Vision: |
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| 1 | Early Reading <ul style="list-style-type: none"> To ensure that Little Wandle reading scheme is being delivered with best practice across school. To provide children with greater opportunities to read out loud in class | <ul style="list-style-type: none"> All staff delivering Little Wandle are confident and skilled in all relevant aspects of the scheme. Resourcing fully supports this. The subject lead has refined and developed the scheme to ensure the greatest possible effectiveness and has established a clear monitoring and feedback cycle with all staff. Outcomes data for Little Wandle indicate that all children are making effective progress and that targeted and time-specific intervention strategies are in place for any children that are in danger of falling behind. English policy has been reviewed and incorporates changes made. | <ul style="list-style-type: none"> Outcomes data Notes and follow up from observations One Governor to oversee-PF | QoE | Love of Learning Make it Best Skills for Life |
| 2 | Character Development & Citizenship <ul style="list-style-type: none"> To provide exceptional opportunities for children in younger age groups to develop highly positive attitudes towards society To use Children's University relaunch as a vehicle to develop exceptional extra-curricular opportunities for all children in school To develop mentor scheme for children in Y1-4 and further develop use of buddies in R/5/6 | <ul style="list-style-type: none"> Children across the school are consistently able to demonstrate positive attitudes. Children in the middle year groups are given opportunities to take on roles of responsibility inside school. All children have the opportunity to become involved with a new School Council focussed on working on community and charitable projects outside of school. All children have been given Children's University membership by the school, and are able to access extra-curricular opportunities outside and inside school. | <ul style="list-style-type: none"> Pupil voice CU records School Council notes and pictures One Governor to oversee-JD | B&A PD | Love of Learning Skills for Life |
| 3 | Love of Learning <ul style="list-style-type: none"> To further raise expectations re: presentation and quality of work across school To ensure that misspelling of most high frequency words does not occur in children by the end of Year 3 and similarly that number reversal does not occur by the end of Year 3. | <ul style="list-style-type: none"> Aspirational expectations for presentation of work have been agreed upon by staff and communicated effectively to children. Children are encouraged and supported in a non-punitive way to reach these standards. The most high frequency words are always correctly spelt by all children from at least Year 4 onwards and all numbers are correctly orientated. Children are aware of these expectations and simple interventions are in place to support children lower down the school to develop these skills. | <ul style="list-style-type: none"> Exercise books Posters in school of expectations One Governor to oversee-SH | QoE B&A PD | Love of Learning Make it Best Persevere Skills for Life |

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| 4 | Curriculum Collaboration & Development <ul style="list-style-type: none"> To further develop opportunities for subject leaders to access networks, training and visits to other schools to increase expertise To review all curriculum intent documents as a teaching team to identify key narrative themes across school To increase opportunities for governors with subject expertise to contribute towards curriculum refinement To reduce 'unevenness' in curriculum delivery To obtain a 3rd national curriculum excellence award in Computing (school has PE and Science) | <ul style="list-style-type: none"> All subject leaders are confident that they have sufficient expertise to lead subjects. They have enjoyed opportunities to attend subject networks either virtually or in person, have interviewed a panel of children from across the school and have accessed support from subject associations and have visited peers in other schools to compare implementation. All teachers have worked collaboratively to review current school curriculum documents and have identified key narrative themes across subjects. Subject rationale documents have been rewritten to reflect this and themes are shared with children to support making connections across classes. Staff subject knowledge audit and visit to other schools/training to support School has achieved Computing Quality Framework Accreditation award by July 2024. | <ul style="list-style-type: none"> CQF 1st draft One Governor to oversee-AG | QoE | Skills for Life |
| 5 | Maths <ul style="list-style-type: none"> To increase the number of pupils achieving 'greater depth' at the end of Key Stage 2. To create a whole school approach to teaching times tables with a clear progression. To develop consistent pedagogical approaches to teaching maths across the school. | <ul style="list-style-type: none"> All teachers will be following the calculation policy and the supporting progression documents. Maths lessons will have an increased problem solving and reasoning content to allow deeper thinking. Teachers will have a greater range of approaches to use and will be confident with them. Subject leader will have written and shared a 'Times Table Progression' document for all staff to use. Continued access to TTRS and other times table learning platforms. Pupil voice to show that children are confident in their approach to learning and applying their times table facts. Year 4 MTC results to increase. Supported by Maths Hub training, all teachers and TAs will use a range of manipulatives and representations within a sequence of lessons. Concrete and visual resources to be audited and restocked where required. Regular/daily fluency activities to be part of maths lessons. A gaps analysis of historic performance of 2 recent cohorts across school will have been undertaken and any common themes addressed. | <ul style="list-style-type: none"> Analysis from investigation Notes and follow up from observations Training records One Governor to oversee-KL | QoE | Love of Learning Make it Best Persevere Skills for Life |

Termly Action Plan: Autumn 2023

| Objective: | Input, activities & tasks: | Resources: | Person responsible | Monitoring | Success Criteria | Evaluation- |
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| Early Reading To ensure that Little Wandle reading scheme is being delivered with best practice across school. | <ul style="list-style-type: none"> Phonic cards for parents Home learning sheets- weekly learning report for parents New hq reading records Phonics workshop 25.9.23 (after school)- brought forward | <ul style="list-style-type: none"> Reading records Staff time | <ul style="list-style-type: none"> KLee | One Governor to oversee- PF | All staff delivering Little Wandle are confident and skilled in all relevant aspects of the scheme. Resourcing fully supports this. The subject lead has refined and developed the scheme to ensure the greatest possible effectiveness and has established a clear monitoring and feedback cycle with all staff. Outcomes data for Little Wandle indicate that all children are making effective progress and that targeted and time-specific intervention strategies are in place for any children that are in danger of falling behind. English policy has been reviewed and incorporates changes made. | |
| | <ul style="list-style-type: none"> Embed use of weekly meetings with staff created by AP covering KS1/R assembly on Wed am. Focus on tracking data and weekly performance | <ul style="list-style-type: none"> HT time | <ul style="list-style-type: none"> HT | | | |
| | <ul style="list-style-type: none"> KL to observe all staff teaching phonics and provide 1:1 feedback. Identify additional training required if needed- could include visits/peer/mentor observations. | <ul style="list-style-type: none"> Subject Leader time Training costs | <ul style="list-style-type: none"> KLee | | | |
| | <ul style="list-style-type: none"> Action plans in place for any children falling behind in phonics- link to 20% readers audit. | <ul style="list-style-type: none"> Teacher time | <ul style="list-style-type: none"> Teachers | | | |
| Character Development & Citizenship To provide exceptional opportunities for children in younger age groups to develop highly positive attitudes towards society | <ul style="list-style-type: none"> New Reception introduced and enrolled into CU 2nd graduation- end of autumn term | <ul style="list-style-type: none"> HT time (Reduced) annual subscription as lead Norfolk school | <ul style="list-style-type: none"> HT | One Governor to oversee- JD | Children across the school are consistently able to demonstrate positive attitudes. Children in the middle year groups are given opportunities to take on roles of responsibility inside school. | |

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| <p>To use Children's University relaunch as a vehicle to develop exceptional extra-curricular opportunities for all children in school</p> <p>To develop mentor scheme for children in Y1-4 and further develop use of buddies in R/5/6</p> | <ul style="list-style-type: none"> School council set up and a useful community focused project completed/established by end of July 23 Second batch of elections and activities for Oct'23 Y6 buddies set up | <ul style="list-style-type: none"> HT time Learning resources (£50) | <ul style="list-style-type: none"> HT | | <p>All children have the opportunity to become involved with a new School Council focussed on working on community and charitable projects outside of school.</p> <p>All children have been given Children's University membership by the school, and are able to access extra-curricular opportunities outside and inside school.</p> | <p>Done.</p> <p>Planting and village history project with elderly residents so far. Elections held on local election day and conducted with proper ballot box.</p> |
| | <ul style="list-style-type: none"> Y1-4 mentoring set up by with learning partners and peers- showcasing/supporting. Regular joint sessions - wednesdays- academic focus- target setting? Evaluate academic and social impact & tweak if needed. | <ul style="list-style-type: none"> Teacher time | <ul style="list-style-type: none"> SC/KLee | | | <p>Done.</p> <p>Pupils are positive Will review and discuss impact next half-term.</p> |
| | <ul style="list-style-type: none"> Classroom 'meeters and greeters' set up in all classes- different children given chance to participate. | <ul style="list-style-type: none"> Teacher time | <ul style="list-style-type: none"> Teachers | | | <p>Done.</p> <p>Very few visitors!</p> |

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| <p>Love of Learning</p> <p>To further raise expectations re: presentation and quality of work across school</p> | <ul style="list-style-type: none"> Aspirational expectations for presentation of work have been agreed upon by staff and communicated effectively to children- next week staff meeting New labels | <ul style="list-style-type: none"> Staff meeting time | <ul style="list-style-type: none"> Teachers | One Governor to oversee- SH | <p>Aspirational expectations for presentation of work have been agreed upon by staff and communicated effectively to children. Children are encouraged and supported to reach these standards.</p> | . |
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| <p>Curriculum Collaboration & Development</p> <p>To reduce 'unevenness' in curriculum delivery</p> | <ul style="list-style-type: none"> Staff subject knowledge audit completed- and plans made to address gaps Create a SWOT analysis from findings. | <ul style="list-style-type: none"> HT & Teacher time Training costs | <ul style="list-style-type: none"> | One Governor to oversee- AG | <p>All subject leaders are confident that they have sufficient expertise to lead subjects. They have enjoyed opportunities to attend subject</p> | |
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| To obtain a 3rd national curriculum excellence award in Computing (school has PE and Science) | <ul style="list-style-type: none"> Initial draft of Computing application made. Next set of actions from action plan completed ie.. | <ul style="list-style-type: none"> HT time | <ul style="list-style-type: none"> | | networks either virtually or in person, have interviewed a panel of children from across the school and have accessed support from subject associations and have visited peers in other schools to compare implementation. | |
| | <ul style="list-style-type: none"> Update PE planning docs to include change to Get Set PE- | <ul style="list-style-type: none"> Subject leader time HT time | <ul style="list-style-type: none"> CD/JH HT | | <p>Staff subject knowledge audit and visit to other schools/training to support</p> <p>School has achieved Computing Quality Framework Accreditation award by July 2024.</p> | |

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| Maths To increase the number of pupils achieving 'greater depth' at the end of Key Stage 2. To create a whole school approach to teaching times tables with a clear progression. To develop consistent pedagogical approaches to teaching maths across the school. | <ul style="list-style-type: none"> Whole school gaps analysis- complete- communicate key findings to staff team | <ul style="list-style-type: none"> Subject Leader time | <ul style="list-style-type: none"> SC | One Governor to oversee-KL | Supported by Maths Hub training, all teachers and TAs will use a range of manipulatives and representations within a sequence of lessons. Concrete and visual resources to be audited and restocked where required. Regular/daily fluency activities to be part of maths lessons. A gaps analysis of historic performance of 2 recent cohorts across school will have been undertaken and any | |
| | <ul style="list-style-type: none"> Subject Lead to observe all teachers teaching Maths and conduct book look during autumn term and provide 1:1 feedback | <ul style="list-style-type: none"> Subject leader time | <ul style="list-style-type: none"> SC | | | |

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