



Termly Action Plan (TAP)- Spring'24

(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:
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

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

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Objective:	Input, activities & tasks:	Resources:	Person responsible	Monitoring	Success Criteria	Evaluation-
Early Reading To ensure that Little Wandle reading scheme is being delivered with best practice across school.	<ul style="list-style-type: none"> Parent Voice survey Analysis of reading questionnaire KLe round of phonics obs-(action plan pre mat leave) Gov visit to see phonics 	<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"> KLaw visit to Wrenningham (similar school) (Mighty Writer- KS1?) Refresher training for KS2 staff- led by KS1 staff 	<ul style="list-style-type: none"> Staff time Inset 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-reviewed. 	<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"> Two year plan drafted - high profile- from analysis of questionnaires SEMH lead work ZOR refresh Self-esteem plan Staff wellbeing survey Wellbeing board 	<ul style="list-style-type: none"> 	<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.	

<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"> • New worry boxes • Second batch of elections and activities for Mar'24 	<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>	
	<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. • Gov visit to see mentoring session • Pupil Panel ongoing • Pupil newsletter section- about what have learnt/done (writing for a purpose- school council initially) • Raise profile of house captains- discuss ways at staff meetings- monitor roles? 	<ul style="list-style-type: none"> • Teacher time 	<ul style="list-style-type: none"> • SC/KLee 		<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>Love of Learning</p> <p>To further raise expectations re: presentation and quality of work across school</p>	<ul style="list-style-type: none"> • Embed PROUD posters 	<ul style="list-style-type: none"> • Staff meeting time 	<ul style="list-style-type: none"> • Teachers 	<p>One Governor to oversee-SH</p>	<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>	

Curriculum Collaboration & Development To reduce 'unevenness' in curriculum delivery To obtain a 3rd national curriculum excellence award in Computing (school has PE and Science)	<u>Subject Leadership</u> <ul style="list-style-type: none"> Review and update new action plans for each subject at Jan inset- including Pupil Panel input 	<ul style="list-style-type: none"> HT & Teacher time Training costs 	<ul style="list-style-type: none"> Subject Leaders 	One Governor to oversee- AG	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.	
	<u>Curriculum Quotations</u> <ul style="list-style-type: none"> Follow up Pupil Panel at end of term- different questions to do with action plans & curriculum quotations Curriculum quotations- in assembly (AP) 	<ul style="list-style-type: none"> HT time/assembly planning 	<ul style="list-style-type: none"> HT 			
	<u>Deeper Subject Days</u> <ul style="list-style-type: none"> Embed new Subject days R-4 for depth of learning 	<ul style="list-style-type: none"> Teacher time Learning resources as required 	<ul style="list-style-type: none"> Teachers 			
	<u>Curriculum Enhancement Platforms</u> <ul style="list-style-type: none"> New curriculum platforms to trial - Mosaik, INspire and New Espresso- & parents info evening/letter to support launch 	<ul style="list-style-type: none"> HT time Subscriptions (annual) 	<ul style="list-style-type: none"> HT 			New platforms are being used by staff and children.
	<u>History</u> <ul style="list-style-type: none"> Handover/transition of History to new subject lead- work towards History Quality Mark 	<ul style="list-style-type: none"> HT & Teacher time Training costs 	<ul style="list-style-type: none"> AP/BC 		School has achieved History Quality Mark award by Dec 2024.	
	<u>Computing</u> <ul style="list-style-type: none"> Initial draft of Computing Quality Framework application made. Next set of actions from action plan completed ie.. Badges from training Microbit & Apple Robot clubs Link made with Norfolk Computing hubs New Chromebooks (15) 	<ul style="list-style-type: none"> HT time 	<ul style="list-style-type: none"> HT Chromebooks (£2k) 		School has achieved Computing Quality Framework Accreditation award by July 2024.	

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