



## **2 Curriculum**

# School Development Plan 2014-15

**AREA: ENGLISH**

<b>Target</b>	<ul style="list-style-type: none"> <li>● <b>Handwriting- agreed progression in handwriting across the school</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>● All classes have a non-negotiable handwriting lesson each week.</li> <li>● Review and agreement of joins taught from YR to Y6</li> <li>● Review and agree criteria for handwriting awards (pens/pencils of perfection)</li> <li>● Introduce every day use of pens for Keystage 2</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>● Subject Leader: Clare Hargreaves/ Becky Smith</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>● None</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>● Teaching staff are informed about new strategies.</li> <li>● Children are more confident in using accurate and fluent handwriting.</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>● Continuously review progression and fluency in handwriting</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>● Subject Leader</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>● Reviewed and agreed criteria for handwriting awards (pens/pencils of perfection)</li> <li>● Black pens introduced for everyday writing for Year 6 and increased use in other key-stage 2 year groups</li> <li>● Handwriting lessons and small groups being used to support teaching of handwriting across the school.</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>● All classes continue to have a handwriting lesson each week.</li> <li>● Handwriting has been reviewed at staff meeting</li> <li>● Introduce every day use of pens for Year 6, for best copy work in Year 4 and 5.</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: ENGLISH**

<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Extended writing opportunities; increased expectation for quantity during assessed writing activities and quality writing for all subjects.</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• New Literacy books introduced for Y1-Y6</li> <li>• Create opportunities for children to do more extended writing in lessons.</li> <li>• Focused lesson observations for Autumn Term</li> <li>• SMT book scrutiny as part of Lesson Obs and throughout year.</li> <li>• Review quantity and quality of writing during writing moderation staff meetings.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader: Clare Hargreaves/Becky Smith</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Teaching staff create regular opportunities for extended writing.</li> <li>• Children are more confident in writing with accuracy, speed and increased length.</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>• Aligning writing tasks with new expectations for SATs in KS1 and KS2</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• Subject Leader</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>• New Literacy books introduced for Y1-Y6</li> <li>• Focused lesson observations for Autumn Term including work scrutiny</li> <li>• Children have been encouraged to write for sustained periods and quantity and quality of writing already showing marked improvement.</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• Create opportunities for children to do more extended writing in lessons.</li> <li>• Focused lesson observations for Spring Term including pupil interviews about writing</li> <li>• SMT book scrutiny as part of Lesson Obs.</li> <li>• Quantity increasing across most year groups. Quality of handwriting and content continues to improve.</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: ENGLISH**

<b>Target</b>	<ul style="list-style-type: none"> <li>● <b>Introduce ‘young reads’ book section into the Library.</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>● Books selected to support transitional readers from scheme books to Free choice in the Library</li> <li>● Special section in the Library created for ‘young reads’</li> <li>● New books purchased to support new library section</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>● Subject Leader: Clare Hargreaves/Becky Smith</li> <li>● Librarian: Nicola Hipwell</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>● Purchase of additional books</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>● Children will transfer to choosing Library books with greater confidence.</li> <li>● There will be improved attainment in reading with increased confidence.</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>● Review books available to other targeted groups in school.</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>● All staff</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>● Books selected to support transitional readers from scheme books to Free choice in the Library</li> <li>● Special section in the Library created for ‘young reads’</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>● Books ordered via PTA funding to expand this section of the library.</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: ENGLISH**

<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Extend book groups and resourcing to encourage girl's reading.</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Review selection of books available for Girl's book club groups. Purchase additional books where necessary.</li> <li>• Arrange targeted girls into small book club groups</li> <li>• Staff discuss objectives and outcomes for these groups.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader: Clare Hargreaves</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• Purchase new books where necessary</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Targetted girl's groups show greater confidence in reading and comprehension</li> <li>• Children are showing greater interest in selecting and reading a wider range of books.</li> <li>•</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>• Increase range of up to date non-fiction books related to topics taught.</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• Subject Leader + TA's</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>• Selection of books available for Girl's book club groups reviewed. Purchase additional books where necessary.</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• New books ordered via PTA funding</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: ENGLISH**

<b>Target</b>	<ul style="list-style-type: none"> <li>● <b>Use of Pie Corbett year group targets for planning</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>● All staff to receive planning framework</li> <li>● Discussion at Staff meetings of shared objectives</li> <li>● Clear records maintained of skills covered to aid transition</li> <li>● Staff to evaluate activities upon completion.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>● Subject Leader: Clare Hargreaves/ Becky Smith</li> </ul>
<b>Financial Implications</b>	None
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>● Teaching staff are using new planning guidelines</li> <li>● Children achieving required levels, reviewed during pupil Progress meetings.</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>● Upload targets to school website for parent information.</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>● Subject Leader + TA's</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>● All staff have received planning framework</li> <li>● Discussion at Staff meetings of shared objectives to be covered in Literacy curriculum incorporating End of Year expectations for new curriculum.</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>● No further action this term</li> <li>●</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: ENGLISH**

<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Develop Year Band Literacy sessions across the whole school during the Spring Term</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Plan three week blocks of year banded literacy (writing) across whole school during spring term.</li> <li>• Staff to select Year band to match preferred professional development needs.</li> <li>• Staff to evaluate activities upon completion.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader: Clare Hargreaves</li> </ul>
<b>Financial Implications</b>	None
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Teachers to assess whole year group together for progress and attainment in writing.</li> <li>• Children to meet together as a whole year group for Literacy.</li> <li>• Professional development for staff to teach year groups below or above current groups taught.</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>• Extend opportunities for Year groups to work together across other areas of the curriculum.</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• Subject Leader + TA's</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>• Year Band Literacy discussed at staff meeting and staff allocated to particular Year Bands.</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• Three week block of Literacy work (writing focus) planned and carried out.</li> <li>• Very positive feedback from staff and children</li> </ul> <p><b>Summer 2015</b></p>	

## MATHEMATICS

<b>Target</b>	<ul style="list-style-type: none"> <li>● <b>Review and confirm Calculation policy.</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>● Research different policies</li> <li>● Staff meeting on progression of calculation from Rec to Level 6- agree policy</li> <li>● Write updated policy</li> <li>● Share new policy with staff .</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>● Subject Leader: Michelle Downes</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>● None</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>● Calculation policy written</li> <li>● All staff clear and consistent with progression and strategies</li> <li>●</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>● Share new policy with parents at curriculum evening</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>● Subject Leader/SENCO</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>● Working on progression skills in subtraction and division in think, plan and communicate project.</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>● Finished think, plan communicate project and have progression in subtraction and division, including power point slides. Need to feed back to staff in staff meeting and through consultation with staff draw up calculation policy.</li> </ul> <p><b>Summer 2015</b></p>	



**AREA: MATHEMATICS**

<b>Target</b>	<ul style="list-style-type: none"> <li>● <b>Investigate and implement teaching of algebra to whole school.</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>● Pull out algebra strands in New curriculum from Rec to Y6</li> <li>● Create activities to support</li> <li>● Staff meeting to discuss progression of Algebra</li> <li>● Participation in St.Neots schools maths project</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>● Subject Leader: Michelle Downes</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>● Cover and maths project covered by Forum</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>● Increased confidence in teaching algebra</li> <li>● Better awareness of progression of skills in algebra</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>● Evaluation of performance in Algebra in SATs 2016 and onward</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>● Subject Leader</li> </ul>
<b>Review</b>	
<b>Autumn 2014</b>	
<ul style="list-style-type: none"> <li>● <b>Think , plan and communicate mathematically begun as part of St.Neots Forum</b></li> </ul>	
<b>Spring 2015</b>	
<ul style="list-style-type: none"> <li>● Think, plan communicate project finished. Discussed algebra and the fact there is more focus on this in new curriculum. Speaking with staff they feel confident in this area and are aware they can speak with me if this is an issue.</li> </ul>	
<b>Summer 2015</b>	

**AREA: MATHEMATICS**

<b>Target</b>	<ul style="list-style-type: none"> <li>● <b>Organise a Maths day for parents and pupils</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>● Decide theme for Maths Day/afternoon (poss: Estimation or problem solving)</li> <li>● Source activities</li> <li>● Staff meeting planning session</li> <li>● Display at the end</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>● Subject Leader: Michelle Downes</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>● Possibly some new Maths resources</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>● Increased confidence and skill level of children on aspects of Maths</li> <li>● Raised profile of maths across the school</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>● Select another area of mathematics for shared learning</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>● All staff</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>● For Summer term- date allocated in school diary.</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>● Started to gather resources and plan themes, discussed with Math’s governor. Need to make sure date is in diary for staff meeting planning.</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: SCIENCE**

<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Take part in and achieve Eco Schools Award Level 1</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Register for Eco schools Award Level 1</li> <li>• Form committee made up of staff and children</li> <li>• Carry out Eco audit and plan project ideas</li> <li>• Communicate plan to all</li> <li>• Carry out actions</li> <li>• Apply for award</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader: Helen Canney</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Children develop greater awareness for their environment.</li> <li>• Children are pro-active in taking part in projects to achieve award.</li> <li>• Community involvement in the project.</li> <li>• School gains Eco Schools award</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>• School gains next level of Eco Schools award.</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>• Bronze award gained</li> <li>• Textile award gained (£300 prize)</li> <li>• Travel Plan (STARS) award gained- Bronze</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• Plan for eco area in Summer Term. Designer sought to compile children’s ideas into professional drawing.</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: SCIENCE**

<b>Target</b>	<ul style="list-style-type: none"> <li>• Ensure that new National Curriculum objectives are incorporated within the Topic planning cycle.</li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Go through 4 year curriculum plan and ensure that all relevant science units are covered within each relevant Year band.</li> <li>• Integrate new online resources (Curriculum visions, Espresso and Apps) and ensure teachers are aware of resources available</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader: Helen Canney</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• Subscription to Espresso and Curriculum Visions. New Apps purchased.</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Planning cycle matches new National curriculum within the relevant Keystage.</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>• Integrate science topics within other topics</li> <li>• Involvement with piloting science testing and core subject revision modules</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>• 4 year curriculum plan reviewed- all science subjects are on the plan.</li> <li>• Year 4,5+6 using online resources (Curriculum visions and Espresso) Science App also in use on i-pads.</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• As above</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: ICT**

<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Embed use of I-pads and apps for use across the school</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Purchase remaining i-pads from preferred supplier</li> <li>• Train staff/pupils in use of i-pads</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader: Helen Canney</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• Costs of i-pads (PTA funds)</li> <li>• Staff training costs</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• An awareness of what is available in the technology world and how it can be utilized in the school environment.</li> <li>• Facilitating use of mobile technology for increased engagement/skill development in learning.</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>• Ensure mobile technology available for use by all pupils.</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• ICT Subject Leader</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>• I-pads all purchased- now have full set of 32</li> <li>• Pupils adept at using i-pads</li> <li>• Staff using i-pads more frequently within lessons including use of programming Apps.</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• Staff briefed for ideas on using IPads outdoors, particularly KS1, ideas for Yr 6 in Summer term.</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: RE**

<b>Target</b>	<b>Develop use of AT2 to give children confidence in using skills from world religions in their own lives.</b>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Purchase materials to assist staff</li> <li>• Use pupil’s knowledge of world religions to ask questions relating to their own lives</li> <li>• Provide assessment opportunities for pupils to demonstrate their understanding.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader: Claire Jarvis</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• Purchase books for RE support</li> <li>•</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• All pupils feel confident to identify how knowledge of world religions can help their lives.</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>• Review assessments of RE to check they are useful and effective.</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• RE subject Leader</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b>                  Materials were purchased to assist with teaching the modules that were planned for Christmas and Easter.                  The AT2 focus was tested with the Christmas materials and there is an improvement but the skill of interpreting the information and seeing how it fits the pupils own lives still needs to be developed.</p> <p><b>Spring 2015</b>                  Staff have used the Easter materials to develop a better structure to their planning for this year’s celebration. There seems to be a better understanding of the implications of the Easter story. Now need to focus on other religions and ensure the same level of understanding is expressed.                  CJ and RF to meet for governor visit Thursday 26<sup>th</sup> March</p> <p><b>Summer2014</b></p>	

**AREA: PE**

<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Join and become involved with sporting opportunities through SCSSO</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Subject Leader to attend training and meetings linked to new SSCO</li> <li>• Enter a range of sporting competitions</li> <li>• Attend sports festivals for all ages where possible.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader: CJ</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• Transport costs/minibus training</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Sports development activities run for a greater number of children</li> <li>• Increased number of children attend interschools competitions</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>• Consolidate the availability of sporting opportunities across the school</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014.</b></p> <ul style="list-style-type: none"> <li>• Subject leader has attended Autumn network meetings</li> <li>• Football team took part in SSCO tournament</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• CJ met with the SSCO leader to ensure that there will be sports events for the pupils in the summer term.</li> <li>• Team building for SB booked</li> <li>• Netball tournament booked</li> <li>• Tennis for 3 and 4</li> <li>• Mini Olympics year 4</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: PE**

<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Introduce Outdoor Adventurous Activities club in school</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Arrange for Sports coaches to run club- Friday after school</li> <li>• Evaluate opportunities with staff and children</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader: CJ</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• Self financing</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Sports development activities run for a greater number of children</li> <li>• Ensure upper KS2 pupils have quality opportunities for OAA</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>• Develop OAA opportunities within the school Day</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014.</b></p> <ul style="list-style-type: none"> <li>• Arranged for Sports coaches to run club- Friday after school during Autumn term for Year 5+6</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• Club hasn't operated during Spring Term (too dark in evenings!)</li> <li>• Residential trip to Bush craft confirmed for Year 5 +6 Oct 2015. Has lots of OAA activities in the planned programme.</li> </ul> <p><b>Summer 2015</b></p>	



**AREA: PSHE**

<b>Target</b>	<ul style="list-style-type: none"> <li>• Anti-Bullying week- high focus</li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Focus on elements on anti-bullying within PSHE framework and National Anti-bullying resources.</li> <li>• Plan whole school and class activity sessions during anti-bullying week in November.</li> <li>• Children to create posters/ display re Anti-bullying</li> <li>• Evaluate activities with School Council.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader: Becky Smith</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Staff more confident in delivering teaching on anti-bullying</li> <li>• Children have a range of strategies and knowledge about anti-bullying and what they should do.</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>• Research additional resources to be used for this topic</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>• Use of anti-bullying materials within PSHE framework and National Anti-bullying resources.</li> <li>• Whole school and class activity sessions during anti-bullying week in November.</li> <li>• Children created posters/ display re Anti-bullying</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• Anti- bullying assembly with signing of Anti-bullying charter from St.Neots Forum</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: PSHE**

<b>Target</b>	<ul style="list-style-type: none"> <li>• Training of Peer Mediators- in-house</li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Joint project with Newton school</li> <li>• Use expertise of TAs and Head who have attended training to run in house training session during Summer Term 2015</li> <li>• School to prepare information on Restorative justice- Peer Mediators to support</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader: BS</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Peer mediators are confident in their role to support behaviours in school.</li> <li>• Staff are confident to deliver training</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>• Using trained Peer Mediators to assist with training of new mediators</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>• Scheduled for Summer Term</li> </ul> <p><b>Spring 2015</b></p> <p><b>Summer 2015</b></p>	

**AREA: PSHE**

<b>Target</b>	<ul style="list-style-type: none"> <li>● <b>Use of Play therapist to support social skill needs</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>● Children identified for play therapy</li> <li>● Parents and staff to meet with play therapist at beginning of 6 week block</li> <li>● Therapist to meet with relevant TAs to suggest ways forward as part of follow up to therapy</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>● Subject Leader: BS/ SENCO</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>● None (Part of Locality budget)</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>● Staff are aware of strategies to be used as follow up or support for therapies being initiated.</li> <li>● Individual children benefit from the sessions and we see an increased confidence in their social confidence.</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>● Funding permitting seek to use play therapy support with other children across the school.</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>● All staff</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>● Play therapist has completed one cohort of children and met with staff and parents for feedback and potential follow up</li> <li>● Next cohort of children have begun sessions</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>● Third group of children have begun sessions</li> </ul> <p><b>Summer 2015</b></p>	

## AREA: MUSIC

<b>Target</b>	<ul style="list-style-type: none"> <li>• Increase staff confidence in teaching of music</li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Staff meeting to review teaching of music and to identify areas of strength and Development</li> <li>• Use Music Express planning (existing and newly revised) to base music programme for teaching across the school.</li> <li>• Ensure links to new curriculum are secure</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader: CMRP</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• Purchase of Revised Music Express modules</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Staff are confident to teach all aspects of the music curriculum</li> <li>• Clear progression for music teaching identified and agreed</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>• Evaluation of impact of new planning and assessment tools.</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>• Staff meeting to review teaching of music and to identify areas of strength and development took place – focus Composition of music</li> <li>• Use of Music Express (existing and newly revised) to base music teaching programme across the school. Updated scheme includes New National curriculum objectives. Old scheme- useful thematic resources.</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• New Music Express books arrived at Christmas. Staff have been made familiar with the content and they have been put in the staff room for ease of access along with the previous editions.</li> <li>• CMP assisted Helen Canney in creating a simple composition for Cedar Class’ assembly on untuned percussion instruments.</li> <li>• CMP met with new Music Governor and will arrange for her to visit in Autumn to see music teaching in action.</li> <li>• The school’s involvement in Ten Pieces has gone a long way to ensuring links to the new curriculum are secure, particularly in terms of studying composers from different periods and music appreciation.</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: MUSIC**

<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Participate in Ten Pieces project</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Register to become involved in project and attend cinema screening</li> <li>• Attend launch at Cinema (KS2) and Classrooms (KS1)</li> <li>• Develop follow up work in response throughout the year.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader: CMRP</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• Coach travel to cinema</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Children inspired by classical music</li> <li>• School involved in a National Project</li> <li>• Children respond creatively to different music genres</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>• Expand knowledge of classical music to additional works.</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>• Registered to become involved in project and attend cinema screening</li> <li>• Attended launch at Cinema (KS2) and Classrooms (KS1)</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• Ten Pieces is proving very successful, particularly the class assemblies.</li> <li>• It has also generated amazing art work and descriptive writing.</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: MUSIC**

<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Increase music tuition opportunities for pupils</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Participate in Booster Instrument scheme (violin and cello)</li> <li>• Liaise with existing music tuition to provide manageable tuition times</li> <li>• Begin to facilitate opportunities for other instrument tuition</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader: CMRP</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• Initially free tuition and then subsidised tuition</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Increased number of children are playing a range of instruments</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>• Review range of instruments available</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>• Cello lessons begun following Booster scheme.</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• Cello lessons continue to be enjoyed by the six pupils participating.</li> <li>• Piano and guitar lessons are also thriving.</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: MUSIC**

<b>Target</b>	<b>Organise Library of Sing up Songs into topic themes</b>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• To select songs and resources (from Sing Up Library) for each term’s topic.</li> <li>• Sort these into manageable system to ensure easy access by all staff.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader: CMRP</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Library of music to support topic and curriculum work</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>• Include other resources into each topic Music files eg other CDs/posters etc</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>• This year’s topics have been used to begin allocation of Sing Up resources</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• The Singup songs attached to the magazines have now been catalogued. Staff can find the list in Staffshare/Music. The list explains in which magazine to find the songs and also which box. These are currently kept in Maple Class.</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: ART/DESIGN TECHNOLOGY**

<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Create School Art Gallery</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Purchase variety of different sized picture frames</li> <li>• Select area of the school for the Art Gallery</li> <li>• Select high quality pieces of art from across the school for framing</li> <li>• Update gallery items on a regular basis</li> <li>• Children awarded house points if their work is selected</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader: CMcRP</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• Costs of frames</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Attractive display area for Children’s artwork across the school</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>• Review number and range of frames- purchase additional frames where necessary</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>• Purchased variety of different sized picture frames</li> <li>• Corridor Selected for the Art Gallery-some frames already filled with art work</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• The gallery is up and running with almost all frames full.</li> </ul> <p><b>Summer 2015</b></p>	



**AREA: HISTORY/GEOGRAPHY**

<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Work towards gaining Intermediate International Schools Award</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Headteacher/Staff to continue collaborative links with other schools. (Peterborough, Newton, Kenya, Moldova, Brazil)</li> <li>• Maintain shared training and continue developing curriculum links between schools.</li> <li>• To collect evidence of activities undertaken and apply for Intermediate International School award</li> <li>• Evaluate experiences at end of school year.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• SMT/ International School Coordinator</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• Shared costs for training and activities.</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Positive links established with local schools.</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>• Investigate grants for visiting Partner schools</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>• Evidence of activities undertaken collected and award for Intermediate International School award achieved.</li> <li>• Planning meeting to design and collect evidence to support Full award.</li> <li>• Collaborative work with our Polish Partner School continuing.</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• Plan put together for year with each class carrying out lessons to feed into requirements.</li> <li>• Plan submitted by and approved by British Council.</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: HISTORY/GEOGRAPHY**

<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Re-organise topic boxes to reflect new topic curriculum.</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Evaluate current topic resources</li> <li>• Create a list of additional resources required</li> <li>• Label boxes with History/Geography topic titles</li> <li>• Produce resource list for all staff</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader ; JH</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• Additional required resources</li> <li>• Storage boxes</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Resources for topics easily available</li> </ul>
<b>2015-2017 Future Development</b>	<ul style="list-style-type: none"> <li>• Purchase of additional resources as required</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• Subject Leader</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>• Booklist requested from School Librarian to support topics in our Four Year plan.</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• One staff meeting assigned to sorting out topic boxes and one carried out. Another staff meeting in summer to be used to continue this.</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: MODERN FOREIGN LANGUAGES**

<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Extend teaching of Spanish to Year 5+6 (4 year programme)</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Subject leader to work alongside Comberton staff to support and deliver Spanish curriculum to Y5 and Y6</li> <li>• Subject Leader to support Y3 and Y4 teaching staff for Spanish</li> <li>• Review available resources to support curriculum</li> <li>• Subject Leader to attend Language Hub meetings.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader: Helen Jackson</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Increased staff confidence in teaching higher level of Spanish</li> <li>• Children have deeper level knowledge of Spanish language at transition to secondary school</li> </ul>
<b>2012-2014 Future Development</b>	<ul style="list-style-type: none"> <li>• School staff teach Higher Level Spanish independently</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>• Subject leader is working alongside Comberton staff to support and deliver Spanish curriculum to Y5 and Y6</li> <li>• Subject Leader has provided to support Y3 and Y4 teaching staff for Spanish             <ul style="list-style-type: none"> <li>• Subject Leader has attended Language Hub meetings.</li> <li>• Subject Leader and Year 5/6 class teacher attending Spanish Language classes.</li> </ul> </li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• Subject leader continues to attend network meetings and Spanish classes with Y6 teacher</li> <li>• Subject leader provides homework activities for Spanish.</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: MODERN FOREIGN LANGUAGES**

<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Produce curriculum map for teaching 4 year MFL</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• With support from Comberton Language department, produce 4 year curriculum map for the teaching of Spanish</li> <li>• Continue liaison with feeder secondary schools to enlist additional support.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader: Helen Jackson</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Staff have access to clear progression for teaching Spanish</li> </ul>
<b>2012-2014 Future Development</b>	<ul style="list-style-type: none"> <li>• Explore opportunities for G&amp;T pupils within MFL</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>• <b>Four year curriculum plan in place supported by Comberton Village College.</b></li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• <b>As above</b></li> </ul> <p><b>Summer 2015</b></p> <p>.</p>	

**AREA: MODERN FOREIGN LANGUAGES**

<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Extend Language club to include Latin, Polish and French.</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Member of staff to attend Latin language training</li> <li>• Arrange teaching blocks for Language club</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader: Helen Jackson</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Children from all keystages can have the opportunity to select a languages option other than their core language.</li> </ul>
<b>2012-2014 Future Development</b>	<ul style="list-style-type: none"> <li>• Review New Language Club structure and identify further Language opportunities</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>• Member of staff has attended Latin language training and Latin language club ran for 6 weeks.</li> <li>• Language club has become very popular and has been organized in 6 week blocks to allow as many children as possible to attend.</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• Language club ran for 6 weeks to teach Polish</li> <li>• Welsh language experience taught to Year 3</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: SPECIAL EDUCATIONAL NEEDS**

<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Sensory circuits groups organised to match specific needs.</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Use existing trained staff members to train new TA staff in running sensory circuits and social skills groups</li> <li>• Identify children who would benefit from this intervention</li> <li>• Start to run intervention activities with new staff</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader: Michelle Downes (SENCO)</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• Training – possibility of external training to support</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Sensory circuits and Social skills activity groups supported by new staff</li> </ul>
<b>2012-2014 Future Development</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>• Sensory circuits in place for pupils who require this additional support.</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• Sensory circuits in place for pupils who require this additional support 3 mornings a week.</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: SPECIAL EDUCATIONAL NEEDS**

<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Dedicated staff meeting time to discuss SEN needs/case studies.</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Review range of current SEN pupils.</li> <li>• Dedicated time to discuss strategies in place to support Individual SEN pupils.</li> <li>• Create case studies for all identified children</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Subject Leader: Michelle Downes (SENCO)</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• Training – possibility of external training to support</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Dedicated time available for discussion and creation of strategies and case study records</li> </ul>
<b>2012-2014 Future Development</b>	<ul style="list-style-type: none"> <li>• Evaluate case studies</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>• Reviewed range of current SEN pupils including new definitions with new SEND policy.</li> <li>• Dedicated time given at staff meeting to discuss strategies in place to support Individual SEN pupils and update records.</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• Reviewed current SEND pupils through Pupil progress meetings, provision map and IEP's.</li> <li>• Updated SEND policy in line with new code of practice.</li> <li>• Local offer on website in line with new code of practice.</li> <li>• How as a school we cater for dyslexic children in the classroom –information on website.</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: PLANNING AND ASSESSMENT**

<b>Target</b>	<ul style="list-style-type: none"> <li>● <b>Research and pilot standardized assessments for Literacy and Numeracy</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>● Research and evaluate any Numeracy and Literacy standardized assessment systems that cover Y1-6</li> <li>● Select preferred model</li> <li>● Carry out assessments and evaluate</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>● SMT- CJ</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>● Costs of Assessment packages</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>● Staff using common recording system for standardized assessments across school.</li> <li>● Assessments provide clear data analysis of internal tracking of progress/achievement</li> </ul>
<b>2013-2016 Future Development</b>	<ul style="list-style-type: none"> <li>● Review assessments in use in light of National expectations.</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>● SMT</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>● SMT met with Hodder education to discuss standardized reading assessments. Piloting testing of reading termly using PIRA assessments. Test papers ordered.</li> <li>● Abacus revised maths assessments in use- piloting and evaluating</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>● PIRA tests have taken place for all year groups for Autumn test. Spring test on return to school after Easter</li> <li>● Have discussed Maths assessments with Abacus team- they are awaiting final details regarding national standards measures from DfE.</li> </ul> <p><b>Summer 2015</b></p>	



**AREA: PLANNING AND ASSESSMENT**

<b>Target</b>	<ul style="list-style-type: none"> <li>● <b>Review assessment without levels in preparation for SATS 2016</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>● Attend training event in Autumn Term</li> <li>● Staff meeting time to discuss changes to National assessment</li> <li>● Keep up to date with National updates regarding SATs 2016 and EYFS baseline</li> <li>● Implement necessary changes for September 2015</li> <li>● Feedback changes to Governing Body</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>● SMT</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>● Staff costs for training</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>● Staff using common recording system for assessments across school.</li> </ul>
<b>2013-2016 Future Development</b>	<ul style="list-style-type: none"> <li>● Review system of assessment in the light of SATs results 2016 .</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>● SMT</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>● Attended training event in Autumn Term (Head and Deputy)</li> <li>● Staff meeting time to discuss changes to National assessment and feedback initial information from training.</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>● Further staff meeting to focus on National standards as I can do statements for English and Mathematics</li> <li>● EYFS Baseline- preferred provider selected for pilot in September 2015</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: PLANNING AND ASSESSMENT**

<b>Target</b>	<ul style="list-style-type: none"> <li>● <b>Review and implement new marking codes across all subjects.</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>● Design and agree upon marking codes to be used across the school.</li> <li>● Staff meeting time allocated to discussion and planning. Introduce clear system to children, including how they should respond to marking.</li> <li>● Pilot marking codes and review termly.</li> <li>● Book scrutiny as part of Lesson observation cycle.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>● SMT/Subject Leaders for individual subjects</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>● None</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>● Staff using common marking system for all subjects across school.</li> </ul>
<b>2013-2016 Future Development</b>	<ul style="list-style-type: none"> <li>● Review impact of children’s response to marking .</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>● SMT</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>● Marking codes introduced to be used across the school.</li> <li>● Staff meeting time allocated to discussion and planning. Introduce clear system to children, including how they should respond to marking.</li> <li>● Pilot of marking codes and reviewed at end of term.</li> <li>● Book scrutiny as part of Lesson observation cycle.</li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>● Marking codes reviewed as part of Work scrutiny</li> <li>● Headteacher/Deputy Headteacher visits also focused on Marking of writing and maths- feedback received.</li> </ul> <p><b>Summer 2015</b></p>	

**AREA: PLANNING AND ASSESSMENT**

<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Review and embed school based subject assessments in the light of New National Curriculum.</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Review recently created Foundation subject assessment pro-formas and align to New National Curriculum criteria.</li> <li>• Staff meeting time allocated to discussion and planning.</li> <li>• Set dates for completion of Foundation subject records to ensure Subject leaders receive relevant documents.</li> <li>• Pilot revised assessment records.</li> <li>• Evaluate experiences at end of school year.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• SMT/Subject Leaders for individual subjects</li> </ul>
<b>Financial Implications</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Staff using common recording system for assessments across school.</li> </ul>
<b>2013-2016 Future Development</b>	<ul style="list-style-type: none"> <li>• Review recording of assessment in DT and PSHE.</li> </ul>
<b>Reviewed By</b>	<ul style="list-style-type: none"> <li>• SMT</li> </ul>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>• <b>No action in Autumn Term</b></li> </ul> <p><b>Spring 2015</b></p> <ul style="list-style-type: none"> <li>• Have acquired New curriculum National standards as I can do statements for all subjects. To be evaluated during Summer Term.</li> </ul> <p><b>Summer 2015</b></p>	