



## **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</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> <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</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> <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</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> <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>• Targeted 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> <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</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>●</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> <li>• Three week block of Literacy work (writing focus) planned for Spring Term.</li> </ul> <p><b>Spring 2015</b></p> <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>
<b>Review</b>  <b>Autumn 2014</b> <b>Spring 2015</b> <b>Summer 2015</b>	



**AREA: MATHEMATICS**

<b>Target</b>	<ul style="list-style-type: none"> <li>Investigate and implement teaching of algebra to whole school.</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>
<p><b>Review</b></p> <p><b>Autumn 2014</b></p> <ul style="list-style-type: none"> <li>Think , plan and communicate mathematically begun as part of St.Neots Forum</li> </ul> <p><b>Spring 2015</b></p> <p><b>Summer 2015</b></p>	

**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> <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> <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 iPads.</li> </ul> <p><b>Spring 2015</b></p> <p><b>Summer 2015</b></p>	

**AREA: ICT**

<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Embed use of iPads and apps for use across the school</b></li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Purchase remaining iPads from preferred supplier</li> <li>• Train staff/pupils in use of iPads</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 iPads (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>• iPads all purchased- now have full set of 32</li> <li>• Pupils adept at using iPads</li> <li>• Staff using iPads more frequently within lessons including use of programming Apps.</li> </ul> <p><b>Spring 2015</b></p> <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>  <b>Spring 2015</b>  <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> <p><b>Summer 2015</b></p>	

<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> <p><b>Summer 2015</b></p>	



<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> <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> <p><b>Summer 2015</b></p>	

<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> <p><b>Summer 2015</b></p>	

<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> <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> <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> <p><b>Summer 2015</b></p>	

<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> <p><b>Summer 2015</b></p>	



<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> <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>• <b>Booklist requested from School Librarian to support topics in our Four Year plan.</b></li> </ul> <p><b>Spring 2015</b></p> <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> <p><b>Summer 2015</b></p>	

<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> <p><b>Summer 2015</b></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> <p><b>Summer 2015</b></p>	

<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> <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> <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> <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> <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> <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>• No action in Autumn Term</li> </ul> <p><b>Spring 2015</b></p> <p><b>Summer 2015</b></p>	