



2 Curriculum

School Development Plan 2015-16

AREA: ENGLISH

Target	<ul style="list-style-type: none"> • Handwriting- Half termly assessments using Star/wish template
Actions	<ul style="list-style-type: none"> • All classes have a non-negotiable handwriting lesson each week. • Half termly assessment; review of progress and attainment using whole school pro-forma. • Teachers and pupils involved in assessment and setting next steps
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Clare Hargreaves/ Becky Smith
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Teaching staff are informed about new pro-forma. • Children are more confident in identifying next steps to improve their handwriting. • Consistent approach to assessment of handwriting..
2016-2018 Future Development	<ul style="list-style-type: none"> • Continuously review progression and fluency in handwriting
Reviewed By	<ul style="list-style-type: none"> • Subject Leader
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: ENGLISH

Target	<ul style="list-style-type: none"> • Improve quality of writing and presentation in Science, History and Geography
Actions	<ul style="list-style-type: none"> • Agree presentation standards across the school • Identify key components of writing content for History, Geography and Science and how this relates to writing expectations in English • SMT book scrutiny as part of Lesson Obs and throughout year. • Review quantity and quality of writing during staff meetings.
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Clare Hargreaves/Becky Smith
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Teaching staff encourage higher standards in writing in History, Geography and Science. • Children are more confident in writing with technical accuracy, speed and increased length.
2016-2018 Future Development	<ul style="list-style-type: none"> • Aligning writing tasks with new expectations for SATs in KS1 and KS2
Reviewed By	<ul style="list-style-type: none"> • Subject Leader
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: ENGLISH

Target	<ul style="list-style-type: none"> • Increase confidence in proof reading and editing
Actions	<ul style="list-style-type: none"> • Staff to agree level of proof reading desired for each year group • Editing codes agreed for use by children • Guide text books used for each KS2 Year group to provide additional practice
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Clare Hargreaves/Becky Smith
Financial Implications	<ul style="list-style-type: none"> • Purchase of text books
Desired Outcome	<ul style="list-style-type: none"> • Children are encouraged to proof read with increasing accuracy. • Resources are used to help the children become more confident in the skills of proof reading and editing.
2016-2018 Future Development	<ul style="list-style-type: none"> • Review editing codes and amend where necessary..
Reviewed By	<ul style="list-style-type: none"> • Subject Leader
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: ENGLISH

Target	<ul style="list-style-type: none"> ● Receive training on Drama in the classroom and its place in promoting writing.
Actions	<ul style="list-style-type: none"> ● Member of staff to attend Drama for writing training. ● Arrange staff meeting to cascade effective Drama techniques ● Particular focus on the use of Drama with Literacy in the Spring Term topics. ● Arrange further training if required
Responsibility	<ul style="list-style-type: none"> ● Subject Leader: Clare Hargreaves/Becky Smith
Financial Implications	<ul style="list-style-type: none"> ● Training costs for staff member ● Possible additional training costs if required.
Desired Outcome	<ul style="list-style-type: none"> ● Staff have greater confidence using drama techniques with their class ● Children are showing greater interest in writing as a result of Drama techniques.
2016-2018 Future Development	<ul style="list-style-type: none"> ● Identify and target groups where this technique has proved most effective.
Reviewed By	<ul style="list-style-type: none"> ● Subject Leader
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> ● <p>Spring 2016</p> <ul style="list-style-type: none"> ● <p>Summer 2016</p>	

AREA: ENGLISH

Target	<ul style="list-style-type: none"> • Improve aptitude in spelling across all year groups.
Actions	<ul style="list-style-type: none"> • Children to be assessed at the beginning of each term on lists from Spelling appendix of commonly mis-spelt words. • On-going record kept to show children/parents which words still require learning. • Results of third term spelling results will feed into selection of Spelling Bee Teams in Summer Term. • Use of Curriculum visions (online) spelling activities to support teaching of spelling. • Staff to evaluate activities upon completion.
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Clare Hargreaves/ Becky Smith
Financial Implications	None
Desired Outcome	<ul style="list-style-type: none"> • Children show greater progress in spelling words from Year group word lists • Staff more confident in using additional resources to support the teaching of spelling.
2016-2018 Future Development	<ul style="list-style-type: none"> • Review standards of spelling accuracy.
Reviewed By	<ul style="list-style-type: none"> • Subject Leader
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: ENGLISH

Target	<ul style="list-style-type: none"> • Develop use of PIRA analysis to support assessment of reading
Actions	<ul style="list-style-type: none"> • Children take PIRA reading test at the end of each term • Staff to use analysis to clearly identify targets for individual pupils. • Analysis of results to be shared with parents at consultation meeting in Spring Term
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Clare Hargreaves
Financial Implications	None
Desired Outcome	<ul style="list-style-type: none"> • Teachers more confident in analyzing reading attainment and progress. • Parents are more fully informed on next steps in their child’s reading.
2016-2018 Future Development	<ul style="list-style-type: none"> • Evaluate current PIRA test to ensure matches new national standards and new SATs.
Reviewed By	<ul style="list-style-type: none"> • Subject Leader
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: MATHEMATICS

Target	<ul style="list-style-type: none"> • Develop Year Band mathematics sessions during Autumn Term.
Actions	<ul style="list-style-type: none"> • Plan three week blocks of year banded mathematics across whole school during spring term. • Maths subject Leader to use time to monitor standards across each Year band • Staff to select Year band to match preferred professional development needs. • Staff to evaluate activities upon completion.
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Michelle Downes
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Teachers to assess whole year group together for progress and attainment in an area of mathematics. • Children to meet together as a whole year group for Mathematics. • Professional development for staff to teach year groups below or above current groups taught.
2016-2018 Future Development	<ul style="list-style-type: none"> • Extend opportunities for Year groups to work together across other areas of the curriculum
Reviewed By	<ul style="list-style-type: none"> • Subject Leader/Staff
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • Year group maths took place in the second half of the Autumn term with a focus on problem solving. As maths Coordinator I monitored, observed and got feedback from children and staff. Report written on these sessions. Staff assessed the progress within these sessions. <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: MATHEMATICS

Target	<ul style="list-style-type: none"> ● Organise a Maths evening for parents to introduce calculations policy
Actions	<ul style="list-style-type: none"> ● Select date for Curriculum evening and publicise ● Prepare hard copies of the revised calculations policy for parents ● Host evening and ask for written feedback/questions ● Ensure calculations policy is made available to all parents via the website.
Responsibility	<ul style="list-style-type: none"> ● Subject Leader: Michelle Downes
Financial Implications	<ul style="list-style-type: none"> ● Production of booklets for parents who attend curriculum evening + refreshments
Desired Outcome	<ul style="list-style-type: none"> ● Increased confidence by parents of calculations methods taught ● All parents able to access helpful information via website ● Individual questions raised by parents are answered
2016-2018 Future Development	<ul style="list-style-type: none"> ● Plans to host curriculum evening on a different aspect of mathematics
Reviewed By	<ul style="list-style-type: none"> ● Subject Leader
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> ● Maths calculation evening for parents took place and was very well received- evidenced through parent verbal and written feedback. Calculation policy rolled out, given to parents and on the website. <p>Spring 2016</p> <ul style="list-style-type: none"> ● <p>Summer 2016</p> <ul style="list-style-type: none"> ● 	

AREA: MATHEMATICS

Target	<ul style="list-style-type: none"> • Organise and run parent/child workshops in Mathematics
Actions	<ul style="list-style-type: none"> • Decide theme for Maths Day/afternoon (poss: Estimation or problem solving) • Source activities • Staff meeting planning session • Display at the end
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Michelle Downes
Financial Implications	<ul style="list-style-type: none"> • Possibly some new Maths resources
Desired Outcome	<ul style="list-style-type: none"> • Increased confidence and skill level of children on aspects of Maths • Raised profile of maths across the school
2016-2018 Future Development	<ul style="list-style-type: none"> • Select another area of mathematics for shared learning
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • Not till the summer term. <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: SCIENCE

Target	<ul style="list-style-type: none"> • Complete and submit next level of Eco Schools Award
Actions	<ul style="list-style-type: none"> • Form committee made up of staff and children • Complete the planned project ideas • Involve the school community to complete the plan • Carry out actions • Apply for award
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Helen Canney/Karoline Mansell
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Children develop greater awareness for their environment. • Children are pro-active in taking part in projects to achieve award. • Community involvement in the project. • School gains Eco Schools award
2016-2018 Future Development	<ul style="list-style-type: none"> • School gains next level of Eco Schools award.
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: SCIENCE

Target	<ul style="list-style-type: none"> • Improve quality of writing and presentation in Science books
Actions	<ul style="list-style-type: none"> • Staff to agree on common presentation for science activities to include experiment write ups, diagrams etc • Staff to set high standards for the quality of writing. • Accurate use of scientific terms including reading writing and spelling of scientific vocabulary. • Staff to include written Learning objectives as headings for all science work carried out • Science topic overview to be placed at beginning of each unit of work (include vocabulary)
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Karoline Mansell
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Quality of writing and presentation in Science shows great improvement • Staff and children are clear regarding expectations for recording scientific learning.
2016-2018 Future Development	<ul style="list-style-type: none"> • Targets to be set following work scrutiny at end of year
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: ICT

Target	<ul style="list-style-type: none"> • Embed the use of I-pad apps across the school
Actions	<ul style="list-style-type: none"> • Purchase any Apps still required to support curriculum • Staff meeting to train staff in use of i-pad Apps and action for use in each class
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Helen Canney
Financial Implications	<ul style="list-style-type: none"> • Costs of i-pad Apps
Desired Outcome	<ul style="list-style-type: none"> • An awareness of what Apps are available and how they can be utilized with the school curriculum. • Facilitating use of mobile technology for increased engagement/skill development in learning.
2016-2018 Future Development	<ul style="list-style-type: none"> • Ensure mobile technology available for use by all pupils.
Reviewed By	<ul style="list-style-type: none"> • ICT Subject Leader
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: ICT

Target	<ul style="list-style-type: none"> • Use of Lego Robotics resources within the curriculum
Actions	<ul style="list-style-type: none"> • Staff training session for use of Lego Robotics • Planning how/when this resource will be used across the school.
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Helen Canney
Financial Implications	<ul style="list-style-type: none"> • Lego Robotics purchased by PTA in Summer 2015
Desired Outcome	<ul style="list-style-type: none"> • Staff confident in using key resource for ICT • Clear planning in place for use of Robotic technology
2016-2018 Future Development	<ul style="list-style-type: none"> • Ensure mobile technology available for use by all pupils.
Reviewed By	<ul style="list-style-type: none"> • ICT Subject Leader
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: RE

Target	Develop staff confidence in assessing RE attainment and progress.
Actions	<ul style="list-style-type: none"> • Align assessment with O-track system • Staff meeting to develop staff confidence in assessing RE • Provide assessment opportunities for pupils to demonstrate their understanding.
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Claire Jarvis
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • All pupils feel confident to identify how knowledge of world religions can help their lives.
2016-2018 Future Development	<ul style="list-style-type: none"> • Review assessments of RE to check they are useful and effective.
Reviewed By	<ul style="list-style-type: none"> • RE subject Leader
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer2016</p> <ul style="list-style-type: none"> • 	

AREA: PE

Target	<ul style="list-style-type: none"> • Access increased number of sporting opportunities through SCSSO
Actions	<ul style="list-style-type: none"> • Subject Leader to attend training and meetings linked to new SSCO • Enter a range of sporting competitions • Attend sports festivals for all ages where possible.
Responsibility	<ul style="list-style-type: none"> • Subject Leader: CJ
Financial Implications	<ul style="list-style-type: none"> • Transport costs/minibus training?
Desired Outcome	<ul style="list-style-type: none"> • Sports development activities run for a greater number of children • Increased number of children attend inter-school competitions
2016-2018 Future Development	<ul style="list-style-type: none"> • Consolidate the availability of sporting opportunities across the school
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2015.</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: PE

Target	<ul style="list-style-type: none"> • Engage fully with CB23 project linked to ‘Road to Rio’
Actions	<ul style="list-style-type: none"> • Arrange for meeting with Deputy Heads from CB23 triad • Plan opportunities with staff for inter school activity for children in Summer Term linked to Olympic Values • Participate in planned activity • Evaluate activity
Responsibility	<ul style="list-style-type: none"> • Subject Leader: CJ
Financial Implications	<ul style="list-style-type: none"> • Self financing
Desired Outcome	<ul style="list-style-type: none"> • Sports development activities arranged between schools • Children are fully aware of Olympic values and how these relate to school values • Successful collaborative project with CB23
2016-2018 Future Development	<ul style="list-style-type: none"> • Develop further curriculum opportunities between CB23 schools
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: PE

Target	<ul style="list-style-type: none"> • Organise activities for Healthy week 2016 (Physical Fitness)
Actions	<ul style="list-style-type: none"> • Plan timetable of events in conjunction with PSHE subject Leader (w/c 20.6.16) • Plan parent/child fitness afternoon (22.6.16) • Evaluate impact of week in relation to key priority
Responsibility	<ul style="list-style-type: none"> • Subject Leader: CJ
Financial Implications	<ul style="list-style-type: none"> • Hire of specialist equipment for parent/child afternoon?
Desired Outcome	<ul style="list-style-type: none"> • Fitness development activities engage a greater number of children • Children can discuss how they plan to sustain their own choices of physical activity
2016-2018 Future Development	<ul style="list-style-type: none"> • Plan new Extra curricular activities in response to popularity of any particular events.
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: PE

Target	<ul style="list-style-type: none"> • Support the Development of the increasing number of Inter House Sports competitions
Actions	<ul style="list-style-type: none"> • Plan inter house sports activities throughout the year • Introduce a swimming gala event in the Summer Term • Evaluate opportunities with staff and House Captains
Responsibility	<ul style="list-style-type: none"> • Subject Leader: CJ
Financial Implications	<ul style="list-style-type: none"> • Self financing
Desired Outcome	<ul style="list-style-type: none"> • Inter house competitions motivate children to participate in other sports activities
2016-2018 Future Development	<ul style="list-style-type: none"> •
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: PE

Target	<ul style="list-style-type: none"> • Support staff with Dance training
Actions	<ul style="list-style-type: none"> • Arrange for training for staff • Evaluate opportunities with staff for children • Make Dance plans available for staff
Responsibility	<ul style="list-style-type: none"> • Subject Leader: CJ
Financial Implications	<ul style="list-style-type: none"> • As part of SLA to SCSSO
Desired Outcome	<ul style="list-style-type: none"> • Staff increased confidence n teaching dance • Children make better progress in dance sessions
2016-2018 Future Development	<ul style="list-style-type: none"> • Add dance element into presentation in class assembly?
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: PSHE

Target	<ul style="list-style-type: none"> • Use of Circle Time to ensure British Values education is fully explored
Actions	<ul style="list-style-type: none"> • Focus on elements within British values that could be covered in circle time • Staff training on use/techniques of circle time
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Becky Smith
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Staff more confident in delivering circle time • Staff more confident in addressing British Values through circle time
2016-2018 Future Development	<ul style="list-style-type: none"> • Consider additional systems for ensuring British Values are well taught
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: PSHE

Target	<ul style="list-style-type: none"> • Organise activities for Healthy Week 2016 (Drug and alcohol education /SRE)
Actions	<ul style="list-style-type: none"> • Plan timetable of events in conjunction with PE subject Leader (w/c 20.6.16) • Plan timetable for Life Bus • Evaluate impact of week in relation to key priority
Responsibility	<ul style="list-style-type: none"> • Subject Leader: BS
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Children have received high quality teaching on Drug/Health education and participate in follow up
2016-2018 Future Development	<ul style="list-style-type: none"> • Book Life Bus for Summer 2018
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: PSHE

Target	<ul style="list-style-type: none"> ● Extension of Peer Mediator role to include play support
Actions	<ul style="list-style-type: none"> ● Peer Mediators trained to initiate playground games ideas for any pupils requiring play support ● Peer Mediators to report to Coordinators any play support required ● Evaluate additional role
Responsibility	<ul style="list-style-type: none"> ● Subject Leader: BS/ Teresa Miller
Financial Implications	<ul style="list-style-type: none"> ● None
Desired Outcome	<ul style="list-style-type: none"> ● Peer Mediators are more pro-active in supporting positive play when on duty ● Individual children benefit from organized play activities
2016-2018 Future Development	<ul style="list-style-type: none"> ● Peer Mediators to work with play Leaders to initiate activities to improve lunchtime play activities further
Reviewed By	<ul style="list-style-type: none"> ● BS/TM
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> ● <p>Spring 2016</p> <ul style="list-style-type: none"> ● <p>Summer 2016</p> <ul style="list-style-type: none"> ● 	

AREA: PSHE

Target	<ul style="list-style-type: none"> ● Resource activities for use at lunchtimes for quiet group play/ social interaction activities.
Actions	<ul style="list-style-type: none"> ● Children identified for quiet play sessions at lunchtimes ● Games and activities made available to support ● Activities monitored by Lunchtime Supervisors
Responsibility	<ul style="list-style-type: none"> ● Subject Leader: BS/ SENCO
Financial Implications	<ul style="list-style-type: none"> ● None
Desired Outcome	<ul style="list-style-type: none"> ● Identified children are supported to have positive lunchtimes through choice of calming activities ● Individual children benefit from the activities and we see an increased confidence in their social confidence.
2016-2018 Future Development	<ul style="list-style-type: none"> ● Funding permitting seek to use dedicated adult support with other children across the school.
Reviewed By	<ul style="list-style-type: none"> ● All staff
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> ● <p>Spring 2016</p> <ul style="list-style-type: none"> ● <p>Summer 2016</p> <ul style="list-style-type: none"> ● 	

AREA: MUSIC

Target	<ul style="list-style-type: none"> • Increase staff confidence in teaching composition
Actions	<ul style="list-style-type: none"> • Staff meeting to review teaching of composition- possibly use of external trainer • Staff to teach composition element as part of music curriculum and review outcomes • Additional resources made available where necessary
Responsibility	<ul style="list-style-type: none"> • Subject Leader: CMRP
Financial Implications	<ul style="list-style-type: none"> • Purchase of additional resources?
Desired Outcome	<ul style="list-style-type: none"> • Staff are confident to teach aspects of composition • Clear progression for music composition identified and agreed
2016-2018 Future Development	<ul style="list-style-type: none"> • Evaluation of impact of new planning and assessment tools.
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: MUSIC

Target	<ul style="list-style-type: none"> • Ensure all songs in current use for assemblies are made available to all staff.
Actions	<ul style="list-style-type: none"> • Teach a range of new songs for use in assembly, curriculum and for pleasure • Ensure all powerpoints and music tracks are made available via staff shares so that all staff may access for own use. • Review current songs listed on Staff Shares and amend as necessary.
Responsibility	<ul style="list-style-type: none"> • Subject Leader: AM
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Children enjoy learning new songs • Staff can access all songs and know where to find lyrics etc for own/assembly use • Song list updated
2016-2018 Future Development	<ul style="list-style-type: none"> • .
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: ART/DESIGN TECHNOLOGY

Target	<ul style="list-style-type: none"> • Establish cooking lessons in KS1
Actions	<ul style="list-style-type: none"> • Support TA to receive training (Food Handling) • Ensure adequate resources are available • Support planning and organization of lessons • Review activities so that range of skills are covered
Responsibility	<ul style="list-style-type: none"> • Subject Leader: BS/ES
Financial Implications	<ul style="list-style-type: none"> • Costs of materials (Possible charges for cooking ingredients)
Desired Outcome	<ul style="list-style-type: none"> • Cookery skills (including maths, science, Healthy eating) are developed at an early age • Children develop greater confidence with cooking • Opportunities enhance existing curriculum
2016-2018 Future Development	<ul style="list-style-type: none"> • Review of activities with a view to extending into KS2
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: ART/DESIGN TECHNOLOGY

Target	<ul style="list-style-type: none"> • Create skills progression and curriculum planning document to cover all years
Actions	<ul style="list-style-type: none"> • Use of Key assessment criteria to Identify which skills should be taught to each Year group • Plan and timetable which areas of art should be taught in each class over the year to ensure adequate provision of resources • Include the use of digital art techniques • Link particular artists to each part of topic planning cycle
Responsibility	<ul style="list-style-type: none"> • Subject Leader: BS/MS
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Clear skills development planned and in use • Art resources are fully timetabled for use across the school
2016-2018 Future Development	<ul style="list-style-type: none"> • Training on digital art applications
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: HISTORY/GEOGRAPHY

Target	<ul style="list-style-type: none"> • Work towards gaining Full International Schools Award
Actions	<ul style="list-style-type: none"> • Headteacher/Staff to continue collaborative links with other schools. (Peterborough, Newton, Kenya, Moldova, Poland) • Maintain shared training and continue developing curriculum links between schools. • To collect evidence of activities undertaken and apply for Intermediate International School award • Evaluate experiences at end of school year.
Responsibility	<ul style="list-style-type: none"> • SMT/ International School Coordinator
Financial Implications	<ul style="list-style-type: none"> • Shared costs for training and activities.
Desired Outcome	<ul style="list-style-type: none"> • Positive links established with local schools.
2016-2018 Future Development	<ul style="list-style-type: none"> • Investigate grants for visiting Partner schools
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: HISTORY/GEOGRAPHY

Target	<ul style="list-style-type: none"> • Improve quality of writing and presentation for Geography/History in topic books.
Actions	<ul style="list-style-type: none"> • Staff to agree on common presentation for History and Geography activities to include use of maps, historical analysis, viewpoint etc • Staff to set high standards for the quality of writing. • Encourage development of use of summary writing about events • Accurate use of historical/geographical terms including reading writing and spelling of vocabulary. • Staff to include written Learning objectives as headings for all work carried out
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Jo Hussey
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Quality of writing and presentation in Geog/History shows great improvement • Staff and children are clear regarding expectations for recording History/Geography learning.
2016-2018 Future Development	<ul style="list-style-type: none"> • Purchase of additional resources as required
Reviewed By	<ul style="list-style-type: none"> • Subject Leader
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: MODERN FOREIGN LANGUAGES

Target	<ul style="list-style-type: none"> • Extend Language Leaders involvement in supporting Spanish in KS2
Actions	<ul style="list-style-type: none"> • Encourage Language Leaders from CVC to visit on a regular basis • Support language leaders from other schools to attend for Golden Time/Language Club • Review available resources to support curriculum
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Helen Jackson
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Increased confidence of pupils to speak Spanish • Good level of support offered to KS4 students from CVC • Language club/ Golden Time enriched by visiting students
2012-2014 Future Development	<ul style="list-style-type: none"> • Year 6 pupils could act as Language leaders for lower KS2/KS1
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: MODERN FOREIGN LANGUAGES

Target	<ul style="list-style-type: none"> • Timetable follow up session and homework to support main weekly teaching
Actions	<ul style="list-style-type: none"> • With support from Comberton Language department, produce additional follow up activities to support the teaching of Spanish • KS2 staff to allocate early work session to complete short follow up MFL activity • Continue liaison with feeder secondary schools to enlist additional support.
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Helen Jackson
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Staff have good system in place to support MFL follow up • MFL homework relates to activities currently taking place in class
2012-2014 Future Development	<ul style="list-style-type: none"> • Explore opportunities for G&T pupils within MFL
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: SPECIAL EDUCATIONAL NEEDS

Target	<ul style="list-style-type: none"> • Undertake Elklan training and cascade to staff
Actions	<ul style="list-style-type: none"> • SENCO to attend two day training in Autumn Term • TA to attend course in Spring Term • Training cascaded to whole staff as part of professional training for all
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Michelle Downes (SENCO)
Financial Implications	<ul style="list-style-type: none"> • Training costs
Desired Outcome	<ul style="list-style-type: none"> • Fully qualified Elklan trained staff in school to support pupils with specific needs • Whole staff benefit from sharing of good practice to support a wider range of pupils
2012-2014 Future Development	<ul style="list-style-type: none"> • Review other areas of SEND training that would be beneficial
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2015 Senco training completed, TA training in January.</p> <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: SPECIAL EDUCATIONAL NEEDS

Target	<ul style="list-style-type: none"> • Develop use of Social Interaction groups in KS1
Actions	<ul style="list-style-type: none"> • Following training during Sumer Term, establish social interaction groups within KS1 supported by TA • Time made to discuss strategies in place to support Individual SEN pupils. • Review impact of group activities on individual pupils
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Michelle Downes (SENCO)
Financial Implications	<ul style="list-style-type: none"> • Training – possibility of external training to support
Desired Outcome	<ul style="list-style-type: none"> • Younger children have a good level of support for social interaction development • A wider range of children experience support
2012-2014 Future Development	<ul style="list-style-type: none"> • Evaluate case studies
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2015 TA trained in this, identify group ready for spring term.</p> <p>Spring 2016 •</p> <p>Summer 2016 •</p>	

AREA: SPECIAL EDUCATIONAL NEEDS

Target	<ul style="list-style-type: none"> • Use of O-Track system to record and analyse SEND pupils
Actions	<ul style="list-style-type: none"> • Receive training on use of O-Track • Analyse progress and attainment of SEN pupils for use at Pupil Progress meetings. • Use of O-Track to analyse impact of intervention strategies for individual pupils.
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Michelle Downes (SENDCO)
Financial Implications	<ul style="list-style-type: none"> • Purchase of O-Track
Desired Outcome	<ul style="list-style-type: none"> • Clear and easy system in use for analysis of SEND • Clear reporting format enabled by system
2012-2014 Future Development	<ul style="list-style-type: none"> • Evaluate use of O-Track system
Reviewed By	<ul style="list-style-type: none"> • SENDCO
<p>Review</p> <p>Autumn 2015 Staff still getting to grips with class data, once this is in the system will be able to analyse and track SEND groups.</p> <p>Spring 2016 •</p> <p>Summer 2016 •</p>	

AREA: PLANNING AND ASSESSMENT

Target	<ul style="list-style-type: none"> ● Pilot use of Reception Baseline assessment
Actions	<ul style="list-style-type: none"> ● Select pilot baseline ● Receive training for use of baseline assessment ● Carry out assessments and receive required data ● Report to parents outcomes for their children ● Record entry data and submit to La ● Re-test at end of year to ascertain progress made
Responsibility	<ul style="list-style-type: none"> ● BS/JH
Financial Implications	<ul style="list-style-type: none"> ● Costs of Assessment package reimbursed by DFE
Desired Outcome	<ul style="list-style-type: none"> ● Staff confident in using for standardized baseline assessment. ● Assessments provide clear data analysis and will allow progress to be measured at end of year.
2013-2016 Future Development	<ul style="list-style-type: none"> ● Review assessments used in relation to DFE review
Reviewed By	<ul style="list-style-type: none"> ● SMT
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> ● <p>Spring 2016</p> <ul style="list-style-type: none"> ● <p>Summer 2016</p> <ul style="list-style-type: none"> ● 	

AREA: PLANNING AND ASSESSMENT

Target	<ul style="list-style-type: none"> ● Review assessment without levels in preparation for SATS 2016
Actions	<ul style="list-style-type: none"> ● Staff meeting time to discuss changes to National assessment ● Keep up to date with National updates regarding SATs 2016 ● Implement necessary changes for September 2016 ● Feedback changes to Governing Body
Responsibility	<ul style="list-style-type: none"> ● SMT
Financial Implications	<ul style="list-style-type: none"> ● Staff costs for training
Desired Outcome	<ul style="list-style-type: none"> ● Staff using common recording system for assessments across school.
2013-2016 Future Development	<ul style="list-style-type: none"> ● Review system of assessment in the light of SATs results 2016 .
Reviewed By	<ul style="list-style-type: none"> ● SMT
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> ● <p>Spring 2016</p> <ul style="list-style-type: none"> ● <p>Summer 2016</p> <ul style="list-style-type: none"> ● 	

AREA: PLANNING AND ASSESSMENT

Target	<ul style="list-style-type: none"> • Embed new marking codes across all subjects.
Actions	<ul style="list-style-type: none"> • Confirm marking codes to be used across the curriculum. • Staff meeting time allocated to discussion and planning. Introduce clear system to children, including how they should respond to marking. • Review termly. • Book scrutiny as part of Lesson observation cycle. • Book scrutiny as part of Subject Leader role in Maths, Literacy, Science, Geog/History
Responsibility	<ul style="list-style-type: none"> • SMT/Subject Leaders for individual subjects
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Staff using common marking system for all subjects across school.
2013-2016 Future Development	<ul style="list-style-type: none"> • Review impact of children’s response to marking .
Reviewed By	<ul style="list-style-type: none"> • SMT
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • Marking codes being used across the school evident during book scrutiny that took place during this term with SIP. As a result of this visit plans to move this forward next term through a staff meeting making the clouds active (this being tailed in Willow and Cedar). <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	

AREA: PLANNING AND ASSESSMENT

Target	<ul style="list-style-type: none"> • Receive training on O-Track formative and summative assessment.
Actions	<ul style="list-style-type: none"> • Upload historic data to O-Track • Receive training for use of O-Track (SMT and whole staff) • Use tracking system for formative and summative assessment • Use O-track to provide targets to discuss with parents at Spring consultations. • Evaluate experiences at end of school year.
Responsibility	<ul style="list-style-type: none"> • SMT/Subject Leaders for individual subjects
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Staff using common recording system for assessments across school.
2013-2016 Future Development	<ul style="list-style-type: none"> • Review recording of assessment in DT and PSHE.
Reviewed By	<ul style="list-style-type: none"> • SMT
<p>Review</p> <p>Autumn 2015</p> <ul style="list-style-type: none"> • Received training, staff using this for maths, reading and writing and creating targets from this data. <p>Spring 2016</p> <ul style="list-style-type: none"> • <p>Summer 2016</p> <ul style="list-style-type: none"> • 	