



2 Curriculum

School Development Plan 2016-17

AREA: ENGLISH

Target	<ul style="list-style-type: none"> • Handwriting- Develop penmanship skills in KS2
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. • Pupils encouraged to use pen for neat copies and to begin to develop a more mature /individual style as they enter upper KS2. Possible introduction to calligraphy and use of fountain pen nibs. • Enter Queen Mother’s Handwriting competition in Summer term
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"> • Teaching staff are confident to allow children to use pen and teach the skills to support use of pen. • Children are more confident in using pen to develop their own handwriting style. • Consistent approach to assessment of handwriting.
2017-2019 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 2016</p> <ul style="list-style-type: none"> • All classes are doing half termly handwriting assessment sessions. <p>Spring 2017</p> <ul style="list-style-type: none"> • A decision has been made that all year 3 pupils will write in pen in their handwriting books from September with a view to ensuring that that there is fluent handwriting in pen by year 5. • Research has been carried out on the pen type to be used. The children have chosen the purple pen. • It has also been decided that school will move to a more cursive style. <p>Summer 2017</p> <ul style="list-style-type: none"> • Handwriting has improved and now Willow class are trialing fully cursive handwriting and after 3 weeks it is going really well. • The whole school are going to enter the village horticultural handwriting competition. 	

AREA: ENGLISH

Target	<ul style="list-style-type: none"> • Embed quality of writing and presentation in Science, History and Geography and extend to all writing in all subjects.
Actions	<ul style="list-style-type: none"> • Maintain presentation standards across the school • Identify key components of writing content for RE and other subjects involving writing 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: Claire Jarvis
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Teaching staff maintain higher standards in writing across all subjects. • Children are more confident in writing with technical accuracy, speed and increased length.
2017-2019 Future Development	<ul style="list-style-type: none"> • Review writing tasks with revised expectations for SATs in KS1 and KS2
Reviewed By	<ul style="list-style-type: none"> • Subject Leader
Review	
<p>Autumn 2016</p> <ul style="list-style-type: none"> • All classes submitted books for a book scrutiny in November when Nigel Battey came to do observations. See report- Teaching and Learning Review • When Pauline Ball came she did her own book scrutiny to check that there was progress demonstrated in books. See report - KIT <p>Spring 2017</p> <ul style="list-style-type: none"> • Some book scrutiny has been carried out by Lit and Maths coordinators during the Governor visits. • There was a comment that targets should be signed off as completed so that children can be aware of when they have achieved. <p>Summer 2017</p> <ul style="list-style-type: none"> • There has been a history/geog governor visit in which there was some examining of book evidence. • Staff feel that there has been an improvement in presentation. 	

AREA: ENGLISH

Target	<ul style="list-style-type: none"> • Spelling; increase accuracy in use of common exception words for each year group.
Actions	<ul style="list-style-type: none"> • Staff to identify year group lists for common exception words that must be spelt accurately (non-negotiables) • Testing of these words on a termly basis to continue • Provision of spell checkers and additional dictionaries to assist pupils with developing skills for accurate spelling • Research use of Spellodrome as a fun way to encourage spelling accuracy at home and at school.
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Claire Jarvis
Financial Implications	<ul style="list-style-type: none"> • Purchase of spell checkers, dictionaries and possible use of Spellodrome.
Desired Outcome	<ul style="list-style-type: none"> • Children are encouraged to spell common exception words with greater accuracy. • Resources are used to help the children become more confident in the spelling accurately.
2017-2019 Future Development	<ul style="list-style-type: none"> • Review spelling scores from annual assessments to determine next steps
Reviewed By	<ul style="list-style-type: none"> • Subject Leader
Review	
<p>Autumn 2016</p> <ul style="list-style-type: none"> • KS1 and KS2 classes are creating individualized spelling tests to help pupils to learn the words that they regularly spell wrong. • Cedar class are using spell checkers in their lessons. Willow class using try papers and dictionaries for checking words. • We looked into Spellodrome and decided against at this time <p>Spring 2017</p> <ul style="list-style-type: none"> • All children have had a second/third attempt at the Spelling Bee words. <p>Summer 2017</p> <ul style="list-style-type: none"> • In discussion with the school council the children decided that they felt that there was a definite increase in their confidence to do with spelling and their confidence has definitely increased with regard to their writing independently. 	

AREA: ENGLISH

Target	<ul style="list-style-type: none"> • Receive training on higher level grammar terminology to ensure accurate use in writing.
Actions	<ul style="list-style-type: none"> • Arrange staff meeting to deliver training on higher level grammar through use of Espresso • Purchase teacher handbooks to support understanding of higher level grammar. • Arrange further training if required
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Claire Jarvis
Financial Implications	<ul style="list-style-type: none"> • Training costs included in annual license for Espresso • Costs for staff grammar handbooks.
Desired Outcome	<ul style="list-style-type: none"> • Staff have greater confidence using higher level grammar terminology with their class • Children are showing greater interest in using higher level grammar in their writing.
2017-2019 Future Development	<ul style="list-style-type: none"> • Identify and target groups who require additional support.
Reviewed By	<ul style="list-style-type: none"> • Subject Leader
<p>Review</p> <p>Autumn 2016</p> <ul style="list-style-type: none"> • All staff received Espresso training which enabled them to access a wide range of resources • The handbooks for grammar have been purchased and staff use them as a resource in their classrooms <p>Spring 2017</p> <ul style="list-style-type: none"> • Staff now using Twinkl SPAG mats as regular input for grammar teaching. <p>Summer 2017</p> <ul style="list-style-type: none"> • The use of the SPAG mats has improved the understanding of SPAG for all pupils. Need to continue to use these over the coming year. 	

AREA: ENGLISH

Target	<ul style="list-style-type: none"> • Foster a genuine love for reading whilst developing deeper level of enquiry.
Actions	<ul style="list-style-type: none"> • Set up book groups ensuring high level of peer to peer support • Review book selections available. • Produce guidance for parents • Ensure high level questioning is used throughout the shared reading discussions.
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Claire Jarvis
Financial Implications	<ul style="list-style-type: none"> • Possible costs for new group reads
Desired Outcome	<ul style="list-style-type: none"> • Children really enjoy their reading of a greater range of books and are developing deeper level of enquiry • Parents show increased confidence supporting their children’s reading.
2017-2019 Future Development	<ul style="list-style-type: none"> • Identify and target groups who require additional support.
Reviewed By	<ul style="list-style-type: none"> • Subject Leader
<p>Review</p> <p>Autumn 2016</p> <ul style="list-style-type: none"> • The book clubs were a success and now Cedar class have changed their guided reading sessions to link more closely to the age related expectations. • Willow class have been using the high level questioning for the guided reading sessions • The guidance for parents has been written but only distributed to yr 3/4 parents, it will be shared with other year bands after further consultation with staff. <p>Spring 2017</p> <ul style="list-style-type: none"> • Staff meetings have focused on the development of the use of reading group time. Staff have looked at the benefits of high level questioning and the importance of pupil involvement in discussing the text. • Head and Lit Coordinator have attended a PFSI reading course on reading and have disseminated the information to staff in a meeting. <p>Summer 2017</p> <ul style="list-style-type: none"> • A new format for the reading record book has been compiled, to answer some of the grammar questions that parents have a separate grammar booklet will be created for Sept. 	

AREA: MATHEMATICS

Target	<ul style="list-style-type: none"> • To participate in Abacus research project.
Actions	<ul style="list-style-type: none"> • Maths subject leader to lead research project across school in conjunction with Abacus (Pearson) • 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"> • Greater insight gained in the teaching of mastery level mathematics. • Children to be fully involved in feeding back outcomes. • Professional development for staff to engage in a research project that may impact practice.
2017-20189 Future Development	<ul style="list-style-type: none"> • Extend opportunities for further research in other areas of the curriculum
Reviewed By	<ul style="list-style-type: none"> • Subject Leader/Staff
<p>Review</p> <p>Autumn 2016</p> <ul style="list-style-type: none"> • Abacus project has been cancelled by Pearson Education <p>Spring 2017</p> <p>Summer 2017</p>	

AREA: MATHEMATICS

Target	<ul style="list-style-type: none"> • Problem solving- increase pupil confidence in solving multi step problems independently.
Actions	<ul style="list-style-type: none"> • Purchase of Year band books which contain ready made problems linked to all aspects of maths curriculum • Prepare copies of selected problems to use as ‘active cloud’ targets as part of work to extend responses. • Teach clear strategies about how to approach problem solving activities independently • Link made to maths session for parent/child workshops
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Michelle Downes
Financial Implications	<ul style="list-style-type: none"> • Purchase of problem solving books for each year group
Desired Outcome	<ul style="list-style-type: none"> • Increased confidence of pupils in problem solving across a range of maths topics • Increased problem solving practice as part of challenge within marking policy • Parents have received information and support regarding this area of the maths curriculum • Individual questions raised by parents/children are answered
2017-2019 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 2016</p> <ul style="list-style-type: none"> • Problem solving books purchased and being used across the school as active clouds during marking. • Problem solving strategies being taught across school • Parent/child problem solving morning took place and very well received by parents- see parental comments and governor visit report. <p>Spring 2017</p> <ul style="list-style-type: none"> • Use of Problem solving books for clouds embedded in upper key stage two. • During Maths visit children reported that use of clouds moves their learning forward (see visit report) • Maths coordinator supported NQT in this area. <p>Summer 2017</p> <ul style="list-style-type: none"> • Use of Problem solving books for clouds embedded in key stage one and two, using other resources to support this and for more able. 	

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 2016</p> <ul style="list-style-type: none"> • Led staff meeting and sourced resources for parent/child problem solving morning. • Parent/child problem solving morning took place and very well received by parents- see parental comments and governor visit report. <p>Spring 2017</p> <ul style="list-style-type: none"> • Completed <p>Summer 2017</p> <ul style="list-style-type: none"> • Completed 	

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: 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 2016</p> <ul style="list-style-type: none"> • Same Eco committee until Oct then new people will be chosen. • New committee formed and starting to organize a Green Day • Took part in Switch Off Fortnight Nov 2016 <p>Spring 2017</p> <ul style="list-style-type: none"> • Whole school dressing up in Green on the Monday of Science week • MAD day on 1st April to begin to prepare the new area • PTA have agreed to pay for the new arbor and benches • Every class made an Eco outfit to tie in with the Lent challenge. • Better Energy School Award entered April 2017 <p>Summer 2017</p> <ul style="list-style-type: none"> • The new area has been changed and the new plants have been planted. • The new furniture has been ordered (Paid for by the PTA) • The next level of award has a cost associated so we will wait until funding is available. 	

AREA: SCIENCE

Target	<ul style="list-style-type: none"> • Review science curriculum to ensure that all NC topics are fully covered within Topic planning framework- including standalone topics
Actions	<ul style="list-style-type: none"> • Staff to review science topics for each year group and how these are best embedded within the four year topic planning cycle. • Staff to sort and review resources needed to teach any new elements now taught. • Science topic overview to be placed at beginning of each unit of work
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"> • Science planning is tightly planned to ensure full coverage within our topic framework • Any resource gaps are filled. Current resources reviewed so all staff know range of support available.
2017-2019 Future Development	<ul style="list-style-type: none"> • Standards of science closely monitored to ensure no subject gaps are evident.
Reviewed By	<ul style="list-style-type: none"> • All staff
Review	
<p>Autumn 2016</p> <ul style="list-style-type: none"> • Staff meeting reviewed topics and Hamilton Trust’s planning was chosen to be used. • The units were then divided up among the different classes to ensure that the topics are covered in the two Key Stages. <p>Spring 2017</p> <ul style="list-style-type: none"> • New electronic resources bought and a parents repaired the equipment in the box <p>Summer 2017</p> <ul style="list-style-type: none"> • Checked with staff no new resources required at this time. • All staff using the new planning. 	

AREA: SCIENCE

Target	<ul style="list-style-type: none"> • Review assessment of Science
Actions	<ul style="list-style-type: none"> • Staff to review assessment of science topics for each year group. • Staff to evaluate Rising star science testing, including unit and annual assessment • Use O-Track to record assessment outcomes
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"> • Science assessment gives detailed information on progress in science • Staff are confident using O Track for recording science assessment • Children have greater confidence in recalling information for written science assessments
2017-2019 Future Development	<ul style="list-style-type: none"> • Standards of science closely monitored to ensure no subject gaps are evident.
Reviewed by	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2016</p> <ul style="list-style-type: none"> • At staff meeting it was discussed the use of the summary at the beginning of each topic. <p>Spring 2017</p> <ul style="list-style-type: none"> • All staff have been encouraged to add Science Assessments onto O Track <p>Summer 2017</p> <ul style="list-style-type: none"> • All Staff using O Track to record Science Assessments. 	

AREA: SCIENCE

Target	<ul style="list-style-type: none"> • Plan and carry out Science Week
Actions	<ul style="list-style-type: none"> • Plan activities across the school which link to National Science week initiative and/or science planned for the Spring Term (10-19th March) • Event to include Parent Child Science day • Children to take part in a range of additional science investigations and activities
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"> • Children are really excited by Science activities planned • Parents fully participate in science activities both in school and at home • Good links developed with National and local activities for this week
2017-2019 Future Development	<ul style="list-style-type: none"> • External science links further developed
Reviewed by	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2016</p> <ul style="list-style-type: none"> • Staff meeting to organise the planning of units. Using the Hamilton units a plan was agreed and implemented. • CB23 Year 6 Science event attended, starting to organize activities to run a similar event for Science Week in School <p>Spring 2017</p> <ul style="list-style-type: none"> • Successful Science Week (13th March) • Hands on morning – Thursday Comberton Year 9 Science Leaders attended • Hands on afternoon – KS1 • 14 parents came to talk to different classes to share their expertise, a variety of different areas covered. <p>Summer 2017</p> <ul style="list-style-type: none"> • CVC very happy to participate in future Science Weeks. 	

AREA: ICT

Target	<ul style="list-style-type: none"> • New ICT subject leader induction
Actions	<ul style="list-style-type: none"> • Ensure new ICT subject lead has access to relevant training and support • Attendance at BETT show in Spring Term • Clear plans are created for development of ICT in school- bringing together all recent developments • School staff have increased confidence in teaching the revised computing curriculum.
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Jo Hussey
Financial Implications	<ul style="list-style-type: none"> • Cost of training
Desired Outcome	<ul style="list-style-type: none"> • New subject leader has increased confidence in delivering support • School staff have increased confidence delivering computing curriculum using available resources
2017-2019 Future Development	<ul style="list-style-type: none"> • Keep up to date with developments in Computing curriculum.
Reviewed By	<ul style="list-style-type: none"> • ICT Subject Leader
<p>Review</p> <p>Autumn 2016</p> <ul style="list-style-type: none"> • Attended one ipad course and booked on course in February. • Have obtained quotes for upgrading of ICT ready to produce a report to governors to develop a rolling programme. • One staff meeting where delivered details of ICT curriculum and ensured understanding of terms by staff. Two apps on IPAD explored and disseminated to staff. <p>Spring 2017</p> <ul style="list-style-type: none"> • Staff meetings used to introduce new Apps. <p>Summer 2017</p> <ul style="list-style-type: none"> • Done some ICT leadership training • Rolling program started but due to financial constraints has been reconsidered for next financial year. • Plans for curriculum have started but needs to be developed further. • Some progress been made with sorting out downloading apps on ipad by VPP but next step needs to be made. 	

AREA: RE

Target	Develop staff confidence in teaching and assessing AT2 in RE (Using skills and knowledge in our own lives)
Actions	<ul style="list-style-type: none"> • Staff meeting to discuss AT2 and how to best support this aspect of RE curriculum • List of suggestions created for evidencing AT2 work undertaken in class.
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Rebecca Ostler
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.
2017-2019 Future Development	<ul style="list-style-type: none"> • Review resources available for teaching RE.
Reviewed By	<ul style="list-style-type: none"> • RE subject Leader
Review	
Autumn 2016	
<ul style="list-style-type: none"> • RO has written a new SOW and lesson resources for “What influences the Jewish people?” Available in Staff Shares, RE, RE 2016-2017. It features an AT2 related design project. • RO has developed Key Assessment Criteria for KS2 RE and is currently trialing these for both AT1 and AT2 based assessments. 	
Spring 2017	
<ul style="list-style-type: none"> • RO has written a new SOW and lesson resources for “What kind of God is revealed in the Old Testament?” Available in Staff Shares, RE, RE 2016-2017. It features AT2 teaching ideas. • Meeting to discuss developments has been requested. 	
Summer 2017	
<ul style="list-style-type: none"> • Meeting held to discuss how best to assess RE. • Assessment criteria for Willow, Maple and Holly created using ideas from the meeting. • Students participated in the Spirited Arts competition – great for assessing AT2. 	

AREA: PE

Target	<ul style="list-style-type: none"> • Gymnastics- how to be more imaginative with equipment available
Actions	<ul style="list-style-type: none"> • Staff training on gymnastics with a particular focus on using apparatus • Develop agreed set of skills to be taught for each year group
Responsibility	<ul style="list-style-type: none"> • Subject Leader: CJ
Financial Implications	<ul style="list-style-type: none"> • Training included in SSCO subscription
Desired Outcome	<ul style="list-style-type: none"> • Staff more confident to teach gymnastics using apparatus • Skill development agreed for each year group
2017-2019 Future Development	<ul style="list-style-type: none"> • Consider further training opportunities for staff
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2016</p> <ul style="list-style-type: none"> • Training is booked for the first staff meeting back in January <p>Spring 2017</p> <ul style="list-style-type: none"> • Training in January was a success and staff have commented at the end of the term on how effective it was in relation to their own teaching. A good result. • Need to ask staff what training they would like next year. <p>Summer 2017</p> <ul style="list-style-type: none"> • Staff have had lacrosse training this term and will receive the details for the running of Pop lacrosse lessons over the next year. 	

AREA: PE

Target	<ul style="list-style-type: none"> • Introduce new PE opportunities within curriculum
Actions	<ul style="list-style-type: none"> • Purchase equipment to support teaching of Archery, Boccia and Pop lacrosse • Support refurbishment of the pool and surround to enable teaching of swimming for extended periods of time (including synchronized swimming element) • Plan opportunities with staff to be trained in how to use and teach these new curriculum areas • Participate in planned inter house activities • Evaluate new activities
Responsibility	<ul style="list-style-type: none"> • Subject Leader: CJ
Financial Implications	<ul style="list-style-type: none"> • Purchase of new equipment using Olympic legacy funding.
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 2016</p> <ul style="list-style-type: none"> • Prices have been obtained for the equipment just waiting for budget figures to be available <p>Spring 2017</p> <ul style="list-style-type: none"> • Both Boccia and pop lacrosse have been bought for school. • The pop lacrosse equipment is being used in 3 classes and all staff attended a brief introduction to the sport. • More training is planned. <p>Summer 2017</p> <ul style="list-style-type: none"> • Lacrosse training happened this term. 	

AREA: PSHE

Target	<ul style="list-style-type: none"> • Use of regular Circle Time to support review of behaviour expectations and development of respect towards others
Actions	<ul style="list-style-type: none"> • As part of review on behaviour, target use of circle time to review class specific behaviours and school wide initiative on developing greater respect towards all. • Review and training on restorative approaches for all staff • 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 using circle time to discuss topic of behaviour and increased confidence in using restorative approaches • Children’s positive behaviour is further influenced through use of circle time discussions.
2017-2019 Future Development	<ul style="list-style-type: none"> • Consider additional systems for ensuring high standards of behaviour
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2016</p> <ul style="list-style-type: none"> • Three staff training sessions led to review use of strategies for managing different behaviours. Importance of circle time emphasized with links to restorative justice meetings. • TAs/Lunchtime supervisors received additional training on professional day and have next session in Spring Term. <p>Spring 2017</p> <ul style="list-style-type: none"> • Benefits of circle time re-visited in staff meeting. <p>Summer 2017</p> <ul style="list-style-type: none"> • As above. 	

AREA: PSHE

Target	<ul style="list-style-type: none"> ● Extension of Pupil responsibilities across other year groups in school
Actions	<ul style="list-style-type: none"> ● Establish responsibilities for children in Year 5 and Year 4 to compliment roles already undertaken in Year 6 ● Recruit new JTA's (Junior travel ambassadors) from Year 5 ● Recruit Reception Buddies from Year 5 ● Recruit Dining hall helpers from Year 4 ● Evaluate additional roles
Responsibility	<ul style="list-style-type: none"> ● Subject Leader: BS
Financial Implications	<ul style="list-style-type: none"> ● Badges/Aprons/Caps
Desired Outcome	<ul style="list-style-type: none"> ● Children in other year groups have the opportunity to apply for positions of responsibility ● Individual children benefit their support
2017-2019 Future Development	<ul style="list-style-type: none"> ● Review all areas of responsibility across the school
Reviewed By	<ul style="list-style-type: none"> ● BS
<p>Review</p> <p>Autumn 2016</p> <ul style="list-style-type: none"> ● Year 6 roles allocated ● Year 5 JTAs appointed- two meetings with Maree Richards from LA already taken place this term. JTAs led part of an assembly on 'Be bright be seen' ● Year 5 Reception buddies appointed to support reception cohort. ● Year 4 Lunchtime assistants appointed. They have undertaken their role throughout the Autumn Term. <p>Spring 2017</p> <ul style="list-style-type: none"> ● Roles continue across the school <p>Summer 2017</p> <ul style="list-style-type: none"> ● Pupils have applied for roles for next academic year. ● New role of Sports Ambassadors created for Year 5 pupils for 2017-18 	

AREA: PSHE

Target	<ul style="list-style-type: none"> • Develop use of Golden Table and Lunchtime helpers to develop outstanding behaviour in the dining hall
Actions	<ul style="list-style-type: none"> • Termly focus on use of Golden Table in response to Golden rules for lunchtimes- reviewed by school council • Lunchtime helpers appointed to support Lunchtime assistants • Lunchtime supervisors meeting to include termly review with Peer Mediators and Lunchtime helpers and school council to monitor progress.
Responsibility	<ul style="list-style-type: none"> • Subject Leader: BS/ TM/CJ
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Children are supported to have positive lunchtimes through a calmer experience • Staff and pupils work together to improve outcomes
2017-2019 Future Development	<ul style="list-style-type: none"> • Links with play leaders and outside staff at lunchtime to be further developed.
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2016</p> <ul style="list-style-type: none"> • Golden table initiative established and run for 8 weeks either side of half term. <p>Spring 2017</p> <ul style="list-style-type: none"> • Golden table run for 5 weeks this term <p>Summer 2017</p> <ul style="list-style-type: none"> • Golden Table reviewed for action in Autumn Term with links to support from Junior Lunchtime assistants. 	

AREA: MUSIC

Target	<ul style="list-style-type: none"> • Participate in Sing for your School project with Cambridgeshire Music Hub
Actions	<ul style="list-style-type: none"> • Attend training on Sing for your school programme • Attend information session on applying for Artsmark award • Classes to participate in Sing for School project • Additional resources made available where necessary
Responsibility	<ul style="list-style-type: none"> • Subject Leader: BS
Financial Implications	<ul style="list-style-type: none"> • Purchase of additional resources ?
Desired Outcome	<ul style="list-style-type: none"> • Staff are confident to support children in composition of songs • Evidence collected which may support Artsmark award
2017-2019 Future Development	<ul style="list-style-type: none"> • Application for next level of Arts
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2016</p> <ul style="list-style-type: none"> • SMT attended training. Began project but quickly realized that it was beyond our current skill set and so withdrew from the project. Music Hub will contact us in the Spring term with a view to providing additional staff training. <p>Spring 2017</p> <ul style="list-style-type: none"> • Invited to join artsmark- but cost prohibitive at this time. <p>Summer 2017</p> <ul style="list-style-type: none"> • As above 	

AREA: ART/DESIGN TECHNOLOGY

Target	<ul style="list-style-type: none"> • Establish cooking lessons in KS2
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) Possible replacement oven.
Desired Outcome	<ul style="list-style-type: none"> • Cookery skills (including maths, science, Healthy eating) are further developed into KS2 • Children develop greater confidence with cooking • Opportunities enhance existing curriculum
2017-2019 Future Development	<ul style="list-style-type: none"> • Review of activities with a view to extending further into KS2
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2016</p> <ul style="list-style-type: none"> • Cooking lessons for Year 3 in place. • Costings for improved mobile cooking unit sought (PTA to sponsor) <p>Spring 2017</p> <ul style="list-style-type: none"> • New cooker purchased by PTA and in use • Good records (planning and photos) kept of all cooking activities for Yr to Y3 • Applications for cooking costs being made to Gransden Show committee. <p>Summer 2017</p> <ul style="list-style-type: none"> • Cookery reviewed with TA with a view to extending to year 4 for 2017-18 • Second TA appointed to teach Y4 cookery 	

AREA: ART/DESIGN TECHNOLOGY

Target	<ul style="list-style-type: none"> • Provision of detailed resource bank to support development of skills progression
Actions	<ul style="list-style-type: none"> • Resource bank of ideas and additional information collated to support the teaching of each area of art taught • Research use of digital art techniques using i-pads • 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, including digital resources
2017-2019 Future Development	<ul style="list-style-type: none"> • Training on digital art applications • Application for Artsmark award
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2016</p> <ul style="list-style-type: none"> • Resource bank begun. Recording art works currently on display in school. <p>Spring 2017</p> <ul style="list-style-type: none"> • Resource collection continues • I-pad digital art Apps acquired. <p>Summer 2017</p> <ul style="list-style-type: none"> • Resource bank completed 	

AREA: HISTORY/GEOGRAPHY

Target	<ul style="list-style-type: none"> • Developing links with new school in Finland (Siltamaki Primary School)
Actions	<ul style="list-style-type: none"> • Headteacher/Staff to further establish collaborative links with Finnish School. • Develop curriculum links between schools. • To research possible links with other schools • 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 new 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 2016</p> <ul style="list-style-type: none"> • Contact made with Headteacher. <p>Spring 2017</p> <ul style="list-style-type: none"> • Contact with subject leader TBA (ill health) <p>Summer 2017</p> <ul style="list-style-type: none"> • Contact with subject leader TBA (ill health) 	

AREA: MODERN FOREIGN LANGUAGES

Target	<ul style="list-style-type: none"> • Develop use of take home resource pack
Actions	<ul style="list-style-type: none"> • Put together a language resource pack (Bolsa Español) to include DVD, a game, song book, story book, which children can borrow for a few days each. Before returning they have to record in a book what they have enjoyed the most and a few words they have learned. • Develop pack for KS2 and KS1 • 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"> • Resources for pack
Desired Outcome	<ul style="list-style-type: none"> • Increased confidence of pupils to speak Spanish at home • Language club/ Golden Time enriched by visiting students
2017-2019 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 2016</p> <ul style="list-style-type: none"> • Language pack created <p>Spring 2017</p> <ul style="list-style-type: none"> • MFL governor visit commented on success and feedback regarding take home packs. <p>Summer 2017</p> <ul style="list-style-type: none"> • Pack continues to be used by KS1 pupils 	

AREA: SPECIAL EDUCATIONAL NEEDS

Target	<ul style="list-style-type: none"> • Support Teaching Assistants to develop role of Pupil Premium Champions
Actions	<ul style="list-style-type: none"> • SENDCO to support planning and direction of work for TAs employed to support needs of Pupil Premium pupils • Set up files (case studies) on each PP pupil and maintain records of intervention and the impact and subsequent progress of pupils • Liaison with class teachers to ensure specific needs are being met
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Michelle Downes (SENCO)
Financial Implications	<ul style="list-style-type: none"> • Employment costs
Desired Outcome	<ul style="list-style-type: none"> • Fully trained staff in school to support Pupil Premium pupils with specific needs • Whole staff benefit from sharing of support to support the wider range of needs for PP pupils. • Clear records and tracking are in place
2017-2019 Future Development	<ul style="list-style-type: none"> • Review staffing hours in the light of available Pupil Premium funding available
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2016</p> <ul style="list-style-type: none"> • Worked with TA's to support in terms of planning, resources and guidance around interventions, planning, pre and post assessments, targets and setting up folders. • Files set up and working well for PP children including targets, assessments, monitoring and impact. • Staff meeting to explain new systems to staff. • Half termly meetings with TA's • Governor visit and report. <p>Spring 2017</p> <ul style="list-style-type: none"> • NPQH project completed • Half termly meetings with PP champions • SEND County Audit included PP children (see report) • Loaded new assessment tracking reports on O'Track to analyse data • Review of staffing for next year <p>Summer 2017</p> <ul style="list-style-type: none"> • Half termly meetings with PP champions including filing systems, impact of interventions and next steps. • Using new assessment tracking reports on O'Track to analyse data and reported to SEND governor (see summer term governor report) • Staffing for next year in place 	

AREA: SPECIAL EDUCATIONAL NEEDS

Target	<ul style="list-style-type: none"> • Develop greater confidence in the 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 SENpupils 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 2016</p> <ul style="list-style-type: none"> • Analysed SEND results using FFT Aspire and Raise data- presented in KIT visit (see report) • Governor report – work scrutiny and analysed data. <p>Spring 2017</p> <ul style="list-style-type: none"> • SEND County Audit included PP children (see report) • Loaded new assessment tracking reports on O’Track to analyse data • NPQH project report analysed PP data <p>Summer 2017</p> <ul style="list-style-type: none"> • Using new assessment tracking reports on O’Track to analyse data and reported to SEND governor (see summer term governor report) 	

AREA: PLANNING AND ASSESSMENT

Target	<ul style="list-style-type: none"> • Review planning for Homework in response to parent survey results
Actions	<ul style="list-style-type: none"> • Staff meeting time to discuss setting of homework to ensure consistent approach across school • To include some worksheet based activities for those families who prefer this approach • In addition to reading, weekly spellings/Times table tests also include link to Abacus games, SPAG/proof reading activity. • Feedback changes to Governing Body
Responsibility	<ul style="list-style-type: none"> • SMT
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Staff using common approach for homework across school.
2017-2019 Future Development	<ul style="list-style-type: none"> • Review improved homework system via questionnaire at parents evening.
Reviewed By	<ul style="list-style-type: none"> • SMT
<p>Review</p> <p>Autumn 2016</p> <ul style="list-style-type: none"> • Staff meeting time was provided to talk about the variety of homework resources. • The Curriculum committee were informed about the decisions <p>Spring 2017</p> <ul style="list-style-type: none"> • Provision of worksheet based options for MFL, Maths and Grammar. <p>Summer 2017</p> <ul style="list-style-type: none"> • As above 	

AREA: PLANNING AND ASSESSMENT

Target	<ul style="list-style-type: none"> • Embedding use of O-Track
Actions	<ul style="list-style-type: none"> • Provide training for use of O-Track for new staff and Teaching assistants • Include TAs in recording assessments on O-Track for formative and summative assessment • Use O-track to provide targets to discuss with parents at consultations. • Complete class tracking for all subjects. • Following amended targets- ensure Deeper Learning information is completed half termly • Use reports to demonstrate progress to Governors • 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.
2017-2019 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
Review	
<p>Autumn 2016</p> <ul style="list-style-type: none"> • All staff have been working on completing their O Track data half termly, including the use of the Deeper Learning and in preparation for the Pupil Progress Meetings in January all staff will be using the pupil meeting sheets. <p>Spring 2017</p> <ul style="list-style-type: none"> • Staff completing O-Track with clear submission dates set. • HT reports in-year progress to GB • Reports templates enhanced- use of charts and graphs following setting of data expectations for progress. <p>Summer 2017</p> <ul style="list-style-type: none"> • Some TA input into O-track records. • Useful analysis tools and graphs now available due to complete data sets. 	

AREA: PLANNING AND ASSESSMENT

Target	<ul style="list-style-type: none"> • Consolidate pupil self assessment
Actions	<ul style="list-style-type: none"> • Ensure pupils RAG (red amber green) rate their work in maths at the end of each session related to achievement of learning objective. • Ensure pupils RAG (red amber green) rate their work in writing following an extended piece related to achievement of a well chosen learning objective. • Peer assessment of writing and maths- once per half term (KS2) • Pupils becoming more involved in identifying when learning targets have been achieved from I can statements in their books. • Evaluate experiences at end of school year.
Responsibility	<ul style="list-style-type: none"> • Class teachers/ SMT
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Staff using common approach for peer assessment in each keystage.
2017-2019 Future Development	<ul style="list-style-type: none"> • Review use of Growth Mindset behaviours to enable pupil assessment.
Reviewed By	<ul style="list-style-type: none"> • SMT
<p>Review</p> <p>Autumn 2016</p> <ul style="list-style-type: none"> • Marking scrutiny for this term indicated that self-assessment by pupils in mathematics was consistently completed. Needs greater consistency in English <p>Spring 2017</p> <ul style="list-style-type: none"> • Greater consistency on use of Self-assessment in English and Science <p>Summer 2017</p> <ul style="list-style-type: none"> • Links to development of Growth Mindset project- children making more accurate and helpful judgements. 	