



2 Curriculum

School Development Plan 2017-18

AREA: ENGLISH

Target	<ul style="list-style-type: none"> • Handwriting- Introduce fully cursive handwriting 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 fully cursive style as they enter upper KS2. • Resources for fully cursive handwriting made available.
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 teach fully cursive handwriting. • Children are more confident in using pen to develop their own handwriting style. • Consistent approach to assessment of handwriting.
2018-2020 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 2017</p> <ul style="list-style-type: none"> • Staff handed out fully cursive handwriting booklets for parents at the meet the teacher evening. • All classes have taken on the new style and are using materials to develop the letter formation with their classes. • Some classes have reported that handwriting has got quicker but also neater, this will need to be tested over time. <p>Spring 2018</p> <ul style="list-style-type: none"> • All classes continue to use fully cursive handwriting • In the book scrutiny in March there was a notable improvement in the quality of the presentation of the books, with most children using neat handwriting. • Those pupils not using neat joins will be a focus in handwriting lessons in the summer term. • At the Education Show more research was carried out into new pens. Willow will try out these pens in the Summer term. <p>Summer 2018</p> <ul style="list-style-type: none"> • Handwriting is now being embedded. And decisions are being made about handwriting pens and how to maintain the standards over the coming years. 	

AREA: ENGLISH

Target	<ul style="list-style-type: none"> • Host an English evening for parents and carers.
Actions	<ul style="list-style-type: none"> • Design curriculum evening to include all areas of English provision • Identify staff and activities to be covered • Host the evening • Encourage parental feedback regarding the evening with suggestions for the next curriculum evening.
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Clare Jarvis
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Parents are fully informed regarding the current English curriculum and are better able to support their children. • Children develop greater confidence in all aspects of the English Curriculum
2018-2020 Future Development	<ul style="list-style-type: none"> • Review feedback to plan next curriculum evenings for parents and carers
Reviewed By	<ul style="list-style-type: none"> • Subject Leader
<p>Review</p> <p>Autumn 2017</p> <ul style="list-style-type: none"> • This evening was well received. The staff were able to share the salient points of how the English curriculum works for each age group. • The parent responses were valuable and encouraging. • Materials from the evening and other useful documents have been added to the website. <p>Spring 2018</p> <ul style="list-style-type: none"> • Nothing further to comment on this term. <p>Summer 2018</p> <ul style="list-style-type: none"> • Nothing further to comment on this term. 	

AREA: ENGLISH

Target	<ul style="list-style-type: none"> • Reading; research and purchase high quality texts which demonstrate key objectives for the writing curriculum.
Actions	<ul style="list-style-type: none"> • Head and Subject leader to attend training on the teaching of higher order reading skills • Create a suggested booklist for each year group • Visit Peter’s Booksellers in Birmingham (linked to our Library system) to purchase books to fulfill desired criteria. • Liaise with local school to borrow class sets of books not yet available in our school.
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Claire Jarvis
Financial Implications	<ul style="list-style-type: none"> • Purchase of new books.
Desired Outcome	<ul style="list-style-type: none"> • Children are encouraged to read more challenging texts which in turn supports the development of higher quality writing. • Greater range of high quality texts available in school.
2018-2020 Future Development	<ul style="list-style-type: none"> • Review writing attainment from annual assessments to determine next steps
Reviewed By	<ul style="list-style-type: none"> • Subject Leader
<p>Review</p> <p>Autumn 2017</p> <ul style="list-style-type: none"> • Book list has been created and put on the website • Using link with local school SB class are using a set of books to base literacy work on. • A list of books used in previous topics has been added to the school topic planning rota. <p>Spring 2018</p> <ul style="list-style-type: none"> • The school entered a competition to win school books and won £500 worth of books. These have now arrived and are a wide variety of texts, mostly for KS2 but a few for KS1. There are also two sets of new guided reading books. • Summer term class texts for the topic have been researched with advice from Peter’s. Staff will also try to use some texts to support science. The classes may have to choose another book to supplement their work in Literacy as the topic doesn’t lend itself to fiction very easily. <p>Summer 2018</p> <ul style="list-style-type: none"> • There will need to be an increase in the passion / opportunities to write to make the school a truly writing school. • The books used to support writing this year have been of a high quality and will need to be equally leveled in the coming topics. 	

AREA: English

Target	<ul style="list-style-type: none"> • Reading: Create a greater range of opportunities for children to share reading.
Actions	<ul style="list-style-type: none"> • Arrange to recruit Adult reading champions who come in to hear children read. Seek to recruit a wide range of supporters from the community. • Enable book buddies to happen for one week each term • Identify children who need a boost with their reading confidence and facilitate the ‘Book Club’ approach for these pupils. • Provide parents with suggested book lists for each year group of pupils.
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Claire Jarvis
Financial Implications	<ul style="list-style-type: none"> • Training costs (refreshments?) • Costs for any additional books needed.
Desired Outcome	<ul style="list-style-type: none"> • Children have greater confidence in reading and discussing literature. • Members of the school community can positively invest in supporting children’s reading.
2018-2020 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 2017</p> <ul style="list-style-type: none"> • There has been a response from the older people in the village. However, at the present date this has not been acted upon. • Sally Rundle has been visiting to support Maple Class. • Book buddies rang in book week in Oct <p>Spring 2018</p> <ul style="list-style-type: none"> • Letters have been written to the older people in the village - unsure of the response to these letters. • Book buddies rang in book week in Feb • Some classes have run book club style reading sessions, the impact has been an improvement in the attention given to the context and content of the text. <p>Summer 2018</p> <ul style="list-style-type: none"> • Book buddies will run at the end of the summer term. • There is still a need for the children to read as often as possible. 	

AREA: English

Target	<ul style="list-style-type: none"> • Reading: Introduce focused early work on reading comprehension based on class books.
Actions	<ul style="list-style-type: none"> • Set up easy to manage system for Comprehension early work. • Review book selections available. • Ensure high level questioning is used throughout the activities. • Review impact on a term by term basis
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Claire Jarvis
Financial Implications	<ul style="list-style-type: none"> • Possible costs for suitable resources
Desired Outcome	<ul style="list-style-type: none"> • Children gain confidence in developing deeper level of enquiry into reading material. • Children are able to answer questions with increasing accuracy and depth of understanding.
2018-2020 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 2017</p> <ul style="list-style-type: none"> • Cedar class started as soon as term began • Need to develop the ability of all pupils to read and identify the challenge in the text that they read, considering the genres and skills that they have been learning. <p>Spring 2018</p> <ul style="list-style-type: none"> • In KS2 the opportunity to have the books from the Beeches has meant that each child can read the class text and be able to interpret it at their own pace, they are also able to use the text in literacy lessons and so have been able to read in more depth. <p>Summer 2018</p> <ul style="list-style-type: none"> • The comprehension in the summer term assessments has shown that the children are beginning to understand the methods for answering comprehension questions. • Stamina is now needed to be increased so that the children are able to read quick enough to sustain them throughout a test. 	

AREA: MATHEMATICS

Target	<ul style="list-style-type: none"> • To use Year group teaching for Space and Measures in the Spring Term.
Actions	<ul style="list-style-type: none"> • Maths subject leader to lead organization of year group teaching and topics to be covered • Staff to select a year group to teach. • Timetable arranged to support whole school initiative. • Assessment and feedback opportunities created. • Evaluation of this approach to Sp&M
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"> • Children receive year group focused teaching on more challenging concepts within Sp&M. • Children’s confidence increases. • Children to be fully involved in feeding back outcomes. • Professional development for staff to engage in teaching an alternative year group 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 2017</p> <ul style="list-style-type: none"> • Scheduled for Spring Term <p>Spring 2018</p> <p>Maths teaching took place across the school around Shape with KS2 translations of shapes and measure with KS1 (capacity, weight and measure). Very well received from staff in terms of professional development and children in terms of learning and skills. All children assessed on outcomes and assessments put on O’track.</p> <p>Summer 2018</p> <p>Completed in Spring – see above</p>	

AREA: MATHEMATICS

Target	<ul style="list-style-type: none"> To investigate and make readily available more resources for developing greater depth in mathematics.
Actions	<ul style="list-style-type: none"> Work with Abacus to increase provision of greater depth resources. Research other suppliers of linked resources. Share resources at staff meetings
Responsibility	<ul style="list-style-type: none"> Subject Leader: Michelle Downes
Financial Implications	<ul style="list-style-type: none"> Possible Purchase of additional resources
Desired Outcome	<ul style="list-style-type: none"> Increased confidence of pupils in tackling greater depth maths topics Increased range of resources available for use by teachers
2018-2020 Future Development	<ul style="list-style-type: none"> Plans to host curriculum evening on a different aspect of mathematics in Autumn 2018
Reviewed By	<ul style="list-style-type: none"> Subject Leader
<p>Review</p> <p>Autumn 2017</p> <ul style="list-style-type: none"> Classes using maths mastery check points at the end of topics. Greater depth in maths weekly sessions for a group of children in Year 6. Jenny Barker from Comberton came into Yr 6 for 3 sessions. Sessions on algebra. Master classes at Comberton for 4 children in Year 6. <p>Spring 2018</p> <p>Book scrutiny – looked at clouds for great depth all in place and children acting on these. Moving learning forward. Greater depth lessons weekly for a group in year 6.</p> <p>Summer 2018</p> <p>Greater depth intervention sessions for those children in Yr 6 on the border of AT/Greater depth. Staff using greater depth resources/ worksheets/ investigations on Abacus</p>	

AREA: MATHEMATICS

Target	<ul style="list-style-type: none"> In Keystage 2 increase frequency of assessing Times Table knowledge.
Actions	<ul style="list-style-type: none"> Set up assessment system so that all tables for Y3-6 are assessed on a termly basis (following Spelling Bee tracking approach) Analyse results and plan interventions accordingly Investigate motivational systems for encouraging the learning of tables.
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 knowledge and confidence of children in really 'knowing' their tables 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 2017</p> <ul style="list-style-type: none"> Termly tables tests happening in each class, results analysed by Maths Coordinator. <p>Spring 2018</p> <ul style="list-style-type: none"> Termly tables tests took place in each class, results analysed by Maths Coordinator-improving scores. <p>Summer 2018</p> <ul style="list-style-type: none"> Termly tables tests took place in each class, results analysed by Maths Coordinator-improving scores. 	

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 2017</p> <ul style="list-style-type: none"> • We participated in Switch off fortnight in Nov/Dec. • Registered for a battery recycling waiting for the materials to be delivered. • Eco group helped CMD with Gardening Awards applications. <p>Spring 2018</p> <ul style="list-style-type: none"> • Battery recycling very popular, still ongoing • Eco Science week, focusing on waste and plastics. • Termly meeting to discuss key objectives and involve children in the decisions made. <p>Summer 2018</p>	

AREA: SCIENCE

Target	<ul style="list-style-type: none"> • To improve outdoor environment to support Science teaching
Actions	<ul style="list-style-type: none"> • To re-invigorate our pond area. • To create a weather station. • To create a list of activities for each class to encourage use of pond/school grounds for science 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"> • Pond is in working order • Weather station is created • School environment used more widely for science curriculum.
2018-2020 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 2017</p> <ul style="list-style-type: none"> • A new liner for the pond has been donated, • Emailed Wildlife trust for support for out pond area. • Applied for grant from Gransden Show to help to fund the weather station and soil for the Eco area. <p>Spring 2018</p> <ul style="list-style-type: none"> • Gransden show have agreed to pay for the soil, plants and weather station • Date booked for 'Make a Difference' day for parents to help with new area. • Wildlife trust have replied to email offering support. <p>Summer 2018</p>	

AREA: ICT

Target	<ul style="list-style-type: none"> • Develop teaching expertise within the I.T strand of the ICT curriculum.
Actions	<ul style="list-style-type: none"> • Arrange training at staff meetings to focus on the teaching of the information technology aspect of ICT curriculum • Attendance at BETT show in Spring Term • Create a portfolio of evidence and good practice for each year group • School staff actively implement new learning.
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"> • More confident delivery and expertise on the IT strand. • School staff have increased confidence delivering computing curriculum using available resources
2018-2020 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 2017</p> <ul style="list-style-type: none"> • Staff meeting held to explore content of this area of the curriculum. Resources to use with their classes given out to help with implementation. • Staff to consider how they would deliver the IT section of the curriculum within their spring term topic work and this was discussed in planning staff meeting. • New computers delivered so ICT suite working more effectively with modern computers. • Code club started at lunchtime for years 4, 5 and 6. Year 3 children are asking to join. • Parent helper working with Willow class assisting ICT teaching. <p>Spring 2018</p> <ul style="list-style-type: none"> • Year 3 children to join coding club in new term. • Successful teaching of word processing and typing packages in KS1 and coding in Willow. Use of ICT for video reporting in Cedar and use of internet to research and present work. • Summer Holly class to continue word processing and programming, Maple, SB and Cedar programming and Willow class to focus on blogging. <p>Summer 2018</p> <ul style="list-style-type: none"> • Year 3 children joined coding club and have integrated and enjoyed it. • Mr Whitfield finished teaching of programming in Willow and helped with programming teaching in Silver Birch. • Willow class developed blogging . • Classes have fed back to JH what has been successful this year and what they would like more help with. 	

- JH has organized ipad configuration problem to be fixed.

AREA: RE

Target	Implement the “Understanding Christianity” programme within the RE Framework.
Actions	<ul style="list-style-type: none"> • Subject leader attends training course • Staff receive training from subject leader • New resource is embedded for use within the RE teaching cycle
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Rebecca Ostler
Financial Implications	<ul style="list-style-type: none"> • Attendance at training course
Desired Outcome	<ul style="list-style-type: none"> • Pupils develop a greater understanding of Christianity within their RE lessons. • Staff are enabled to teach the Christian faith using high quality resources.
2018-2020 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
<p>Review</p> <p>Autumn 2017</p> <ul style="list-style-type: none"> • Attended the first day of the training and have studied the course materials. • SOW chosen to trial in the run up to Easter with Silver Birch and Cedar class. • Two different types of RE assessment trialled (written and oral) with my classes this term and plan to feedback on this at a dedicated meeting in the new year. • New resources downloaded from the RE Today website using the special password I was given as a thank you for writing my article. These are now available in Staff Shares. <p>Spring 2018</p> <ul style="list-style-type: none"> • Assessment ideas shared (written and verbal, individual and group) at Staff Meeting. Agreed to trial the Salvation units. • I attended the second and final part of the Understanding Christianity training. • Curriculum plan mapped out for further discussion at next staff meeting. • I have planned and delivered a unit on Salvation to Silver Birch and Cedar class. • I have trialed Understanding Christianity materials with Holly and Maple classes (in one off lessons). <p>Summer 2018</p> <ul style="list-style-type: none"> • Curriculum plan completed and shared with staff at meeting (June 20). This incorporates the Understanding Christianity materials and a 4-year rolling programme for other world religions. We agreed to begin with Islam and Sikhism. • I have planned the God unit for September 2018 KS2. 	

AREA: RE

Target	Review and re-organise resources for the teaching of RE.
Actions	<ul style="list-style-type: none"> • Subject leader reviews available resources • Staff meeting time used to re-organise resources to match current teaching topics • New resources purchased for use within the RE teaching cycle
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Rebecca Ostler
Financial Implications	<ul style="list-style-type: none"> • Possible new resources
Desired Outcome	<ul style="list-style-type: none"> • Pupils have a greater range of artefacts to use within their RE lessons. • Staff are enabled to teach RE using high quality resources.
2018-2020 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
<p>Review</p> <p>Autumn 2017</p> <ul style="list-style-type: none"> • RE Today resources have been downloaded and put into folder on Staff Shares. <p>Spring 2018</p> <ul style="list-style-type: none"> • RE resources evaluated - discarding irrelevant items and discussing what was useful/needed. • I have written a short "wish list" of resources which would help with the teaching of Judaism, Islam, prayer and Easter. <p>Summer 2018</p> <ul style="list-style-type: none"> • I have double-checked and we have a good selection of resources for the teaching of next year's world religions (Islam and Sikhism) – both in the artifact boxes and in the RE Today folder in Staff Shares. Purchasing a mosque shaped alarm clock which plays the call to prayer would really help provide a memorable opening for the course. This needs to be followed up with the PTA in September. 	

AREA: PE

Target	<ul style="list-style-type: none"> • To plan for and use new sports activities across the school (Boccia and Lacrosse)
Actions	<ul style="list-style-type: none"> • Staff training on Lacrosse with a particular focus on skill development. • Develop agreed set of skills to be taught for each year group
Responsibility	<ul style="list-style-type: none"> • Subject Leader: KW
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 new activities • Skill development agreed for each year group
2018-2020 Future Development	<ul style="list-style-type: none"> • Consider further training opportunities for staff
Reviewed By	<ul style="list-style-type: none"> • All staff
Review	
<p>Autumn 2017</p> <ul style="list-style-type: none"> • Staff were trained in pop lacrosse and are now incorporating it into PE lessons • The school has received a grant to be spent on PE equipment and playground area. The playground will be having new gym equipment installed to promote physical activity during playtime. <p>Spring 2018</p> <ul style="list-style-type: none"> • Children are now enjoying the new gym equipment in the playground and a rota is in place to help children have an allotted time on the equipment. • KS2 teams were involved in netball tournaments. Unfortunately the TAG rugby tournament was cancelled due to the weather. <p>Summer 2018</p> <ul style="list-style-type: none"> • Attended PE convention for the county and discussed new initiatives for the school and how to install a lifelong interest in sport and fitness for the benefits of their long term health. • Teachers have received cricket teaching training from Chance to shine cricket charity and how to teach effective cricket lessons. • Children have attended various competitions this term including kwik cricket, a Year 5 swimming gala and Year 3 invasion games and multisport at Comberton for Holly class. • Silver Birch are taking part in Pilates session provided by the SSCP as part of the SSCO subscription. Every Monday in the afternoon, an instructor is provided by SSCP and Holly Class is taking part in bikeability sessions. Year 2 have also received a session for Scoot smart, provided by Mrs Hall. 	

AREA: PE

Target	<ul style="list-style-type: none"> • To train new subject leader with support by school mentor
Actions	<ul style="list-style-type: none"> • New subject leader to attend training through Sports partnership. • School mentor to assist with organization of sports events and inter-school competitions • Evaluate new activities selected through sports partnership
Responsibility	<ul style="list-style-type: none"> • Subject Leader: KW
Financial Implications	<ul style="list-style-type: none"> • Supply cover costs for training.
Desired Outcome	<ul style="list-style-type: none"> • New subject leader confident to support PE curriculum • Children are fully involved in a wide range of sports activities.
2017-2020 Future Development	<ul style="list-style-type: none"> • Develop further sporting opportunities/training between CB23 schools
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2017</p> <ul style="list-style-type: none"> • KW attended SSCO networking course and also a SSCO meeting to discuss how to carry out the role of PE subject leader. • SCSSP came and gave a training session in teaching invasion games, focussed on problem solving and team work, moving away from just skills based games lessons. <p>Spring 2018</p> <ul style="list-style-type: none"> • In role as subject leaser, entered the school in various forthcoming events for KS1 and KS2. • KS2 have taken part in a number of netball tournaments and <p>Summer 2018</p> <ul style="list-style-type: none"> • Mentor supported subject leader through planning and preparation of sports Day • New subject leader acting independently –ready for September 	

AREA: PSHE

Target	<ul style="list-style-type: none"> • Introduce use of ‘Bubble Box’ notes system for children
Actions	<ul style="list-style-type: none"> • Children are encouraged to communicate any concerns through a note in a box system requesting support from an adult (inclusion worker) • Posters displayed in toilet cubicles alerting children to availability of adults to listen. • 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"> • Children more confident in accessing adult support when required • Children’s issues and concerns are fully addressed.
2018-2020 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 2017</p> <ul style="list-style-type: none"> • Bubble boxes created and in place and in use in all classrooms <p>Spring 2018</p> <ul style="list-style-type: none"> • Bubble boxes continuing to be responded to by Inclusion TA <p>Summer 2018</p> <ul style="list-style-type: none"> • See above 	

AREA: MUSIC

Target	<ul style="list-style-type: none"> • Research and introduce woodwind lessons for pupils
Actions	<ul style="list-style-type: none"> • Contact Music Hub regarding supply of teacher for woodwind lessons • Host an assembly to publicise lessons • Classes begin in Spring Term • 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"> • Pupils have the opportunity to learn a woodwind instrument • Evidence collected which may support Artsmark award
2018-2020 Future Development	<ul style="list-style-type: none"> • Application for Artsmark award
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2017</p> <ul style="list-style-type: none"> • Cambridgeshire Music hub contacted regarding woodwind instrument lessons. <p>Spring 2018</p> <ul style="list-style-type: none"> • Cambridgeshire Music Hub to run ‘Rare’ instruments music project during Summer Term 2018 and possibly Autumn Term 2018 . Class lessons will be paid for. Year 5 to learn French Horn for 10 weeks in Summer Term. <p>Summer 2018</p> <ul style="list-style-type: none"> • Year 5 French horn lessons successful. A number of pupils will continue learning in September with small group lessons. • The project will continue in the Autumn Term with new Year 5 pupils having 10 weeks of lessons. 	

AREA: ART/DESIGN TECHNOLOGY

Target	<ul style="list-style-type: none"> • Introduction of KNEX to support DT curriculum
Actions	<ul style="list-style-type: none"> • Purchase KNEX equipment • Upload teaching materials to staff share • 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/MS
Financial Implications	<ul style="list-style-type: none"> • Costs of KNEX and storage.
Desired Outcome	<ul style="list-style-type: none"> • DT skills are enhanced by new equipment • Children develop greater confidence with DT • Opportunities enhance existing curriculum
2018-2020 Future Development	<ul style="list-style-type: none"> • Review of activities with a view to extending.
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2017</p> <ul style="list-style-type: none"> • KNEX equipment purchased • New KNEX challenge kit has been used during Golden time sessions • Planning for Technology lessons and resources uploaded to staff shares in preparation for staff meeting in Spring Term. <p>Spring 2018</p> <ul style="list-style-type: none"> • No further developments <p>Summer 2018</p> <ul style="list-style-type: none"> • No further developments 	

AREA: ART/DESIGN TECHNOLOGY

Target	<ul style="list-style-type: none"> • Include development of skills progression for DT within two year art progression.
Actions	<ul style="list-style-type: none"> • Review and ensure DT skills progression is fully included into art two year cycle • Research DT projects to be included
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 • DTresources are fully timetabled for use across the school, including digital resources
2018-2020 Future Development	<ul style="list-style-type: none"> • Application for Artsmark award
Reviewed By	<ul style="list-style-type: none"> • All staff
<p>Review</p> <p>Autumn 2017</p> <ul style="list-style-type: none"> • Detailed DT progression maps acquired in preparation for staff meeting in Spring Term. <p>Spring 2018</p> <ul style="list-style-type: none"> • DT progression staff meeting. Progesion agreed with additional resources from Twinkl to support teaching of DT. • Each class to plan DT unit around Healthy eating project. <p>Summer 2018</p> <ul style="list-style-type: none"> • DT will continue as a Key Priority for next year as curriculum audit feedback showed that this area still needed development and increased staff confidence to deliver. 	

AREA: HISTORY/GEOGRAPHY

Target	<ul style="list-style-type: none"> • Developing links with new school in different countries
Actions	<ul style="list-style-type: none"> • Headteacher/Staff to further establish collaborative links with Schools in different countries. • Develop curriculum links between schools. • Evaluate experiences at end of school year and re-apply for International School accreditation.
Responsibility	<ul style="list-style-type: none"> • History/Geog subject leader/ 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
Review	
<p>Autumn 2017</p> <ul style="list-style-type: none"> • Chinese School visit launch for parents on 23rd November. Some families have signed up to host the Chinese children. Original date of visit (18th February) postponed until May to allow more time for arranging accommodation. • Our World planning is underway for Spring 2018. Different classes are focusing on various countries, including China, Australia and South Africa. • The above experiences will count towards our International School renewal. <p>Spring 2018</p> <ul style="list-style-type: none"> • Chinese Day in February 2018. A visiting teacher worked with children from Holly, Maple and Willow classes, teaching the children about language and culture. • Our World topic covered by all classes, including lots of Geography. Class assemblies allowed children to share their local and international knowledge. <p>Summer 2018</p> <ul style="list-style-type: none"> • Plans to have Chinese visitors in Autumn Term- but communication with this organization not efficient. 	

AREA: MODERN FOREIGN LANGUAGES

Target	<ul style="list-style-type: none"> • Develop role of new subject leader
Actions	<ul style="list-style-type: none"> • New subject leader to shadow existing leader for one year • New leader attend relevant training • Ensure smooth handover at the end of the year
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Helen Jackson
Financial Implications	<ul style="list-style-type: none"> • Costs linked to training
Desired Outcome	<ul style="list-style-type: none"> • Increased confidence of new subject leader to lead MFL • Liaison and transition handled smoothly
2018-2020 Future Development	<ul style="list-style-type: none"> • Links between MFL and International schools partnerships
Reviewed By	<ul style="list-style-type: none"> • All staff
Review	
Autumn 2017	
<ul style="list-style-type: none"> • German Golden Time in November. • New Subject Leader attending Spanish language classes and participating in a residential visit in Spring Term. 	
Spring 2018	
<ul style="list-style-type: none"> • French Golden Time (Mardi gras) in February. • Spanish Golden Time (online games, quiz, Easter cards) in Thursday. 	
Summer 2018	
<ul style="list-style-type: none"> • New subject leader ready to take on management of MFL 	

AREA: SPECIAL EDUCATIONAL NEEDS

Target	<ul style="list-style-type: none"> • Support Teaching Assistants to embed role of Pupil Premium Champions
Actions	<ul style="list-style-type: none"> • SENDCO to support planning and direction of work for new TA 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 • Half termly meetings to monitor interventions and impact
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Michelle Downes (SENDCO)
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
2018-2020 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 2017</p> <ul style="list-style-type: none"> • Worked alongside and supported member of staff new to role. • Timetable, interventions and assessments of interventions and targets in place as well as close liaison with class teachers. • Termly meetings taken place. <p>Spring 2018</p> <ul style="list-style-type: none"> • PP section on website up-dated. • Meetings with PP Champions termly. • Monitored of PP files and impact of interventions. • Governors SEN meeting took place (see report on website). <p>Summer 2018</p> <ul style="list-style-type: none"> • PP section on website up-dated. • Termly meetings with PP Champions took place. • Monitored of PP files and impact of interventions. • Favorable Send section in Ofsted report 	

AREA: EARLY YEARS FOUNDATION STAGE (EYFS)

Target	<ul style="list-style-type: none"> • Review and Re-organise outdoor provision
Actions	<ul style="list-style-type: none"> • Review existing equipment and facilities provision • Purchase/acquire any necessary equipment • Train pupils in use of new equipment • Review frequency of access for pupils
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Jo Hussey
Financial Implications	<ul style="list-style-type: none"> • Purchase of outdoor equipment
Desired Outcome	<ul style="list-style-type: none"> • Improved equipment leading to enhanced outdoor provision • Outdoor environment is attractive and enabling.
2012-2014 Future Development	<ul style="list-style-type: none"> • Evaluate use equipment including consumables
Reviewed By	<ul style="list-style-type: none"> • Headteacher
<p>Review</p> <p>Autumn 2017</p> <ul style="list-style-type: none"> • Tidied up and organized outdoor area so could review what is available for use. • Next step to draw up a list of what would be useful before ascertaining cost and availability of funds. <p>Spring 2018</p> <ul style="list-style-type: none"> • New outdoor equipment ordered. • Plans for Space Place activities to be transferred to outdoors for summer term <p>Summer 2018</p> <ul style="list-style-type: none"> • New equipment arrived and started to be used outside. • Space place sessions all organized outside to help develop training of pupils and increase frequency of use. 	