

| Value | Succeed | Happy | Inspire | Nurture | Excel |
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| Priority | Improve achievement in writing for all groups. | To achieve the Gold standard of the Surrey Anti Bullying Chartermark accreditation. | To maximise the role of Middle Leaders in the strategic development of the wider curriculum so that there is robust progression of distinct subject skills. | To implement a school well-being plan so that everyone is aware of their own, and others', well-being and it is valued and prioritised. | To enhance the provision for Communication and Language in EYFS so that there is an increase in the number of disadvantaged children meeting, or being close to, the expected standard in the Listening and Attention, Understanding and Speaking strands. |
| Success Criteria | <ul style="list-style-type: none"> ✓ Data capture shows that all groups make good or better progress so that attainment levels improve at the end of each year group. ✓ High quality teaching of writing is consistent across the school and standards and expectations are high for everyone. ✓ Lessons are engaging, offer choice and lead to high levels of motivation. ✓ Lessons show flexibility in structure so that learning opportunities in a lesson are maximised. ✓ Planning is tightly linked to the writing APP grids, informing targets and addressing the needs of all children. ✓ Judgements are validated by internal and external moderation sessions. ✓ Planning for writing shows opportunities for children to make more choices and exploit links with the wider curriculum. ✓ An updated marking policy is in place. ✓ Writing non-negotiables are displayed and used in each class to support the proof-reading and editing process. ✓ High quality texts are used to support and inspire writing. ✓ Displays develop oracy skills and celebrate children's writing. ✓ Children have regular opportunities to share their writing with their peers. | <ul style="list-style-type: none"> ✓ Children feel safe and secure at Southfield Park and understand and follow the Anti-Bullying Policy. ✓ There is a clear understanding about the school's zero tolerance approach to bullying shared by all stakeholders. ✓ The school Anti-Bullying Policies for adults and children will comply with the criteria required for the gold standard of the Anti Bullying Chartermark. ✓ Embed and develop the anti bullying partnership with evidence and records of their actions. ✓ Everyone in the school community is aware of who is in the Anti Bullying partnerships. ✓ Calendar of anti bullying events spans the year and is part of a long term overview. ✓ The environment reflects the school's commitment to anti bullying. ✓ There is a clear separate system for recording and investigating bullying incidents and a mechanism for following them up. ✓ Children support each other well and peer support systems are well developed. ✓ All staff and governors have received anti bullying training and a programme of regular training updates is in place. | <ul style="list-style-type: none"> ✓ The wider curriculum will offer inspiring, creative and memorable learning opportunities. ✓ Medium Term Plans will map out key skills progressively and exploit links between subjects. ✓ Timetabling is flexible and responsive to maximise wider learning opportunities. ✓ Planning for the wider curriculum will show rigour and strength in the subject disciplines and progression in skills. ✓ Learning environments and displays will stimulate curiosity, develop oracy skills and promote the profile of each subject. ✓ There will be an updated marking policy in place. ✓ There will be an organised central bank of resources - physical, paper or electronic - to support the creative teaching of the wider curriculum. ✓ Middle Leaders will be the 'expert' in the subject area they lead and an advocate for driving improvement in their subject. ✓ Portfolios of evidence for each wider curriculum subject will evidence and exemplify the expected standard for each year groups and will be used by teachers to make judgements about achievements. | <ul style="list-style-type: none"> ✓ A wellbeing action plan is developed and implemented and the school is working towards achieving a wellbeing accreditation. ✓ Children understand what makes them happy and feel good about themselves. ✓ Children recognise negative feelings and can name them. ✓ Children can identify the triggers that make them feel unhappy, uncomfortable and anxious. ✓ Children recognise how 'stress' triggers affect their mind, body and thoughts. ✓ Children have a range of tools and strategies to develop confidence and self-esteem and these empower them to cope with 'big emotions' to rebalance themselves. ✓ All stakeholders will receive training on developing wellbeing. ✓ Staff embrace the wellbeing culture and promote it across the whole school. ✓ Staff are equipped to identify risk factors so that mental health issues are identified promptly and support is put in place, or signposted, swiftly. ✓ Staff feel their wellbeing is valued and they receive the support they need at work to have good mental health. | <ul style="list-style-type: none"> ✓ There is an increase in the number of children achieving expected in Listening and Attention, Understanding and Speaking strands of the Early Learning Goals. ✓ Children make rapid and sustained progress in the above strands from their varied starting points. ✓ The <i>Talk Boost</i> intervention strategy is embedded in EYFS and children have regular opportunities to develop their Speaking and Listening skills. ✓ Vocabulary development has a high priority and key vocabulary is clearly visible throughout the setting with opportunities to use and extend vocabulary exploited. ✓ Opportunities for vocabulary development are clearly signposted in the planning so that all adults have shared understanding. ✓ Role-play and Small World areas are creative and imaginative and encourage children to develop their speaking and listening skills. ✓ Opportunities to use language are promoted throughout the EYFS setting and adults model the use of language in all areas. ✓ Parents will have a greater understanding of the value of speaking and listening skills in child development. |

