

# Rowanfield Infant and Junior School Strategic Development Plan & School Planner 2018-19



## **WRITING**

**SDP Priorities:**

<b>SDP Phase</b>			
	<b><i>Explore/ Prepare</i></b>	<b><i>Deliver</i></b>	<b><i>Sustain</i></b>
Rowanfield Infant School	<ul style="list-style-type: none"> <li>• Nursery provision</li> <li>• T4W – second tier vocab</li> <li>• Synergy between BEST &amp; SEND</li> <li>• P4C</li> <li>• Effective feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Oracy</li> </ul> <b>WRITING:</b> <ul style="list-style-type: none"> <li>• Pre-teach</li> <li>• Editing</li> </ul>	<ul style="list-style-type: none"> <li>• PAC</li> <li>• Deliberative practice</li> </ul>
Rowanfield Junior School	<ul style="list-style-type: none"> <li>• T4W – second tier vocab</li> <li>• Synergy between BEST &amp; SEND</li> <li>• P4C</li> <li>• Effective feedback</li> </ul>	<b>WRITING:</b> <ul style="list-style-type: none"> <li>• Pre-teach</li> <li>• Editing and toolkits</li> </ul>	<ul style="list-style-type: none"> <li>• PAC</li> <li>• Deliberative practice</li> </ul>

**Overview of the Writing Plan for the year:**

<b>Term 1 &amp; 2</b>	<b>Term 3 &amp; 4</b>	<b>Term 5 &amp; 6</b>
Planning: <ul style="list-style-type: none"> <li>• Securing previous POS</li> <li>• Short-writes</li> </ul> Teaching strategy: <ul style="list-style-type: none"> <li>• Pre-teach</li> </ul>	<ul style="list-style-type: none"> <li>• Effective feedback</li> <li>• Vocabulary &amp; spelling patterns</li> <li>• Opportunities for independent application</li> </ul>	<ul style="list-style-type: none"> <li>• Effective feedback &amp; editing</li> <li>• Accurate judgement against whole PoS</li> </ul>

## **The 'Mandate for Change' and context for the plan:**

Writing was 'in-focus' at the 2 Rowanfield Schools in 2017-18. During this time, significant GLA training was undertaken for all staff with additional in-school targeted support for 7 NQT's. The 'Bare Bones' planning has been a successful outcome of this approach. The infant school also introduced a significant change by introducing the oracy project as part of a pilot scheme – an approach that will fundamentally transform the early experience of acquiring language and necessary given the very low starting point for children on-entry to the school. This is already having a significant impact that should also in years to come, support improving writing outcomes. The two schools have also introduced a new timetable allowing greater capacity to focus on the development of basic skills in reading, writing and mathematics. This approach has also impacted on the coverage of the foundation curriculum.

That said, in 2018, the year-end outcomes for writing were as follows:

<b>EYFS GLD</b>	<b>EYFS National GLD 2017</b>	<b>Y1</b>	<b>Y2</b>	<b>KS1 National 2017</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>KS2 National 2018</b>
48%	<b>70.7%</b>	51%	42%	<b>68%</b>	39%	45%	24%	61%	<b>78%</b>

This shows a pattern of significant underachievement in writing in every year group, with year 6 achieving the highest overall % at the EXS. Our review and analysis indicate the following factors that have impacted on the outcomes achieved:

- 2017/18 amber strategy did not work consistently enough within year group teams and across the two schools
- Too many teachers only partially met the career stage expectation for pupil outcomes and pupil progress
- Lack of fidelity to the agreed approaches within year group teams and across the two schools
- Timetable distractions and 'excuses' for poor outcomes in writing
- Lack of responsibility taken for cohort data
- Changes to the way the rainbow tracker is used with clear criteria for each band
- SDP reviews were 'fluffy' and lacked precision

## **Vision for 2018-19:**

Our vision for 2018-19 is to ensure that in every year group increasing numbers of children are securing the age-appropriate programme of study in writing.

At the Rowanfield Schools, our vision is for our children to be **secure on the basic skills in English** and Mathematics understanding **how to learn, think creatively**, take risks and manage change. Our children are active and curious: they create their own hypotheses, ask their own questions, support and coach one another, set goals for themselves, **understand their progress** and experiment with ideas for taking risks. They feel safe and understand that **making mistakes and 'being stuck' are part of learning. They are active listeners who are able to express their opinions carefully and confidently, respecting the views of others.** Our children understand the value of working both independently and collaboratively; they are able to negotiate appropriately and demonstrate **effective peer-to-peer support** using their UNITED learning skills.

## Potential risks to the plan:

**These need to be considered as POSSIBLE risks – important elements to be considered that may impact on fidelity to the plan**

	<b>Description of Risk</b> (including any identified 'triggers')	<b>Impact on Project</b> (Identify consequences)	<b>Level of risk</b> <b>July 2018</b>	<b>Mitigation Actions</b> (Preventative or Contingency)	<b>Review</b> <ul style="list-style-type: none"> <li>• <b>Date</b></li> <li>• <b>Ratings</b></li> <li>• <b>Additional risks</b></li> </ul>
1	New teachers in 5 classes – 3 of whom are NQT's	<ul style="list-style-type: none"> <li>• If teachers do not understand the T4W approach, fidelity to the plan will be difficult</li> <li>• The ability to identify and respond to needs may take longer</li> <li>• New teachers will require enhanced support in creating appropriate plans</li> </ul>	High	<ul style="list-style-type: none"> <li>• NQT mentors will prioritise T4W training</li> <li>• PPA time now allocated to teams supporting year group planning</li> <li>• T4W is in 'deliver' phase for the GLA so is prioritised across the trust</li> <li>• Transition meetings with previous teacher to ascertain starting points</li> <li>• Additional meeting with Assessment leads to understand rainbow tracker</li> <li>• X3 additional PP checkpoints for all staff with a writing focus</li> <li>• SLT will review planning regularly and feed this back to year group teams to support improvements</li> </ul>	
2	New leaders in new roles that are expected to assimilate the expectations for writing in order to support colleagues	<ul style="list-style-type: none"> <li>• Messages may not be transferred with sufficient precision</li> <li>• Other leaders required to support, impacting on overall leadership capacity</li> <li>• Leader's subject knowledge insufficient to support implementation of the PoS</li> </ul>	Med	<ul style="list-style-type: none"> <li>• Greater opportunities in SLT to review planning and work in books against the PoS and work collaboratively – so shared responsibility across the school</li> <li>• Coaching sessions for leaders – leadership development training (fortnightly)</li> <li>• Paired leadership activities to support new leaders</li> <li>• GLA standardisation training – GLA portfolio of the EXS</li> <li>• Culture of openness and support</li> <li>• Support from GLA colleagues for identified year groups – particularly in statutory assessed year groups</li> </ul>	
3	Not enough time to cover the PoS – AP3 meetings found that some staff felt that with one more month, some children would achieve EXS	<ul style="list-style-type: none"> <li>• Incomplete coverage will lead to lack of evidence</li> <li>• Inappropriate pace in delivery</li> <li>• Children's prior knowledge has too many gaps</li> </ul>	Med	<ul style="list-style-type: none"> <li>• T1 focus securing previous PoS – this serves as a pre-teach for the new PoS</li> <li>• Careful evaluation of planning and outcomes ensures precision in future planning, addressing next steps</li> <li>• Pre-teach training supports staff in effectively teaching to identified gaps – no time is wasted</li> </ul>	

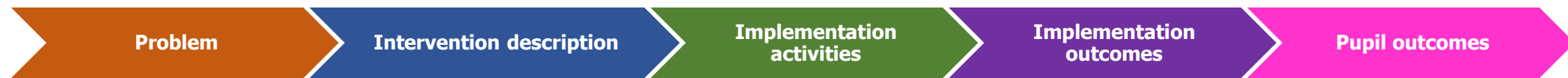
4	Lack of staff subject knowledge (Teachers and TA's)	<ul style="list-style-type: none"> <li>Staff will be unable to successfully plan for, deliver and assess against the PoS</li> <li>Staff confidence will be reduced</li> <li>Lack of fidelity to the agreed approaches and strategies</li> </ul>	High	<ul style="list-style-type: none"> <li>Training programme focusing on subject knowledge</li> <li>PPA time now allocated to teams supporting year group planning</li> <li>T4W is in 'deliver' phase for the GLA so is prioritised across the trust</li> <li>Use of the GLA curriculum work book for writing and PoS workbook</li> <li>GLA standardisation training – GLA portfolio of the EXS</li> </ul>	
5	Loss of relentless focus as a result of getting side-tracked	<ul style="list-style-type: none"> <li>Lack of focus will limit the impact of the plan</li> <li>Standards in writing will not improve quickly enough</li> <li>This may validate excuses for the plan not working</li> </ul>	Low	<ul style="list-style-type: none"> <li>Careful mapping of staff training will ensure this remains a priority</li> <li>SLT will prioritise this in all SLT meetings – careful planning to ensure clear focus in all meeting agendas</li> <li>SDP reduced to a single plan</li> <li>If asked to support elsewhere, capacity is reviewed to ensure that this will not impact negatively on our plan</li> </ul>	
6	Possible blame of the children for poor outcomes–excuses culture	<ul style="list-style-type: none"> <li>Teachers use the demographic of our school to excuse poor outcomes – 'my class has high SEN'; 'my class has high PP'; 'my children don't behave well'</li> <li>Lack of aspirations lowers expectations</li> <li>TA deployment focuses on the wrong children</li> </ul>	Low	<ul style="list-style-type: none"> <li>Teachers will focus on targeted groups from rainbow tracker – this will be reviewed regularly</li> <li>Sharing best practice – teachers who have impact, sharing their approaches</li> <li>New leaders drive the positive culture by modelling expectations</li> </ul>	
7	Poor behaviour and/ or learning attitudes impact on teachers and leaders time to focus on writing	<ul style="list-style-type: none"> <li>Staff taken away from teaching time to deal with incidents</li> <li>Leadership capacity reduced dealing with behaviour escalation</li> <li>Excuses about why children cannot reach the EXS</li> <li>Children out of class and miss out on key teaching</li> </ul>	Med	<ul style="list-style-type: none"> <li>Revised behaviour systems and new team approach</li> <li>Greater BEST Team capacity – to provide in-class support and to ensure that staff follow the agreed procedures</li> <li>LSW recruitment successful for 1-1 EHCP's; X5 EHCPs pending</li> <li>New SENDCO with greater capacity</li> <li>Children with poor behaviour will be identified and targeted on school strategy document</li> <li>BEST training for staff (INSET Day1)</li> </ul>	

8	Staff not buying in to the vision and unsupportive of the plan	<ul style="list-style-type: none"> <li>• The plan will not work</li> <li>• A negative culture of excuses will pervade – lack of challenge</li> <li>• Mixed messages</li> <li>• Poor pupil outcomes</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Clear vision</li> <li>• Simplified approach to strategic plan</li> <li>• Focused and rigorous monitoring</li> <li>• Modelling of best practice</li> <li>• Shared planning meetings</li> <li>• Role modelling through distributed leadership</li> <li>• Performance management process to challenge underperforming staff (pre-amble and part 2)</li> </ul>	
9	Staff absence and excessive teacher workload	<ul style="list-style-type: none"> <li>• Staff turbulence will impact on the pace and rigour of the plan</li> <li>• Lack of consistency for children</li> <li>• Staff unable to prioritise</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Support from the GLA allows this to be minimised</li> <li>• 'Spare' capacity through HLTA to reduce external cover</li> <li>• Collaborative planning – across GLA and shared PPA time</li> <li>• SLT filtering of expectations to maintain clear focus for teachers</li> <li>• Monitoring of other subjects filtered by SLT</li> <li>• GLA workload review</li> <li>• Strategic mapping of GLA systems</li> <li>• Highly focused SDP on a single aspect</li> </ul>	

<b>High risk</b>	Significant and detrimental impact on the planned outcomes
<b>Medium risk</b>	Lack of consistency in achieving planned outcomes
<b>Low risk</b>	Pockets of potential risk on planned outcomes

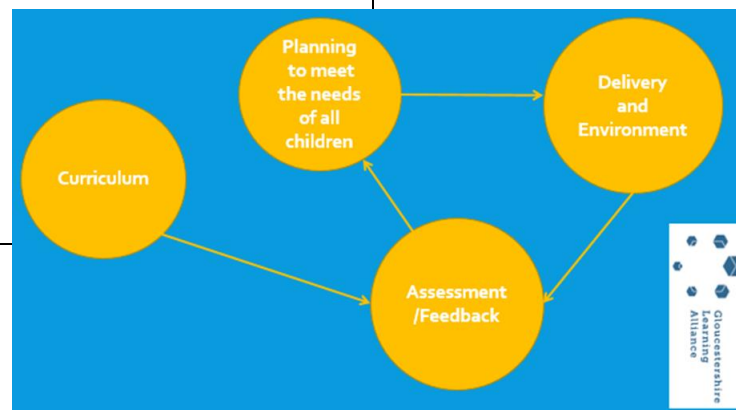
## Implementation Plan – Autumn Term 1 & 2

### IMPROVING WRITING OUTCOMES – PLAN 1 FOCUS ON IMPROVING PLANNING



PROBLEM	INTERVENTION DESCRIPTION <i>What are the active ingredients?</i>	IMPLEMENTATION ACTIVITIES	IMPLEMENTATION OUTCOMES	PUPIL OUTCOMES
<p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>Storytelling planning is not linking closely enough to the Talk for Writing Guidance, especially around text types.</li> <li>Planning does not allow for enough opportunities to generate quality (age-related) vocabulary.</li> <li>Planning does not maximise on the use of WOW events to embellish writing (through experience, context or vocabulary).</li> <li>Annotations of outcomes on planning do not impact explicitly enough on what is taught the following day or on the feedback the pupils receive.</li> </ul> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>Pupils' writing is not showing age-related vocabulary or spelling pattern/rule use.</li> <li>The majority of pupils do not have a range of life-experiences to draw upon when writing.</li> <li>Pupils have not embedded/internalised a bank of stories that they can readily draw upon when writing independently.</li> </ul> <p><b>Attainment</b></p> <ul style="list-style-type: none"> <li>The majority of year groups are performing poorly in writing and not achieving the cohort target.</li> <li>The target group intervention is not having an impact on attainment outcomes in a large number of year groups.</li> </ul>	<p><b>Active ingredient 1:</b> (Quality Planning)</p> <ul style="list-style-type: none"> <li>Use Talk for Writing model text types when planning narrative</li> <li>Non-fiction units to be linked to the Big Idea</li> <li>Focus on revision of the previous PoS to plug identified gaps</li> <li>Poetry units used to unpick vocabulary and build wordbanks</li> <li>Jumpstart to explore and develop vocabulary</li> <li>Use of PAC to provide challenge</li> <li>Explicit pre-teach sessions for identified target pupils</li> <li>Enrichment activities and wow starters at each phase to provide context for writing evident in plans</li> <li>Frequent, planned short writes that allow: practice, application and opportunities to embed skills through shared, guided and independent writing</li> <li>Use of the GLA workbook to support planning</li> <li>Accurate My Plan targets to move learning forwards</li> </ul> <p><b>Active ingredient 2:</b> (Enrichment)</p> <ul style="list-style-type: none"> <li>Concrete enrichment activities planned throughout the teaching sequence</li> <li>Focus of activity to enrich vocabulary</li> <li>Age-Related topic word banks to be created to support children's writing</li> </ul>	<p><b>Training:</b></p> <ul style="list-style-type: none"> <li>3/9 INSET day to deliver messages around new SDP, planning and content</li> <li>Planning a unit of work (10/9)</li> <li>Constructing toolkits (10/9)</li> <li>Pre-teach (5/11)</li> <li>Talk4Writing (3/12)</li> <li>Accurate assessment (12/11)</li> </ul> <p><b>Staff meetings:</b></p> <ul style="list-style-type: none"> <li><b>10/9</b> planning a unit of work (writing)/ how to construct toolkits (?)</li> <li><b>24/9</b> Sharing successes – bring and share examples of successful planning, annotations and evaluations</li> <li><b>5/11</b> pre-teach: sharing strategies. What next? (send our pre-reading for during half term)</li> <li><b>12/11</b> GLA assessment training – standardisation training using the portfolios</li> <li><b>19/11</b> In school standardisation of our own writing using portfolios to support us.</li> <li><b>3/12</b> Next phase of Talk4Writing</li> <li><b>10/12</b> AP1 data analysis. What has gone well? Share of good practise across the teams. Share case studies</li> </ul>	<p><b>Short term:</b> <i>Fidelity</i></p> <ul style="list-style-type: none"> <li>All planning and books show T4W model texts have been used</li> <li>Writing outcomes link to <i>The Big Idea</i></li> <li>Planned learning journeys follow the GLA workbook</li> <li>All planning and outcomes in books show identified gaps have been taught, evaluated and used to inform next steps</li> <li>Learning environments and writing outcomes demonstrate use of (age-related) vocabulary</li> <li>Short write opportunities demonstrate secure use of the targeted skills</li> <li>Tracking of the target group, via books and plans, shows accurate judgements are being made and (further) appropriate next steps planned for</li> <li>Rainbow trackers show agreed target pupils (year group dependent) converting to .3</li> <li>Standardisation and moderation show a clear match</li> </ul>	<p><b>Term 1 &amp; 2</b></p> <p>Summer learning loss recovered for .3 children by the end of Term 1.</p> <p>.2 children to have achieved the previous PoS by the end of Term 2</p> <p>Individual cohort spelling targets have been achieved</p> <p>Spelling patters and rules for the previous PoS evident in children's writing</p> <p>Moderation shows a good match to teacher assessment</p> <p><u>SEND</u></p> <p>Based on their individual starting points, all children will have secured their My Plan targets in line with their PoS</p> <p><b>Term 3 &amp; 4</b></p> <p>.3 children are demonstrating the appropriate PoS in independent writing</p> <p>Written outcomes show evidence of the current PoS</p> <p>Cohort target for current</p>

<p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>• Leaders do not have an accurate overview of their year group data and needs.</li> <li>• Leaders have not looked at planning or outcomes with the precision needed to identify the support required.</li> <li>• Writing evaluations have not considered a large enough sample which has led to an inaccurate perception of writing at Rowanfield.</li> </ul>	<p><b>Active ingredient 3:</b> (*Steve's circles)</p> <ul style="list-style-type: none"> <li>• Evaluations on plans show accurate assessment of pupil outcomes including vulnerable groups</li> <li>• Further gaps in learning to be identified through cold writes and ongoing assessment led teaching</li> <li>• Precise next steps for individuals / groups of pupils including the pre-teach strategy and planning adapted appropriately</li> <li>• Children's books show how learning is moving forward; skills being further embedded and applied in subsequent pieces of writing</li> <li>• Timely effective feedback ensures that children understand what they need to do to improve and this is evident in outcomes</li> </ul> <p><b>Active ingredient 4:</b> (Collective Efficacy)</p> <ul style="list-style-type: none"> <li>• Year Group PPA time to be used to jointly plan units of work; evaluate prior learning and secure subject knowledge</li> <li>• New Leader training to build capacity and distributed leadership (SB)</li> <li>• In house training materials (videos) to support staff with pre-teach and toolkits</li> <li>• T4W inset training and follow up staff meetings provide the opportunity to share best practice and success; embed the shared understanding of key strategies and identify future training needs</li> <li>• Standardisation and moderation training confirms the teacher assessed judgement</li> <li>• Standardisation and moderation show an increase in number of children securing the relevant PoS</li> </ul>	<p><b>Leadership:</b></p> <ul style="list-style-type: none"> <li>• <b>12.09.18</b> GLA moderator training day – RJS</li> <li>• <b>24.09.18</b> GLA Standardisers Training with moderators – RJS</li> <li>• <b>8/10</b> writing review – phase leads to share outcomes of the moderation and review good practice.</li> <li>• <b>29/10</b> review of term 1 achievements and agree the focus for term 2. What are the red areas?</li> <li>• <b>26/11</b> moderation of .2 children in readiness for AP1. How many are now .3?</li> </ul> <p><b>SB leadership training plan to be included</b></p> <p><b>Moderation/standardisation:</b></p> <ul style="list-style-type: none"> <li>• <b>1.10.18</b> - Moderation of .3 children this week</li> <li>• <b>19/11</b> In school standardisation of our own writing using portfolios to support us.</li> <li>• <b>26/11</b> moderation of .2 children in readiness for AP1. How many are now .3?</li> <li>• <b>26/11</b> My Plan Reviews</li> </ul>	<p><b>Long term:</b></p> <ul style="list-style-type: none"> <li>• Teachers are secure in delivery and assessment of Writing Programme of Study</li> <li>• Cohort targets for writing achieved</li> </ul> <p><b>*REF: Steve's Circles:</b></p>	<p>PoS met (spellings)</p> <p>Moderation shows a good match to teacher assessment with an increasing number of children working at the EXS, in line with cohort targets</p> <p><u>SEND</u> All children are showing progress against the specific PoS they are working in. New My Plan targets reflect this achievement and focus on the next steps in the journey.</p> <p><b>Term 5 &amp; 6</b> Cohort targets have been met for children achieving the EXS in writing</p> <p>Children achieving 75% of current PoS word list. Patterns evident in writing</p> <p>Moderation shows a good match to teacher assessment</p> <p><u>SEND</u> All children are showing progress against the specific PoS they are working in. New My Plan targets reflect this achievement and focus on the next steps in the journey.</p>
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## **Autumn Term:**

<b><u>Week Beginning:</u></b>	<b><u>Monday</u></b>	<b><u>Tuesday</u></b>	<b><u>Wednesday</u></b>	<b><u>Thursday</u></b>	<b><u>Friday</u></b>
<b>3.09.18</b>	School based INSET	Start of Assessment 1 EYFS Baseline			
<b>10.09.18</b>	Staff Meeting: Writing – planning a unit of work and constructing toolkits		GLA moderator training day – RJS		
<b>17.09.18</b>	GLA Staff Meeting: SEND & UNITED				
<b>24.09.18</b>	Staff Meeting: Writing Sharing Successes – Bring and share planning		GLA Standardisers Training with moderators - RJS		
<b>1.10.18</b>	Moderation of .3 children this week Staff Meeting: Safeguarding 1.30-3.30 or 3.30-5.30		School analysis of EYFS baseline		
<b>8.10.18</b>	Y2, Y3, Y5 CATs Y6 Mocks Staff Meeting: Pre-Teach – an introduction – reading to before meeting.	SLT: writing review Share outcomes of moderation and phase leads share good practice			
<b>15.10.18</b>	Y2, Y3, Y5 CATs GLA Staff Meeting: Talk for Writing & Pupil Premium				

<b>22.10.18</b> <i>Half term for BCPA, LPPA, SPA, RIS/ RJS</i>					BFS INSET ONLY: Real PE
<b>29.10.18</b> <i>Half term this week for BFS</i>	GLA INSET – Real PE/ reading & phonics (not BFS)	SLT: SDP writing review – Achievements in term 1 and focus of term 2. Next steps/red areas			
<b>5.11.18</b>	Staff Meeting: Pre-Teach sharing strategies – what next?			GLA Assessment Team Meeting - BCPA	
<b>12.11.18</b>	GLA Assessment staff meeting: Standardisation training using portfolios - RJS				
<b>19.11.18</b>	Y3,Y4,Y5 NFER tests Y1 & Y2 phonics screening Y1-6 Star Reader Staff Meeting: Standardisation of writing using portfolios				
<b>26.11.18</b>	GLA Staff Meeting: Reading / Accelerated Reading	SLT: Moderation of .2 pupils in readiness for AP1	Parents Evening	Parents Evening	End of Assessment Period 1 Start of Assessment Period 2
<b>3.12.18</b>	Staff Meeting: Talk for Writing –next phase				
<b>10.12.18</b>	Pupil Performance Meetings Staff Meeting: End of Data. Sharing cases studies				

<b>17.12.18</b>	Assessment meeting with Governor and CEO				
<b>24.12.18</b>	XMAS BREAK - ALL GLA SCHOOLS				

## Spring Term:

<u>Week Beginning:</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<b>7.01.19</b>	All AP 1 Assessment Paperwork to SC	SLT: Feedback on Pupil Performance Meetings including SDP review. SDP: Terms 3 & 4		GLA Assessment Team Meeting 2 - BCPA	
<b>14.01.19</b>			Standards Board Meeting 1 - ASP		
<b>21.01.19</b>	Y6 Mocks (2016) Y2 Mocks (2017)	SLT: Writing standardisation of EXS			
<b>28.01.19</b>					
<b>4.02.19</b>	GLA Assessment staff meeting – standardisation (writing)				
<b>11.02.19</b>			Y1, Y3, Y4, & Y5 writing moderation day (GLA moderation Team) RJS	Y2 & Y6 writing moderation day (GLA moderation Team) RJS	GLA INSET DAY: T4W
<b>18.02.19</b>	<b>Half term – all GLA Schools</b>				
<b>25.02.19</b>	GLA Moderation team to feedback to year groups				

<b>4.03.19</b>	Y1 & Y2 Phonics Screening Y1-6 Star Reader Y2 & Y6 Mocks (2018)				
<b>11.03.19</b>	Y6 Mocks (2018)	SLT: Writing Moderation in preparation for PP meetings – Target Pupils	Parents Evening	Parents Evening	End of Assessment 2
<b>18.03.19</b>	Start of Assessment 3				
<b>25.03.19</b>	Pupil Performance Meetings this week				
<b>1.04.19</b>	Assessment Governor and CEO meetings	SLT: Feedback from PP meetings. Next steps/red areas. Review SDP Introduce Term 5&6 SDP			GLA INSET DAY: T4W/ reading & phonics
<b>8.04.19</b> <i>BCPA, LPPA, SPA, RIS/RJS start Easter break</i>					
<b>15.04.19</b> <i>BFS Start Easter break</i>					

## Summer Term:

<u>Week Beginning:</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<b>23.04.19</b> <i>BFS on Easter break</i>	Easter Monday	BCPA, LPPA, SPA, RIS/RJS back All AP2 Paperwork to SC Y6 Mocks 2018		GLA Assessment Team Meeting 3 BCPA	
<b>29.04.19</b>	BFS back Y6 Mocks (2018)	SLT: Writing Moderation - EXS	Y2 NC Tests to be completed this month		
<b>6.05.19</b>	BANK HOLIDAY		Standards Board Meeting 2 – SATs final predictions		
<b>13.05.19</b>	Y6 NC Test Week GLA Assessment staff meeting – writing moderation				
<b>20.05.19</b>				Y1, Y3, Y4, Y5 Writing Moderation Day (GLA Moderators) RJS	Y2 & Y6 Writing Moderation Day (GLA Moderators) RJS
<b>27.05.19</b>	HALF TERM ALL GLA SCHOOLS				
<b>3.06.19</b>	Moderation Team to feedback to year groups				
<b>10.06.19</b>					
<b>17.06.19</b>	Y2 & Y6 KS2 Writing Final Moderation Day (GLA Moderators) RJS	SLT: Moderation Team feedback – next steps / red areas PP Meetings preparation Y2 & Y6 KS2 Writing Final Moderation Day			

		(GLA Moderators) RJS			
<b>24.06.19</b>	End Assessment 3				
<b>1.07.19</b>	Pupil Performance Meetings this week				
<b>8.07.19</b>	Assessment Governors & CEO meetings		KS2 Y6 NCT Results	GLA Assessment Team Meeting 4 BCPA	
<b>15.07.19</b>	All statutory data reports to SC	SLT: Final Data	Standards Board 3 SATs Results	All AP3 data to SC	
<b>22.07.19</b>	GLA INSET – worked as twilights	Summer Holidays!			

## Staffing Overview:

Executive Head Teacher <b>CLAIRE SAVORY</b> RIS/ RJS/ BFS							
HOS – RIS <b>Shona Swan</b>				HOS – RJS <b>Shona Riddell</b>			
*AHT <b>Laura Spence</b> Leadership non-contact = 0.4 teaching/ 0.4 non-teaching incl PPA				*AHT <b>Roxy Tyler</b> Leadership non-contact = 0.6 incl PPA (teacher job-share) & phase lead for Upper KS2			
Director of T and L				<b>Sue Bullock 0.2 (Tuesdays)</b>			
SENCO AHT Senior SENCO				1.0 <b>Laura Williams</b> 0.2 <b>Sue Gifkins</b>			
**Phase Lead Early years Hayley Hall		**Phase Lead Year 1 Shannon George		**Phase Lead Lower KS2 Atoosa Tadghighi		*Phase Lead Upper KS2 Roxy Tyler	
NURSERY - TBC	EYFS <b>Lauren H</b> (Class 1)	Y1 <b>Flora Hosford</b> (Class 4)	**Y2 <b>Shannon George</b> (Class 7)	Y3 <b>Megan H</b> (Class 10)	**Y4 <b>Atoosa Tadghighi</b> (Class 14)	Y5 <b>Anna Lees</b> (Class 16)	Y6 <b>Louise B</b> (Class 19)
	**EYFS <b>Hayley Hall</b> (Class 2)	Y1 <b>Fran Hardy</b> (Class 5)	Y2 <b>Joe H</b> (Class 8)	Y3 <b>Sian J</b> (Class 11)	Y4 <b>Abbie K</b> (Class 13)	Y5 <b>Steph C</b> (Class 17)	*Y6 <b>Roxy T/ Laura K</b> (Class 20)
	EYFS <b>Becky P</b> (Class 3)	Y1 <b>Katie B</b> (Class 6)	Y2 <b>Hannah H</b> (Class 9)	Y3 <b>Helen M/ Claire K</b> (Class 12)	Y4 <b>Jenny S</b> (Class 15)	Y5 <b>Harry Thomas</b> (Class 18)	Y6 <b>Chris T</b> (Class 21)

EYFS			Year One			Year Two					
Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9			
<b>Lauren H</b>	<b>Hayley H</b>	<b>Becky P</b>	<b>Flora H</b>	<b>Fran H</b>	<b>Katie B</b>	<b>Shannon G</b>	<b>Joe H</b>	<b>Hannah H</b>			
Statement Support: Leila			Statement Support: Georgina McGarthy			Statement Support: Elaine					
Melissa H	Jessie H	Jenny H	Shelley J	Penny B	Dorothy S	Sophie R	Sharon R	Julie T			
Year Three			Year Four			Year Five			Year Six		
Class 10	Class 11	Class 12	Class 13	Class 14	Class 15	Class 16	Class 17	Class 18	Class 19	Class 20	Class 22
Megan Hill	Sian Jones	Helen & Claire	Abbie K	Atoosa T	Jenny S	Anna L	Steph C	Harry T	Louise B	Roxy & Laura	Chris T
Statement Support: Gill Rimell			Statement Support: Laura O'Mahony (LS & KN) Victoria Osgood (KD & AD)			Statement Support: Emma Brazil			Statement Support: Vacancy		
Sue G	Vicky W	Di H	Oonagh	Lucy M	Julie C	Karen W	Natasha J	Bhvana A	Dot B	Tracey S	Rachael P <i>plus apprentice</i>



**PPA Cover:**

<b>**EYFS Hayley Hall</b>	<b>Y1 Flora H (NQT)</b>	<b>**Y2 Shannon George</b>	<b>Y3 Megan H</b>	<b>**Y4 Atoosa Tadghighi</b>	<b>Y5 Steph C</b>	<b>**Y6 Roxy T/ Laura K</b>
<b>EYFS Lauren H</b>	<b>Y1 Fran H (NQT)</b>	<b>Y2 Hannah H</b>	<b>Y3 Sian J (NQT x1 term only)</b>	<b>Y4 Jenny S</b>	<b>Y5 Harry Thomas (NQT)</b>	<b>Y6 Chris T</b>
<b>EYFS Becky P</b>	<b>Y1 Katie B</b>	<b>Y2 Joe H</b>	<b>Y3 Helen M/ Claire K</b>	<b>Y4 Abbie K</b>	<b>Y5 Anna Lees</b>	<b>Y6 Louise B</b>

	<b>Week 1</b> PL = Phase Lead cover (one day per week)					<b>Week 2</b>				
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>EYFS</b>				Teacher A – Phase Lead (Hayley) HLTA1 - Lauren Teacher B - Becky					Teacher A – Phase Lead (Hayley)	
<b>Year 1</b>		Laura Spence to cover Flora – NQT HLTA 1 – Fran NQT							Laura Spence to cover Flora – NQT HLTA 1 – Fran Teacher B - Katie	
<b>Year 2</b>					Teacher A – Phase Lead (Shannon) Teacher B - Joe HLTA1 – Hannah					Teacher A – Phase Lead (Shannon)
<b>Year 3</b>		HLTA2 – NQT cover (term 1 only) - Sian					Teacher B - Megan HLTA2 - Sian			
<b>Year 4</b>	Teacher B – Phase lead (Atoosa)							Teacher B – Phase lead (Atoosa) HLTA2 - Jenny HLTA1 - Abbie		
<b>Year 5</b>		Teacher B – NQT Harry								Teacher B - NQT HLTA2 – Anna L HLTA 1- Steph
<b>Year 6</b>			Laura K – Phase Lead (Roxy) Teacher B - Chris HLTA2 - Louise					Laura K – Phase Lead		
<b>HLTA/PPA spare</b>	HLTA1 HLTA2		HLTA1	HLTA2	HLTA2	HLTA1 HLTA2 Teacher B – sports Role	HLTA1		HLTA2	
<b>PPA Staff:</b>	<b>Teacher A – 0.44 (Cherrell Perry)</b>		<b>Teacher B – 1.0 (Pete Aldred)</b>		<b>Chrissie Oates – HLTA1</b>			<b>Anna Almond – HLTA2</b>		

**Teams: 2018.19**

<b>GLA Teams</b>					
<b>GLA Assessment</b>	<b>GLA Career Development, Staff Training and Performance Management</b>	<b>GLA Talk for Writing</b>	<b>GLA Reading and Phonics</b>	<b>GLA Critical Thinking Skills</b>	
Shona Swan Shona Riddell Roxy Tyler	Claire Savory Shona Swan* Sue Bullock Helen Lockyer Laura Spence Laura Williams <small>*TA Apprentice</small>	Roxy Tyler Atoosa Tadghighi	Shona Swan Shannon George	Shona Riddell Laura Spence	
<b>GLA Additonality</b>	<b>GLA Maths</b>				
Pete Aldred	Hayley Hall				
<b>Rowanfield Strategy Teams:</b>					
<b>Talk for Writing</b>	<b>Reading and Phonics</b>	<b>Maths</b>	<b>UNITED</b>	<b>TA Apprentice</b>	
<b>Roxy Tyler (lead)</b> Shona Swan Lauren Hall (Oracy) Atoosa Tadghighi Sian Jones Shannon George	<b>Shona Swan (lead)</b> Hannah Howells Jenny Stanley Shannon George Becky Prouse Steph Cope	<b>Hayley Hall (lead)</b> Laura Kane Helen Merrett Abbie Kempster Joe Hounsell Anna Lees	<b>Shona Riddell (lead)</b> Katie Batchelor Louise Bish Atoosa Tadghighi Pete Aldred	<b>Shona Swan (lead)</b> Laura Williams Megan Hill Laura Spence	
<b>Rowanfield Curriculum Team</b>					
<b>Lead</b>	<b>Science</b>	<b>Big Idea</b>	<b>IT Lead</b>	<b>PSHE/ E.Safety</b>	
Laura Spence *Shona Riddell (UNITED)	Megan Hill Chris Tookey	Jenny Stanley Louise Bish	Shannon George	Jenny Stanley (Shona Riddell)	
<b>PE</b>	<b>Assemblies/Values</b>	<b>Forest School</b>	<b>Art &amp; Design</b>	<b>Music</b>	
Pete Aldred Hannah Howells	Lauren Hall	Katie Batchelor	Cherrell Perry	Claire Kenward	
<b>ITT/NQT/Students</b>					
<b>NQT Induction Tutor</b>	<b>NQT Mentor</b>	<b>ITT Mentor</b>	<b>Student Placement</b>	<b>Schools Direct Mentor</b>	<b>Schools Direct Placement</b>
Louise Bish	Sue Bullock Laura Spence	Helen Merrett	Steph Cope Abbie Kempster Megan Hill Hayley Hall Lauren Hall	Louise Bish	Hannah Howells Katie Batchelor Claire Kenward Louise Bish

<b>Performance Management and Appraisal Leads</b>					
<b>EYFS</b> <i>Laura Spence</i>	<b>Year 1</b> <i>Hayley Hall</i>	<b>Year 2</b> <i>Atoosa Tadghighi</i>	<b>Year 3</b> <i>Roxy Tyler</i>	<b>Year 4</b> <i>Shona Riddell</i>	<b>Year 5</b> <i>Shona Riddell</i>
Hayley H Lauren H Becky P	Laura S *Flora H *Fran H Katie B	Shannon G Hannah H Joe H	Sian J Megan H Claire K Helen M	Atoosa T Jenny S Abbie K	Steph C Anna L *Harry T <i>Pete A</i>
<b>Year 6</b> <i>Shona Swan</i>	<b>HLTAs</b> <i>Helen Merrett</i>	<b>Support Staff</b> <i>Laura Williams</i>	<b>Strategic Behaviour</b> <i>Shona Swan</i>	<b>Behaviour Leads</b> <i>Danny Barthorpe</i>	<b>Behaviour Teams</b> <i>Sarah Kelly</i> <i>Bev Jones</i>
Roxy Laura K Louise Chris <i>Cherrell Perry</i>	Chrissie Oates Anna Almond	Shannon George Hannah Howells Lauren Hall Laura Kane Claire Kenward	Pat Nelson	Sarah Kelly Bev Jones	Laura Ballentine Lauren Whitehurst Di Jenkins
<b>HoS/ DTL</b> <i>Claire Savory</i>	<b>SENCo</b> <i>Sue G</i>	<b>Office Manager</b> <i>Shona Riddell</i>	<b>Admin</b> <i>Office Manager</i>		
Shona Swan Shona Riddell Sue Bullock	Laura Williams	Recruitment underway	RIS and RJS office teams		
<b>Other</b>					
<b>DSL</b>	<b>Child Protection</b>	<b>SENDCo</b>	<b>Behaviour Teams</b>	<b>Learning Lounge</b>	<b>Pupil Premium</b>
<i>Shona Riddell</i> <i>Shona Swan</i> <i>Laura Williams</i>	<i>Pat Nelson</i>	<i>Laura Williams</i>	<i>Sarah Kelly</i> <i>Bev Jones</i> <i>Di Jenkins</i> <i>Lauren Whitehurst</i> <i>Laura Ballentine</i>	<i>Pauline Harris</i> <i>Dee Emerson</i>	<b><i>Laura Spence</i></b> <i>Anna Lees</i> <i>Abbie Kempster</i> <i>Anna Almond</i> <i>Chrissie Oates</i>
<b>MAG&amp;T</b>	<b>Forest School</b>	<b>School Council</b>	<b>Additionality &amp; Curriculum Enrichment</b>	<b>Logging IT issues/Supply</b>	<b>Website/ Facebook</b>
Laura Williams	Katie Batchelor Mandy Carey	Abbie Kempster Joe Hounsell	Pete Aldred Becky P	Admin (illness: HoS)	Chrissie Oates Atoosa Tadghighi