



2 Curriculum

School Development Plan
2018-19

AREA: ENGLISH

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|---|--|
| Target | To provide and plan for every opportunity for writing |
| Actions | <ul style="list-style-type: none"> • SMT and staff meeting agenda item • Focused lesson observations for Autumn Term • SMT book scrutiny as part of Lesson Obs and throughout year. • Review quantity and quality of writing during writing moderation staff meetings. • Plan varied writing opportunities linked to school events. |
| 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"> • Writing opportunities planned for weekly. Opportunities for feedback and discussion of writing tasks in staff meetings. • Writing displays in corridor to show year group progress in writing and opportunities for writing. • Children are given more opportunities for writing. • A wider range of writing covered in an exciting and engaging way to motivate children- linked to events like trips, sporting events etc |
| 2019-2020 Future Development | <ul style="list-style-type: none"> • Continuously review opportunities for writing. |
| Reviewed By | <ul style="list-style-type: none"> • Subject Leader |
| Review Autumn 2018 Spring 2019 Summer 2019 | |

AREA: ENGLISH

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|---|---|
| Target | Host a writing afternoon for parents and carers. |
| Actions | <ul style="list-style-type: none">• Plan writing afternoon to include year group objectives with a whole school focus.• Identify staff and activities to be covered• Create parent handout of expectations in writing for each year group.• Encourage parental feedback regarding the afternoon. |
| 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 for writing and are better able to support their children.• Children develop greater confidence in writing. |
| 2018-2020 Future Development | <ul style="list-style-type: none">• Review feedback to plan further events for parents |
| Reviewed By | <ul style="list-style-type: none">• Subject Leader |
| Review Autumn 2018 Spring 2019 Summer 2019 | |

AREA: ENGLISH

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|---|---|
| Target | Improve attainment in spelling across all year groups and see this applied in the writing. |
| Actions | <ul style="list-style-type: none">• Unpack Spelling course at staff meeting and inset day.• Children to be assessed at the beginning of each term on Spelling Bee lists.• On-going record kept to show children/parents which words still require learning.• Results of third term spelling results will feed into selection of Spelling Bee Teams in Summer Term.• Use of Twinkle (online) spelling activities to support teaching of spelling.• Daily early work on weekly spellings• Spell check spellings book mark to identify miss-spelt words.• Display boards in classroom for weekly spellings. |
| Responsibility | <ul style="list-style-type: none">• Subject Leader: Claire Jarvis |
| Financial Implications | <ul style="list-style-type: none">• Spelling course HT and DH |
| Desired Outcome | <ul style="list-style-type: none">• Children spelling scores increasing and to see this impacting their writing. |
| 2019-2020 Future Development | <ul style="list-style-type: none">• Review writing to assess impact; spelling more accurate in pieces of writing. |
| Reviewed By | <ul style="list-style-type: none">• Subject Leader |
| Review Autumn 2018 Spring 2019 Summer 2019 | |

AREA: ENGLISH

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|---|---|
| Target | Grammar objectives to be embed in the children writing. |
| Actions | <ul style="list-style-type: none">• Dedicated grammar lesson to teach specific grammar terms and the use of Spag mats across the school to embed understanding.• Planning pieces of writing to give children opportunities to apply the grammar taught during dedicated lessons.• Focused lesson observations for Autumn Term• SMT book scrutiny as part of Lesson Obs and throughout year.• Review quantity and quality of writing during writing moderation staff meetings. |
| Responsibility | <ul style="list-style-type: none">• Subject Leader: Claire Jarvis |
| Financial Implications | <ul style="list-style-type: none">• Possible training costs |
| Desired Outcome | <ul style="list-style-type: none">• Children have greater understanding of grammar terms and use these skills in all areas of written work. |
| 2019-2020 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 |
| Review | |
| Autumn 2018 | |
| Spring 2019 | |
| Summer 2019 | |

AREA: ENGLISH

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|--|---|
| Target | Improve quality of writing and presentation in Science, History and Geography |
| Actions | <ul style="list-style-type: none"> • Agree presentation standards across the school and review marking policy and the use of cloud in Science, History and Geography. • Plan History, Geography and Science writing to be incorporated into English lessons using writing genres. • Lesson obs and 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 and MD |
| Financial Implications | <ul style="list-style-type: none"> • None |
| Desired Outcome | <ul style="list-style-type: none"> • Teaching staff encourage higher standards in writing in History, Geography and Science. • Children are more confident in writing with technical accuracy, speed and increased length. • Use of clouds in Science, History and Geography. |
| 2019-2020 Future Development | <ul style="list-style-type: none"> • Monitor and embed. |
| Reviewed By | <ul style="list-style-type: none"> • Subject Leader |
| <p>Review</p> <p>Autumn 2018</p> <p>Spring 2019</p> <p>Summer 2019</p> | |

AREA: MATHEMATICS

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|---|---|
| Target | To use Year group teaching for multi-step reasoning problems |
| 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 problem solving. |
| 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 multi-step reasoning problems.• 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. |
| 2019-2020 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 |
| Review Autumn 2018 Spring 2019 Summer 2019 | |

AREA: MATHEMATICS

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|---|---|
| Target | Host a Maths calculation evening for parents |
| Actions | <ul style="list-style-type: none"> • Select date for Curriculum evening and publish • Prepare hard copies of the revised calculations policy for parents • Host evening and ask for written feedback/questions • Ensure calculations policy is made available to all parents via the website. |
| Responsibility | <ul style="list-style-type: none"> • Subject Leader: Michelle Downes |
| Financial Implications | <ul style="list-style-type: none"> • Production of booklets for parents who attend curriculum evening + refreshments |
| Desired Outcome | <ul style="list-style-type: none"> • Increased confidence by parents of calculations methods taught • All parents able to access helpful information via website • Individual questions raised by parents are answered |
| 2019-2020 Future Development | <ul style="list-style-type: none"> • Review the need to host curriculum evening on a different aspect of Mathematics |
| Reviewed By | <ul style="list-style-type: none"> • Subject Leader |
| Review Autumn 2018 Spring 2019 Summer 2019 | |

AREA: MATHEMATICS

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|---|--|
| Target | Increase children's attainment and frequency of assessing Times Table knowledge from Yr 1-Yr6. |
| 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) and 2,5,10 tables for Yr1/2. • Analyse results and plan interventions accordingly • Investigate motivational systems for encouraging the learning of tables. • Publish expectations |
| 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 recall of their tables • Raised profile of Maths across the school |
| 2019-2020 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 |
| Review Autumn 2018 Spring 2019 Summer 2019 | |

AREA: SCIENCE

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|---|---|
| Target | Complete and submit next level of Eco Schools Award and Food for Life award |
| Actions | <ul style="list-style-type: none">• Form committee made up of staff and children• Complete the planned project ideas• Involve the whole school community to complete the plan• Carry out actions• Apply for award |
| Responsibility | <ul style="list-style-type: none">• Subject Leader: Karoline Mansell/MD |
| 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 |
| 2019-2020 Future Development | <ul style="list-style-type: none">• School gains next level of Eco Schools award and food for life award. |
| Reviewed By | <ul style="list-style-type: none">• All staff |
| Review Autumn 2018 Spring 2019 Summer 2019 | |

AREA: SCIENCE

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|-------------------------------------|---|
| Target | To improve outdoor environment to support Science teaching especially pond area |
| Action | <ul style="list-style-type: none">• To re-invigorate our pond area- assemble a working party to help on make a difference day.• 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 area is able to be used for science curriculum• Weather station area created• School environment is used more widely for science curriculum. |
| 2019-2020 Future Development | <ul style="list-style-type: none">• Monitor use of school environment for the teaching of science. |
| Reviewed By | <ul style="list-style-type: none">• All staff |
| Review | |
| Autumn 2018 | |
| Spring 2019 | |
| Summer 2019 | |

AREA: SCIENCE

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|---|--|
| Target | To review science planning cycle and assessment. |
| Actions | <ul style="list-style-type: none">• To review in a staff meeting how the science planning cycle has worked across the school.• To look at how each class assess science at the end of each unit.• Ensure consistency in books across the school. |
| 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">• Planning cycle embedded.• Clear, consistent approach to assessment of science.• Consistent and high standard of presentation across the school. |
| 2019-2020 Future Development | <ul style="list-style-type: none">• Standards of science and presentation increasing. |
| Reviewed By | <ul style="list-style-type: none">• All staff |
| Review Autumn 2018 Spring 2019 Summer 2019 | |

AREA: ICT

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|---|---|
| Target | To create class blogs on the class pages of the website. |
| Actions | <ul style="list-style-type: none">• Children to write something each week to contribute to a 3 weekly blog to be published on the website.• Save blogs onto a stick for J Hodges to publish on class pages on the website. |
| Responsibility | <ul style="list-style-type: none">• Subject Leader: Jo Hussey |
| Financial Implications | <ul style="list-style-type: none">• None |
| Desired Outcome | <ul style="list-style-type: none">• Created opportunities for writing.• Blogging addressing curriculum objectives• Parents informed of events in classes. |
| 2019-2020 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 |
| Review Autumn 2018 Spring 2019 Summer 2019 | |

Area: ICT

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|---|--|
| Target | To Increase staff confidence and use of I Pads |
| Actions | <ul style="list-style-type: none">• To disseminate an app a month to staff at staff meeting to use in class• 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">• None |
| Desired Outcome | <ul style="list-style-type: none">• School staff have increased confidence delivering computing curriculum using available resources• Regular use of the I pads |
| 2018-2020 Future Development | <ul style="list-style-type: none">• Keep up to date with developments in computing curriculum and new apps. |
| Reviewed By | <ul style="list-style-type: none">• ICT Subject Leader |
| Review Autumn 2018 Spring 2019 Summer 2019 | |

AREA: RE

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|---|--|
| Target | To begin to embed the new Understanding Christianity units |
| 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 |
| Review Autumn 2018 Spring 2019 Summer 2019 | |

AREA: RE

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|---|--|
| Target | <ul style="list-style-type: none">• To fine-tune the current Foundation & KS 1 teaching on Islam and Sikhism in accordance with the new agreed syllabus• Resource new KS 2 material for Islam and Sikhism in accordance with the new agreed syllabus. |
| Actions | <ul style="list-style-type: none">• Subject leader to review 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 |
| Review Autumn 2018 Spring 2019 Summer 2019 | |

AREA: PE

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|---|--|
| Target | To plan skills progression in swimming |
| Actions | <ul style="list-style-type: none">• Staff training on swimming development• Develop agreed set of skills to be taught for each year group• Assessment of 25 meters- contact CVC to use pool for a couple of sessions |
| Responsibility | <ul style="list-style-type: none">• Subject Leader: Kate Williams |
| 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- targeted teaching for each year band. |
| 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 Autumn 2018 Spring 2019 Summer 2019 | |

AREA: PE

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|---|--|
| Target | To review skills progression and map sports to classes. |
| Actions | <ul style="list-style-type: none">• Review current sports and progression of these in each class in light of new members of staff and expertise.• Discussion in staff meeting. |
| Responsibility | <ul style="list-style-type: none">• Subject Leader: Kate Williams |
| Financial Implications | <ul style="list-style-type: none">• None. |
| Desired Outcome | <ul style="list-style-type: none">• Wide range of sports and the progression of these planned for each year class group.• 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 |
| Review Autumn 2018 Spring 2019 Summer 2019 | |

AREA: PSHE

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|---|---|
| Target | To ensure all staff, governors, children and parents are fully trained and informed of Online Safety and the acceptable use of Social Media |
| Actions | <ul style="list-style-type: none"> • Ensure all staff and governors are trained – inset for staff and through governors meeting • Develop a CB23 social media policy • Anti-bullying week to address this with the children • Newsletter features to keep parents and carers informed |
| Responsibility | <ul style="list-style-type: none"> • Subject Leader: Kate Williams supported by SMT |
| Financial Implications | <ul style="list-style-type: none"> • None |
| Desired Outcome | <ul style="list-style-type: none"> • Staff, governors and parents fully up-dated with current legislation • Social media policy updated • 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"> • Ensure Staff, governors and parents are fully up to with current legislation |
| Reviewed By | <ul style="list-style-type: none"> • SMT |
| Review Autumn 2018 Spring 2019 Summer 2019 | |

AREA: MUSIC

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|---|---|
| Target | To obtain first level in Artsmark |
| Actions | <ul style="list-style-type: none">• Contact Music Hub regarding the teacher for woodwind lessons for the autumn term for Years 4 and 5 and supporting Art mark discover level.• Staff meeting as to requirements for classes to achieve award. |
| Responsibility | <ul style="list-style-type: none">• Subject Leader: Michelle Swallow |
| Financial Implications | <ul style="list-style-type: none">• None |
| Desired Outcome | <ul style="list-style-type: none">• Pupils in Year 4 and 5 have the opportunity to learn a woodwind instrument• Evidence collected to support Artsmark award• Application for Artsmark award |
| 2018-2020 Future Development | <ul style="list-style-type: none">• Investigate next level for Artsmark award |
| Reviewed By | <ul style="list-style-type: none">• All staff |
| Review Autumn 2018 Spring 2019 Summer 2019 | |

AREA: ART/DESIGN TECHNOLOGY

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|---|---|
| Target | To ensure the development of skills progression for DT within the two year art rolling program. |
| Actions | <ul style="list-style-type: none"> • Review activities so that range of skills are covered • Use staff meetings to map skills and link with two year art plan • Use staff meetings/inset for staff training • Research DT projects to be included • Support planning and organization of lessons • Upload teaching materials to staff share |
| Responsibility | <ul style="list-style-type: none"> • Subject Leader: Karoline Mansell/ supported by SMT |
| Financial Implications | <ul style="list-style-type: none"> • None |
| Desired Outcome | <ul style="list-style-type: none"> • DT skills progression included in art two year rolling program • DT skills are enhanced • 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 |
| Review Autumn 2018 Spring 2019 Summer 2019 | |

AREA: ART/DESIGN TECHNOLOGY

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|---|---|
| Target | To host a work showcase for parents. |
| Actions | <ul style="list-style-type: none"> • Termly DT projects to be included into topic based curriculum • Ensure resources are in place for the projects • To host a DT showcase where parents are invited to an exhibition of the children's work. |
| Responsibility | <ul style="list-style-type: none"> • Subject Leader: Karoline Mansell/ supported by SMT |
| Financial Implications | <ul style="list-style-type: none"> • Resources for projects |
| Desired Outcome | <ul style="list-style-type: none"> • Clear projects planned within each termly topic • Resources available for the projects • A DT showcase held |
| 2018-2020 Future Development | <ul style="list-style-type: none"> • Review rolling program |
| Reviewed By | <ul style="list-style-type: none"> • All staff |
| Review Autumn 2018 Spring 2019 Summer 2019 | |

AREA: HISTORY/GEOGRAPHY

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| Target | To review topics and ensure History and Geography curriculum coverage across topics. |
| Actions | <ul style="list-style-type: none"> • Staff meeting to review 4 year rolling program topics. • Staff meeting /inset to ensure curriculum coverage across topics • Rewrite rolling program to include all curriculum objectives matching them to topics and classes. • Publish new 4 year topic plan |
| Responsibility | <ul style="list-style-type: none"> • History/Geog subject leader/ all staff |
| Financial Implications | <ul style="list-style-type: none"> • None |
| Desired Outcome | <ul style="list-style-type: none"> • New topic plan in place with all curriculum objectives incorporated. |
| 2016-2018 Future Development | <ul style="list-style-type: none"> • Review Topic plan |
| Reviewed By | <ul style="list-style-type: none"> • All staff |
| <p>Review</p> <p>Autumn 2018</p> <p>Spring 2019</p> <p>Summer 2019</p> | |

AREA: HISTORY/GEOGRAPHY

| Target | To develop links with a school in a different country |
|---|---|
| Actions | <ul style="list-style-type: none">• Headteacher/Staff to further establish collaborative links with Schools in different countries.• Develop curriculum links between schools.• Gather evidence for International Schools award• 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">• None |
| Desired Outcome | <ul style="list-style-type: none">• Positive links established with new schools.• International Schools award |
| 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 Autumn 2018 Spring 2019 Summer 2019 | |

AREA: MODERN FOREIGN LANGUAGES

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|---|---|
| Target | To continue to develop opportunities for KS1 languages |
| Actions | <ul style="list-style-type: none"> • New leader attend relevant training • Subject leader to run lunch time clubs for KS1 • Involve Yr 6 language leaders to help run club • Investigate opportunities for languages as part of Golden time |
| Responsibility | <ul style="list-style-type: none"> • Subject Leader: Nicola Hipwell |
| 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 • Language opportunities for KS1 • Recruit 2 yr 6 children a term to help run the club |
| 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 2018 Spring 2019 Summer 2019 | |

AREA: SPECIAL EDUCATIONAL NEEDS

| | |
|---|--|
| Target | To further develop the use of case studies |
| Actions | <ul style="list-style-type: none">• Staff meeting time to choose children for case studies• Staff meeting to discuss format |
| Responsibility | <ul style="list-style-type: none">• Subject Leader: Michelle Downes (SENDCO) |
| Financial Implications | <ul style="list-style-type: none">• None |
| Desired Outcome | <ul style="list-style-type: none">• New case study children chosen• New case study files in place• Clear records and tracking are in place |
| 2018-2020 Future Development | <ul style="list-style-type: none">• Review new format for case studies |
| Reviewed By | <ul style="list-style-type: none">• All staff |
| Review Autumn 2018 Spring 2019 Summer 2019 | |

AREA: EARLY YEARS FOUNDATION STAGE (EYFS)

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|---|--|
| Target | <ul style="list-style-type: none"> • Induction of New teacher to Holly Class • To ensure all Opportunities for writing |
| Actions | <ul style="list-style-type: none"> • Support from JH and TA's in induction process including planning • Plan for the use of role play area, space place and outdoor learning and areas to create opportunities for writing |
| Responsibility | <ul style="list-style-type: none"> • Subject Leader: Michelle Swallow |
| Financial Implications | <ul style="list-style-type: none"> • None |
| Desired Outcome | <ul style="list-style-type: none"> • Class teacher new to role to feel supported • Further opportunities for writing |
| 2012-2014 Future Development | <ul style="list-style-type: none"> • Evaluate opportunities for writing |
| Reviewed By | <ul style="list-style-type: none"> • Headteacher |
| Review Autumn 2018 Spring 2019 Summer 2019 | |

AREA: EARLY YEARS FOUNDATION STAGE (EYFS)

| | |
|---|---|
| Target | Use of the outdoor area and new equipment to enhance the curriculum |
| Actions | <ul style="list-style-type: none">• Plan for the use of the new equipment in curriculum• Train pupils in use of new equipment• Review frequency of access for pupils |
| Responsibility | <ul style="list-style-type: none">• Subject Leader: Michelle Swallow |
| Financial Implications | <ul style="list-style-type: none">• None |
| Desired Outcome | <ul style="list-style-type: none">• Improved equipment leading to enhanced outdoor provision, thus resulting in confident children and improved skills.• 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 |
| Review Autumn 2018 Spring 2019 Summer 2019 | |