# Heacham Infant, Junior and Snettisham Primary

## Strategic Development Plan 20/21

West Norfolk Academies Trust

# School – Ethos and Vision 2020/21

**Ethos**

Learning is at the heart of the knowledge-rich curriculum we offer at our schools. Following the closure of schools to many pupils in March 20, the acquisition of knowledge is increasingly important as pupils have less access to education. The invaluable asset of knowledge is underpinned by strong values, in particular resilience, equality and compassion. Our priority is to provide a safe, stimulating and diverse learning environment to reengage pupils for 20/21 which will enable our pupils to return to school and access all they need to become lifelong learners, inspired by quality teaching which builds and develops their individual talents. We embrace the principle that every child matters and want every child to know how it feels to be successful.

**Core Values**

Respect          – Engage perceptively with the world around us, showing understanding, treating people with dignity and celebrating diversity

Responsibility     – Gain an appreciation and understanding of their role in our school, providing leadership opportunities, a sense of belonging and achievement

Honesty          – Earn the trust, loyalty and confidence of others in our community and be true to our own feelings to strengthen our relationships with others

Resilience       – Show very positive attitudes to our learning, recognising 'failure' as an opportunity to learn, always seeking to do our best and never giving up

Aspirations      – Aiming high and challenging others and ourselves to be the best that we can be.

**Vision**

Our vision is to create a safe, inclusive and nurturing environment where the curriculum is knowledge-rich, inspirational and relevant to the children's present needs and future aspirations.

# School Rationale

**Heacham Junior School has the following strengths:**

- Leaders provide a rich and engaging curriculum that provides pupils with opportunities to practise their basic literacy and numeracy skills and that supports pupils' academic and personal development. Reading has been a focus and, consequently, pupils are now making improved progress.
- Teaching, learning and assessment is consistent. Pupils' well-being is central and the staff have strong, positive relationships with those in their care. The school strongly supports pupils' spiritual, moral, social and cultural development. Pupils are well-prepared for life after school and for life in modern Britain. There are many opportunities for pupils to experience activities beyond the school site. They take part in joint events with the infant and high schools, and perform at venues locally and further afield, which gives pupils confidence and performance skills.
- Behaviour in lessons and around the school is respectful between adults and children. Pupils are polite and friendly to one another. They feel safe and well cared for in school.
- Leaders have an accurate view of the strengths and weaknesses of the school. They check that their actions are making a difference.

**Heacham Infant School has the following strengths:**

- Leaders provide a rich and engaging curriculum that provides pupils with opportunities to practise their basic literacy and numeracy skills and that supports pupils' academic and personal development. Reading has been a focus and, consequently, pupils are now making improved progress.
- Teaching, learning and assessment is consistent.
  Teachers plan teaching using knowledge 'organisers' that enable pupils to learn more and remember more. Staff know that there are gaps in some pupils' learning. Staff are helping pupils to catch up quickly.
- Pupils are provided with lots of different activities and events to stimulate their spiritual, moral, social and cultural development. This promotes awe and wonder in pupils
- Staff have strong, positive relationships with those in their care. The school strongly supports pupils' spiritual, moral, social and cultural development. Pupils are well-prepared for KS2 through developing planned transition opportunities from Early Years and KS1. They take part in joint events beyond the school site with the junior and trust schools, which gives pupils confidence and performance skills. They experience life beyond the local area and this widens their horizons.

**Snettisham Primary has the following strengths:**

- The quality of teaching, learning and assessment in the school is now stable. Standards in EYFS, Year 2 and Year 6 show an upward trend. Teachers routinely use assessment to support their planning and help pupils to improve their work. Within cohorts that are well below the national average in size, disadvantaged and SEN pupils make encouraging progress.
- Leaders provide a rich and engaging curriculum that provides pupils with opportunities to practise their basic literacy and numeracy skills and that supports pupils' academic and personal development. Pupils are now making improved progress
- The school is highly inclusive. Pupils who have special educational needs and/or disabilities are supported well.
- Leaders provide a rich and engaging curriculum. Teachers plan lessons which interest and motivate pupils. They have good relationships with pupils. Additional adults make a strong contribution to pupils' learning because teachers and teaching assistants work effectively in partnership.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. A broad range of learning opportunities is provided and pupils are helped to develop into caring and sensible individuals.
- Behaviour is good across the school. Pupils enjoy learning and playing together. Those pupils with behavioural issues are well managed so that they rarely disrupt the learning of others.

**What do all the schools need to do to improve further?**

- Improve the effectiveness of leadership and management by ensuring that middle leaders have a clear understanding of their roles and responsibilities and are accountable for the continued improvement of their subject.

- Improve the quality of teaching, learning and assessment across the breadth of the curriculum to raise pupils' achievement by ensuring that all teachers:
  - Increase the percentage of pupils achieving the higher standards and/or greater depth in reading, writing and mathematics by providing further challenge to the most able pupils.
  - Further strengthen the progress made by all pupils and particularly disadvantaged pupils so that any gaps between their attainment and others nationally diminish.
- Improve personal development, behaviour and welfare by:
  - Continuing to work closely with parents, to raise attendance rates further and to reduce the potential for incidents of persistent absence and lateness.

**Heacham Infant specific**
- Increase use of vocabulary across subjects
- Increase standards met in phonics and mathematics
- Embed knowledge links and teaching pedagogy between KS1 and EYFS to enhance learning across broadest curriculum

**Heacham Junior specific**
- Improve the quality of teaching and learning, and, consequently, progress made by pupils
- ensuring that pupils have greater opportunities to develop their use and understanding of maths vocabulary
- developing the long-term curriculum planning so that it is clear how pupils will build on and apply their knowledge in each subject as they move through the school.

**Snettisham specific**
- Improve the quality of teaching and learning so that pupils are challenged consistently in all classes and subject
- Improve the proportion of pupils (including disadvantaged) making the accelerated progress that is needed to reach expected s
- Improve outcomes in the phonics screening check in Year 1.

| Strategic Priorities | Objectives | | |
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| | **2019 / 2020 (Year 1)** | **2020 / 2021 (Year 2)** | **2021 / 2022 (Year 3)** |
| **Quality of Education** | A1 – Improve the quality of teaching in phonics, reading and writing across the school.<br>A2- Implementing the knowledge curriculum. Is blue green?<br>A3 - Ensure all abilities are suitably challenged.<br>A4 - To develop maths mastery across the school so it is consistent across three schools | A1- To accelerate learning in English, particularly phonics so that attainment is higher than national<br>A2 -To embed our knowledge curriculum and evidence high quality learning<br>A3 - Progress for all vulnerable groups rapidly accelerates<br>A4 - Maths mastery practice is embedded with confident delivery across key stages | A1-Attainment and progress in phonics and core subjects to be significantly above National.<br>A2- To have an outstanding enriched curriculum embedded for all pupils<br>A3 - All pupils make excellent progress across year groups<br>A4 - Maths mastery across schools is identified as exemplary practice |
| **Behaviour & Attitude** | B1 – To develop the new behaviour policy.<br>B2 - To further develop and embed restorative practice and introduce peer mediators.<br>B3 - To achieve higher attendance across schools, particularly those with Sen. | B1- Embed positive behaviour around the site and at play<br>B2 - Allow peer mediators to train others and reduce conflict at playtimes<br>B3 - To establish higher attendance across schools for all groups | B1- Exemplary behaviour is sustained within school environment and community<br>B2 - Low level incidents are managed without adult mediation<br>B3 - Attendance across schools is maintained above national averages |
| **Personal Development** | C1 -To implement roles and responsibilities for children which enhance character, resilience and opportunity<br>C2 - To create and use communication, natural and mindfulness friendly spaces around the schools to improve attachment, vocab and mental health<br>C3 - Embed the enrichment map across schools to provide all pupils with engaging and broad extended opportunities | C1 -Maintain enthusiasm and status for those who take on roles and responsibilities in school<br>C2- To implement nurture opportunities for the wellbeing and creativity of children and staff<br>C3- Disadvantaged pupils and SEN children benefit strongly from enrichment work | C1-Exemplary practice for pupil roles in school is sustained<br>C2- Enrichment map provides an exceptional tool to enhance education for all children across schools |
| **Leadership & Management** | D1- Ensure strong, positive shared values are communicated to all staff and are in line with Education and Inspection Framework 2019, provide quality CPD to facilitate growth in pedagogy and devolved leaders<br>D2 - Develop and implement quality assurance and accountability framework<br>D3 Leaders refresh parental engagement and communication strategy to reflect changes in organisation | D1 - Coach and develop middle leaders as subject leaders so that quality of education, pupil and staff wellbeing, behaviour and personal development are consistently strong across classes<br>D2 – Develop capacity for middle leaders to become senior leaders for succession planning.<br>D3 - Home learning opportunities are established to engage all families, including vulnerable groups | D1- Consistent systems and values across schools demonstrates exemplary practice<br>D3- High levels of engagement and confidence evidenced from parents in school and home learning |
| **EYFS** | E1 - To develop the EYFS knowledge curriculum plans across all EYFS classes 2yr -YR<br>E2 - To increase communication and vocab friendly teaching and outdoor spaces to include access for parents<br>E3 - To increase challenge for all pupils to increase exceeding outcomes, particularly for disadvantaged | E1 –Embed knowledge rich curriculum with planned provision indoor and outdoor<br>E2- Sustain project on communication and early English with other schools<br>E3- Implement new EYFS framework<br>E4- Maintain ELG outcomes at least in line with National Average | E1- Demonstrate exemplary EYFS practice across all classes<br>E2- Project across schools evidences improved data over time in CL/R/W<br>E3- New EYFS is embedded into pedagogy<br>E4-Numbers of children that meet ELG are above national averages |

West Norfolk Academies Trust

# Priority A – Quality of Education

## A1 – Accelerate learning in English and phonics so attainment continues upward trend (75%+ reaching NA)

| TRUST STRAND | INFORMATION | IDENTIFY | INTERVENTION | | | IMPACT | | EVALUATION | |
|---|---|---|---|---|---|---|---|---|---|
| | Where are we now? | Where do we want to be? | How will we get there? | Timescale | Lead | What will be the impact? | Review | Status Notes – Actual Impact | RAG |
| P1, 1 | 60% of our pupils have not been in school since 20/3/20 which means pupils have missed Summer Term knowledge and skills and missed revising Aut/Spr 19/20 | **We want to accelerate learning** to catch up with lost Spring/Summer knowledge and skills | Pre Teach for all pupils. Complete a baseline from Pixl before 25/9/20 for R, GPS, M. **Use Pixl tools to QLA** gaps and dedicate **15mins before each lesson to teach missing skills in Reading, Mathematics, GPS** – follow up with diagnostic checks from Pixl to ensure pupils recover missing curriculum content in core subjects | First Half Term Set-Oct 20 | ELT | Pupils are taught knowledge and skills from missed learning rapidly <br><br> Pupils retain age related outcomes in line with national averages <br> PiXL Autumn showed data was in line or above in reading for schools nationally, apart from Y3 at HJS and Y6 at Snettisham. Every other year group was above average. Phonics data also met 2021 averages. Maths - some gaps with arithmetic but reasoning papers across schools except HJS Y5 and 6 were above average. | Oct 20 | Pixl palettes gave us baseline data to deliver short therapies to catch up then our KRC maintaining breadth | R ☐ <br> A ☐ <br> G ☑ |
| P1,1 | Reading opportunities have been limited for many pupils during pandemic – many pupils will have lost reading fluency and specific vocab Accelerated Reader used in some classes in KS2 – although not to its full potential. | Reading opportunities will be maximised for all areas of the curriculum. All classes will use AR regularly to test and measure progress and to improve comprehension at a faster rate than previous year. | RWI used Day 1 to baseline gaps in knowledge and teach rapidly in phonic sessions <br> To emphasise the good reading opportunities within our curriculum in all subjects. **Choral reading, Re reading, paired, grouped and modelled reading for pleasure increased through day.** Every session to contain some reading practise. Baseline asses AR for Y2-Y6 to **improve the use (and raise the profile) of Accelerated Reader in KS2** to support comprehension skills and reading stamina. <br><br> Ensure this is used consistently across the schools to support learning | Sept baseline Termly assess | CE,CC,EJ/H | Children will gain greater confidence reading with reading aloud, be able to answer questions to a range of non-fiction comprehension questions. <br> Children will have a greater understanding of what they are reading <br> PiXL data showed data was in line or above schools nationally in reading. Talk4Reading introduced to enhance comprehension. <br><br> Children will increase their reading speed at a greater rate than in previous years. <br><br> Children in KS2 will retain enthusiasm for reading <br><br> A range of strategies have been used to maintain enthusiasm including author visit (Karl Nova), Extreme Reading Challenges, World Book Day and a bedtime stories event. | Termly review | RWI from day 1- boosting reading time Accelerated reader and key vocab is emphasised on all working walls | R ☐ <br> A ☐ <br> G ☑ |
| P1,1 | Writing is the subject that has had least input since lockdown, spelling mistakes appear frequently and | Systematic approach to improve spellings across schools for all pupils | Implement RWI spelling , CPD for staff and use of daily systems | | EJ LP CE CC | Children will gain greater confidence in spelling within their writing <br> Spelling continued throughout lockdown. Training has been attended by all staff. RWInc used across schools. | Review Nov 20 | CPD started in Nov 20 TCh in KS2 using resource | |

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| | affects overall fluency and speed of writing in KS1/2 | | | | | Ensure live marking (pink highlighting) picks up GPS now schools have been reopened. | | |

## A2. To embed our knowledge curriculum and evidence high quality learning from all pupils

| TRUST STRAND | INFORMATION | IDENTIFY | INTERVENTION | | IMPACT | | EVALUATION | |
|---|---|---|---|---|---|---|---|---|
| | Where are we now? | Where do we want to be? | How will we get there? | Timescale | Lead | What will be the impact? | Review | Status Notes – Actual Impact | RAG |
| P2,1 | A comprehensive curriculum with detailed plans has been written across breadth of curriculum. Subject leaders are clear on subject intent and how it is implemented | Maximise high expectation of our knowledge curriculum in the plans by ensuring working walls and workbooks evidence this expectation - higher quality presentation for all pupils, pace and work completed within a unit and each lesson, demonstrating key knowledge goals ( KKG) and subject specific vocabulary for all subjects | **Working Walls** – what do we expect? Are these used correctly? LO daily- examples of vocab, KO diagrams and WAGOLL Subject leaders use **curriculum development meetings** termly to provide CPD, discuss expectations, for WAGOLL and collect evidence of high quality learning during termly deep dives. Renew moderation for all subjects across schools and trust to compare evidence in books. Subject leaders to inform with Govs each term | Sept 20<br><br>Termly cycle for subject leaders to deep dive, Curriculum meetings and gov feedback | LJ | Systematic focus on leading curriculum improvement across all subjects<br><br>All workbooks evidence impact from our knowledge rich curriculum.<br><br>Shared understanding of higher expectations across the broad curriculum. | Dec 20, April 21 ,May 21 | Staff working towards total consistency in use of working walls – joint agreement, visual guide Further work to deepen questioning and step for depth.<br><br>The use of Knowledge Rich curriculum in order to retain a focus on high expectations has been important throughout the pandemic - children have been happily engaging in the curriculum, developing resilience quickly<br><br>Continued CPD meetings ensures high expectations are maintained- moderation continues aut/spr. | R ☐<br>A ☐<br>G ☐ |
| P2,1 | Assessment for learning has worked well in core subjects but is not yet robust across broader curriculum. It is TA on pupil asset to assess currently. | Pupils achieve exceptionally well across broad curriculum as teachers are well informed for lessons through live marking, ,step 4 depth and attainment of key knowledge goals for each unit | Staff use live mark and step 4 depth in every lesson for every child to inform weekly lessons. Tch to share KKG and vocabulary with pupils as part of lesson. At the end of units, teachers **devise hexagon models** and assess through **essays to judge KKG** Devise and **implement personalised KKG tracker for** | Sept 20 Ongoing | EH/LP | Robust system in place to deliver quality evidence of achievement across an ambitious curriculum<br><br>Each child can recall KKG and identify own next steps from staff feedback | Oct 20<br>Dec 20<br>Feb 21<br>May 21<br>July 21 | Staff working towards total consistency in use of step 4 depth<br>Assessment grids introduced for foundation subjects.<br>Movement around bubbles was limited but SLT have been able to speak with pupils, which shows anecdotal | |

| TRUST STRAND | INFORMATION | IDENTIFY | INTERVENTION | | | IMPACT | | EVALUATION | |
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| | | | **assessing progress** (look at WL model across primary trust) | | | | | evidence (Y2 child - atoms). Feedback from families shows that they have learnt information about the curriculum they didn't know. Pupil voice interviews to be conducted in the summer term. Live marking evident in all books – need to increase feedback through pink, purple pen editing | |
| P2,2 | Staff have secure subject knowledge of age related expectations but need to increase skills in delivery through deeper reflection of effective pedagogy to maximise pace and stickiness of content | Every lesson makes best use of time with learners motivated through the challenge of our knowledge curriculum and balance of guided towards independent practice. Pupils understand how to talk through learning/thinking to complete tasks and connect ideas | Build on key metacognitive tools in our curriculum like **guided practice and independent** , **teaching editing** ( review EEF document with staff) so no time is wasted in teaching lessons – all staff to **model thinking and questioning** to tackle learning , teach ch to plan and review the work- all tch to **push metacognitive talk in lessons** | Spring 21 | LJ CD CC | Pupils show ownership and enthusiasm when discussing their learning  Pupils understand what they are learning and how they can build on it  Pupils are aware of appropriate strategies to help them solve problems well | Regular weekly learning walks Aut 2 Spring 2 | Metacognition discussed JLT involved in schedule to discuss learning to learn and working walls  Deep dives show mostly pupils are interested in KRC  JLT feedback in the autumn term demonstrated an understanding of strategies to use to help solve problems, e.g. working walls, KOs. | R ☐ A ☐ G ☑ |
| P2,3 | Knowledge Curriculum plans have facilitated cohesive learning across abroad curriculum. Embed all foundation subjects for our new curriculum with a focus on PE, IT and RE | Teachers express increased confidence and skill in delivering ICT, PE, RE | ICT links with local DFE Computing Hub with relevant CPD for lead teachers from subject matter expert. **Coding as priority** Standardized curriculum in PE and RE written. These subjects are focus for subject leaders audits/deep dives/costings | Sept 20 | RP GW LP SW | Increased use of ICT equipment and learning in classes and in computing lessons to improve attainment in KKG  Tch feel confident implementing IT, PE and RE because resources and CPD has improved delivery.  Robust evidence of quality learning in IT, PE and RE exists across classes | Aug/ Sept 20 Feb. 21 | CPD started – development of computing progression map and SME  New equipment ordered  Computing team/audit/planning  Remote learning was enhanced through the distribution of technology to pupils experiencing digit exclusion. | R ☐ A ☐ G ☑ |

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| **A3- Use proven interventions effectively to ensure vulnerable groups can catch up with peers** | |

| TRUST STRAND | INFORMATION | IDENTIFY | INTERVENTION | IMPACT | EVALUATION |
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| | Where are we now? | Where do we want to be? | How will we get there? | Timescale | Lead | What will be the impact? | Review | Status Notes – Actual Impact | RAG |
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| P1,1 | Parents were directed to videos, RWI website during lockdown but specialist nature of teaching means pupils will have missed essential phonic tuition and may be delayed in early reading skills | We need to increase delivery of phonics and reading sessions throughout day in order to secure understanding for children to catch up with early reading | Teach **RWI phonics in 3 short bursts** through day to secure phoneme knowledge and blending skills – YR-Y2 (some Y3) Re-evaluate needs following assessment Aut 2 | First Half Term Set-Oct 20 | EYFS and KS1 CD,CB | YR/Y1/Y2 to retain reading standards at 80%+ Early reading reinforced to support access to knowledge rich curriculum in KS1/2 | Nov 20 | Fast work on recovery phonics enabling progress – aiming for 80%+ with key marginal identified Early reading has been supported by tuition, book loans, access to Accelerated Reader, MyON and Oxford Owl. RWinc lessons were signposted to families during lockdown. | R ☐ A ☐ G ☑ |
| P1,1 | Communication and vocabulary gains may be lost following Covid | Teachers consciously teach new words effectively so pupils, particularly those with disadvantage make gains in expressive and comprehensive lang skills | Use **Nuffield Early Language** Intervention for YN/YR **Powerful words Project** extends into KS2- daily word, daily oracy lesson | **Oct 20 Spring Term Summer Term 2021** | LJ EH | Children gain and retain new words to extend their vocabulary across school. Children understand and use these words in talking, reading and writing. | Jan 21 | Start Jan 21 NELI being delivered. Emphasis on vocabulary for all groups across the curriculum. Powerful Words Project started. Wordsmith having an impact(a word a day). Impact - use in written work. | R ☐ A ☐ G ☑ |
| P1,1 | Pupils have missed lessons for arithmetic and /or been taught by families using different methods that may create misconceptions | Support accelerated approach and effective intervention where there is a need | Using **pixl tools, modelling and manipulatives** focus on whole class intervention to fill gaps Use **small group boosters** to catch up post recovery period Use tutors from **National Tutor Programme** | First Half Term Set-Oct 20 Ongoing | GW JM RP | Pupils recall and understand age appropriate methods for calculations so they remain fluent in their approach to mastery. | Jan 21 | Whole class catch up during day Pupils are using tens frames, part-part-whole. Reasoning outcomes in the autumn were in line with national;. Start booster by Dec 20 Due to pandemic, boosters/interventions to start consistently in the /summer. TA to do catch up work - pre teaching etc. | R ☐ A ☐ G ☑ |

**A4. Maths mastery practice is embedded to secure attainment over 75% at expected across key stages**

| TRUST STRAND | INFORMATION | IDENTIFY | INTERVENTION | IMPACT | EVALUATION |
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| | Where are we now? | Where do we want to be? | How will we get there? | Timescale | Lead | What will be the impact? | Review | Status Notes – Actual Impact | RAG |
|---|---|---|---|---|---|---|---|---|---|
| 1,1 | We have established Maths Mastery across schools with experienced subject leader at each school. One teacher has Maths Hub Lead Teacher training in Mastery and is developing links between schools | Embed the maths mastery strategies in calculations between key stages CPD supports all staff, including new teachers, so that they are confident. Staff feel supported to deliver high quality mathematical lessons to help children learn well. | Implement key documents (Aut Plans) **Staff to deliver lessons using bespoke maths mastery learning sequences.** Subject leaders to monitor, then develop use of modelling, vocab, pace and use of manipulatives. **Staff to evaluate by means of an audit, Aut plans cohesiveness and success to support staff** delivery and pupil learning. Compare books in Maths Curriculum Development Meeting | Autumn 20  Initiate | GW JM RP | Pupils learn well from lessons delivered because lessons are well planned, resourced and taught **for ALL pupils** | Nov 20 | Plans used – tch begin to seek advice, adapt and use concrete resources to supplement  Confident practice seen in HIS in KS1  Support across school from maths leads -CPD on variation, representations and bar modelling.  Maths Hub links/CPD continues with trust/cluster schools. | R ☐ A ☐ G ☐ |
| 1,2 | Pupils have missed key vocab, knowledge and skills from march – Sept 20 due to pandemic. Schools must rapidly establish baseline from which to deliver a catch up programme with whole class | New maths leads in each school will ensure teachers are confident using assessment of prior learning to deliver next steps for all pupils through use of maths mastery principles | Aut 1 Use of diagnostic materials to assess gaps following pandemic at start of each lesson is pre teaching gaps in knowledge and QLA of gaps  Aut2/Spr 1 Paired work with maths lead and less confident/experienced teachers to take place between subject lead and Tch | Sept 20 | RP JM GW | Increased confidence and skills in using assessment to accelerate learning for pupils  Maths deep dives and staff audits evidence this increased achievement for all pupils  Pupils attain above national in Y2,Y4,Y6 as result of pedagogy | Oct 20  Start Sept  Starts Nov 20 | Pixl and Maths.co.uk to assess pupils and identify gaps in knowledge.  Basic skills reviewed. | R ☐ A ☐ G ☐ |

# Priority B – Behaviour and Attitudes

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## B1 – To embed the behaviour policy strategies around the site and at play

| TRUST STRAND | INFORMATION | IDENTIFY | INTERVENTION | | | IMPACT | | EVALUATION | |
|---|---|---|---|---|---|---|---|---|---|
| | Where are we now? | Where do we want to be? | How will we get there? | Timescale | Lead | What will be the impact? | Review | Status Notes – Actual Impact | RAG |
| P4,2 | Pupils have noticeably lower listening and attention skills following school, closure to all but eligible. – really is this true? I would reword this Due to closure we are unsure of pupils listening and attention skills. | Pupils show readiness and attentiveness to teaching staff - ready to listen, learn and follow instructions within classroom environment<br><br>Pupils demonstrate exemplary manners and kindness because staff value and share these values | Reinforce behaviour policy rigorously from day 1 so that pupils see expectations and boundaries for learning 1,2,3 eyes on me, bbc tnt at all times to ensure pupils apply themselves – frequent praise used for compliance- spectacular, truck driver wooo wooo Manners and kindness modelled and exemplified with above and beyond system<br><br>Sanctions in policy for undesirable behaviour are firmly and consistently applied | Day 1 7th September ongoing | Tchs ELT<br><br><br>EH | All classes have a calm and purposeful atmosphere where low level disruption is rare<br><br>Pupils listen, learn and progress at same rate following direction from teacher | Oct 20<br><br>Nov 20 | Behaviour was lively in Sept – calmed around schools with higher need support in place for those needing extra support ( send) Range of strategies used to include and manage effects of lockdown<br><br>Behaviour policy used across schools- language of praise used by staff<br><br>Bubbles have enhanced behaviour and helped to maintain a calm atmosphere in classrooms.<br><br>A few pupils have required some additional support (Lego Club, SEMH, /Pandora, attendance team, FSP, Thurlow House, Anna Freyd, Mental Health training).<br><br><br><br>No FT exclusions | R ☐<br>A ☐<br>G ☐ |

| TRUST STRAND | Where are we now? | Where do we want to be? | How will we get there? | Timescale | Lead | What will be the impact? | Review | Status Notes – Actual Impact | RAG |
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| P4,2 | Expectations of how children behave in school are inconsistent resulting in a lowering of behavioural expectations at break and lunch times. – this will cause a focus at Ofsted it needs to be reworded | Children will be respectful and follow school expectations at break and lunchtimes. | Introduce high standard values for children's behaviour inside the school. CPD for MSA will be put in action so that activity is enhanced at lunchtimes by MSA | Day 1 | ELT MSA lead | There will be an orderly environment in school at break and lunchtimes. | Weekly ELT | Lunch and breaks are working in bubbles- lower number of incidents | R ☐ A ☐ G ☑ |
| P3 & 4 | Currently, issues are resolved – mostly – by adults. – disagreements are resolved with adult intervention | Children will be able to resolve issues with peers. | Train children to become peer mediators. Involve JLT to discuss implementation in Sept so it is pupil lead | Nov JLT] CE CB LP | NM | Children will improve their responsibility, self-regulation and will be able to resolve issues between themselves with shared values of kindness | Spr 21 | Behaviour policy and support in class improving regulation - Work for peer mentors to continue spring lockdown. | R ☐ A ☐ G ☐ |

**B2 –** To achieve higher attendance across schools, particularly those with SEN.

| TRUST STRAND | INFORMATION | IDENTIFY | INTERVENTION | | | IMPACT | | EVALUATION | |
|---|---|---|---|---|---|---|---|---|---|
| | Where are we now? | Where do we want to be? | How will we get there? | Timescale | Lead | What will be the impact? | Review | Status Notes – Actual Impact | RAG |
| P4,1 | Systems have been initiated but pace of delivery should be improved Admin teams, secretaries, ELT implement attendance policy | Action on chasing attendance so that children can be fast tracked quickly and no opportunity is missed. Increased pace from Admin and ELT to process those less than 96% Meet monthly with ELT/Attendance lead to discuss policy and procedures and next steps , pastoral team to undertake fast track meetings | **Letter to be distributed in September 20 to staff** and **families** encouraging full attendance in line with gov. expectations<br><br>A**dmin ensure daily absence checks are robu**st by alerting ELT to vulnerable children who are not in school or may need nurture following pandemic<br><br>Referrals/letter are made and **sent quickly to** manage and resolve absence concerns. **Parents asked to complete medical protocols.** | First week back<br><br>Ongoing<br><br>Daily half termly | LT DB VN VR<br><br>Admin/ELT<br><br>EH/LJ | Parents aware of expectation and support offered All admin to know policy expectations and comply with procedures<br><br>No child is missing in education - robust process for children who are a concern<br><br>Increase in attendance meetings, reduced absence for SEN - 95%+ overall | Sept 20 checks<br><br>half termly attendance | Attendance at HJS increased and infant has chicken pox which lowered date. SPS needing informal meets with fsm families<br><br>All CME forms are completed,worked very hard to track those reluctant into school.<br><br>Letter sent home routinely | R ☐ A ☐ G ☑ |

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| | | | **Informal attendance meetings** to offer some strategies to encourage full attendance – meet and greet, work station in class, part time timetable leading to rapid full inclusion. Fast track meetings held and minutes sent to all parties – including partners, absent parties | | VR | | | <mark>and Early Intervention for Attendance put in place if required.</mark><br><br><mark>Spring lockdown - 40% of SEN including EHCP in school.</mark><br><br><mark>16.03.21 Attendance overall is Snettisham 96.15% (persistent absence - 7.1% 7 children). Infants 95.2%(persistent absence - 2.7% 2 children) Juniors 96.4% (persistent absence -9.6%- 13 pupils)</mark> | |
| P4,1 | Attendance across schools is in line with national attendance with a good reduction in persistent absence. However, SEN pupils were most likely to have lower attendance | Retain good attendance across schools (96+) with weekly praise for good attendance in classes and 6 weekly monitoring for PA children | Continue praising good attendance with children and parents through weekly systems to praise each class - **assembly, board display, classdojo**<br><br>To embed **pre-teaching and over learning to support SEND and LA children** so they are less anxious about lessons and attendance improves<br><br>**Use Lego therapy** in each school to support nurture, talk and confidence for identified pupils each half term. | weekly assembly<br><br>Ongoing | EJ/EH<br><br>CT/EJ/EH/C | <mark>Attendance will be at 96% for 20/21 and SEN cohort attendance will be within 1% All Staff are seen to support Sen/anxious children so they access lessons</mark><br><br>Pupil SEN surveys convey mostly happy attitude | 6 weeks<br><br>daily<br><br>termly | <mark>Attendance in zoom meetings</mark><br><br><mark>Lego therapy started</mark><br><br><mark>Attendance 16/03.21 Snettisham 95.19% all/96.15% SEN Infants 95.2% all/96% SEN Juniors 96.4% all/94.4% SEN</mark> | R ☐<br>A ☐<br><mark>G ☐</mark> |

# Priority 3 – Personal Development

West Norfolk Academies Trust

**C1 – To embed roles and responsibilities for children which enhance equality of opportunity, character, resilience and participation.**

| TRUST STRAND | INFORMATION | IDENTIFY | INTERVENTION | | | IMPACT | | EVALUATION | |
|---|---|---|---|---|---|---|---|---|---|
| | Where are we now? | Where do we want to be? | How will we get there? | Timescale | Lead | What will be the impact? | Review | Status Notes – Actual Impact | RAG |
| P4,3 | We are currently in a pandemic which has resulted in significant change to our world. Pupils have lost so much time and opportunity | We want pupils to learn to be safe from Covid19 and continue to learn, socialise and grow | Teach pupils to be resilient in face of pandemic – use PSHE resources, **Ebug, catch it bin it approach** to ensure good hygiene **First aid for all Y2 upwards – training in basic first aid for all** | Sept Day 1 Ongoing  Spring 21 | EH LG | Resilient pupils who, with age appropriate understanding, make good choices about hygiene, safety and risk management | Two weekly focus | First aid on hold as no visitors in school  Teachers have had training on hygiene and infection control.  Handwashing/sanitising has been consistently used to prevent outbreaks . | |
| P4,4 | Our Junior Leadership Team is established but we will embed their responsibilities for teaching and learning this year | School to have Junior Leaders to support the development of teaching and learning across the school.  Junior Leaders to have some ownership about developing roles and responsibilities for pupils | To elect new Junior Leaders and School Council through pupil elections. Promote diversity in JLT and SC.  To devise **a programme for activity for JLT to encourage and evaluate learning, enrichment** /wider curriculum and lessons for pupils. JLT to complete deep dives for pupils and add to SEF | Sept 20 Half termly activities | LJ ELT | Children to have a greater understanding of what makes good curriculum.  Leaders to have a better understanding in how to improve curriculum from a child's perspective.  Children will have a voice in teaching and learning. | Dec 20 Termly | JLT in each class – good mix of representatives. Really good to hear pupil vopice feedback in assemblies  A good start made - bubble crossing limited. | R ☐ A ☐ G ☑ |
| P4,4 | Our pupils need to develop confidence to make the best of wider opportunities. We do not provide embedded career or employment info to link with High School | Wide opportunities for more pupils to engage with responsibilities and employment | **JLT/Class to create a list of jobs that can be completed by pupils to collect "good citizen "prizes**, pupils can apply to SC, complete and gain recognition in newsletter, display – promote sen,pp inclusion  **Ask employers into school to promote local business and value of good citizen skills development** – ask them if we can help them at all? Invite SHS Headteacher into assembly to encourage pupils to develop skills ready for High school | Nov 20 Spring  Term 21 jobs start | RP YT CD | Pupils will have exemplary opportunities to develop confidence to extend character, resilience and participation ready for high school  Pupils will have aspirations for future careers and how to get there | Dec 20 Termly | Start Spring Term if bubbles open  Start summer term following lockdown in the spring. | R ☐ A ☐ G ☐ |

**C2–** To implement nurture opportunities for the wellbeing of children, families and staff and to ensure this safeguarding has impact

| TRUST STRAND | INFORMATION | IDENTIFY | INTERVENTION | | | | IMPACT | | EVALUATION | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Where are we now? | Where do we want to be? | How will we get there? | Timescale | Lead | | What will be the impact? | Review | Status Notes – Actual Impact | RAG |
| P3 | We have pupils who have lost family to Covid and mental health, a few have been tragically bereaved and some will have general feelings of unease and anxiety because of the changes.

Some children are likely to continue to suffer difficult home lives and economic circumstances as families lose employment.

Some pupils will be in need of highly effective safeguarding responses as a result of harm experienced through lockdown **( including health, mental health and sexual harassment)** | We want pupils, parents and staff to be able to talk about experiences and feelings – socialise as recommended in Barnardos recommendations for wellbeing

We want pupils and families to return to full confidence and be able to continue engaging with education to fulfil ambitions

Deepen the **safeguard strategy to ensure we deliver impact** from our services and support, including capturing quality responses from pupils | Analyse survey from parents Sept 4th. **Use recovery Jigsaw PSHE curriculum** for class assemblies in Autumn, focussed on resilience and talking. **Utilise Educate Hate materials for whole school zoom assemblies**

Utilise CPD of staff **for Lego therapy** for each schools for weekly nurture for targeted pupils

Develop time for **parental engagement opportunities at each school – outdoor location with social distancing**- to gather confidence, support within community and to identify universal services that may help

Return to regular DSL meets and Review our practise against toolkits. Store pupil voice centrally on drive, upload to CPoms. Use **pupil voice documents** to capture lived experiences of child. TA to share and use to make an impact of pupil mental health and target the right resources | Autumn 20

August 20

Autumn 20 | EH Tch

KK AF KW TM

LJ | | Pupils, staff, families will develop ability to talk about feelings and experiences in order to process them and recover

Groups of pupils will benefit from Lego therapy intervention to support SEMH

Parents will demonstrate and report confidence in school as community hub

Helpful info will be accessible to families

Impact of what we offer pupils and families for wellbeing/ safeguarding will be recorded clearly on CPOMS – FSP, Informal meets, Goals, pupil voice | Jan 20 | CPD on prevent for staff, anti-bullying and internet legends to do assembly

While school safeguarding included prevent. Induction training for new staff completed.

Discrete prevent training in summer term.

Remote support via Class Dojo/Facebook/Twitter

Positive feedback from families.

Remote sessions for families on lockdown learning, Reading, mentals heath. | R ☐

A ☐

G ☐ |

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|---|---|---|---|---|---|---|---|---|---|
| P3 | Staff have felt disconnected from colleagues, losing contact with peers through bubbles. Some have suffered mentally as result of changed lives. This has resulted in stress | We want staff and pupils to have some ability to relax and maintain contact with peers in school/ workplace | Encourage regular social opportunities through zoom – **assemblies, whole school quiz/quiz nights, book club, distanced PE, drinks** Share mindfulness tips on social media staff group | Oct Dec Feb March | LG /N T | Staff join in with social events at distance, staff wellbeing survey is positive even in exceptional circumstances | Termly | Wellbeing survey Staff were positive - chocolate, milk provided and gifting postcards home appreciated. Reduction in working hours - encouraged to leave early. Planning sharing. Workload meetings Liason for staff on hold | R ☐ A ☐ G ☐ |
| P3 | Some staff may need higher level support from ELT and professional support | Staff feel supported to continue working for school and trust by conversations with ELT/HR. Staff able to access counselling services | **Buy in counselling services 20/21** Inform staff about support, open door policy to discuss feelings with ELT for referral to counselling or Occupational health | Ongoing | LJ HT | Staff who have specific needs can access support from work to continue working | Ongoing | Family working -adjusted hours Referrals made to OH where appropriate. Risk Assessments in place for staff where appropriate. | R ☐ A ☐ G ☐ |

**C3 – Embed the enrichment map across schools to provide all pupils with engaging and broad extended opportunities.**

| TRUST STRAND | INFORMATION | IDENTIFY | INTERVENTION | | | IMPACT | | EVALUATION | |
|---|---|---|---|---|---|---|---|---|---|
| | Where are we now? | Where do we want to be? | How will we get there? | Timescale | Lead | What will be the impact? | Review | Status Notes – Actual Impact | RAG |
| P4,4 | The trust has created an enrichment map which aims to extend opportunities for all pupils in our rural coastal location, particularly disadvantaged. | We want our pupils to be exposed to enriching assembly experiences and develop strong cultural capital. Assemblies will provide SMSC coverage, as well as the knowledge and skills required for the next stage in their education. | **Embed enrichment map** to plot opportunities to influence pupils social, moral, spiritual and cultural development- equality, diversity, history through quality remote experiences | September 2020 - ongoing | LJ Tch | Staff have clear opportunities to teach and celebrate wide range of events to enrich our pupils' experiences in West Norfolk  Pupils retain knowledge of assembly stories, anecdotes, displays and assemblies evidencing strong SMSC | Sept 2020  Each half term  termly | Poetry recital, Remembrance, black history, anti-bullying, child in need, online safety assembly taken place so far Autism assembly, reading challenges, kenhill re wilding zoom , | R ☐ A ☐ G ☒ |
| P4,4 | We have a range of safe, socially distanced extracurricular activities and trips in local area  Pupils not aware of opportunities and possibilities as they get older as local culture and employment is limited | Children to have memorable experiences that increase independence, resilience and creativity linked to our broad and balanced knowledge curriculum and utilising our local area. Continue to build pupil confidence in pushing boundaries of experience to capitalise on opportunities available | Each year group to still have a **planned LOCAL trip** for each year group for all pupils per unit. Develop remote access to community events.  **Develop Trust and high school and wider community links** Monitor the impact via collecting pupil voice, feedback from community - high school, church etc. | September 2020 -ongoing | ELT Teachers | Regular events with local schools and high schools  Dance, maths, spelling, talent show, music and Art events take place each year  One community event each term completed  Employment fair and remote links with successful past pupils | Jan 2020  Termly | High school links are in curriculum KS3  Hayley Roberts linking singing to history curriculum - SPS/Heacham Spring 21  Helen Battely used for lockdown - dance club, dance lessons  French teacher from SPHS supporting plans in KS2  Talent competition took place with some entries placed at HJS | R ☐ A ☐ G ☐ |

# Priority D – Leadership and Management

West Norfolk Academies Trust

## D1 - Coach and develop middle leaders as subject leaders so that quality of education, pupil and staff wellbeing, behaviour and personal development are consistently strong across classes

| TRUST STRAND | INFORMATION | IDENTIFY | INTERVENTION | | | IMPACT | | EVALUATION | |
|---|---|---|---|---|---|---|---|---|---|
| | Where are we now? | Where do we want to be? | How will we get there? | Timescale | Lead | What will be the impact? | Review | Status Notes – Actual Impact | RAG |
| P5 | As a developing organisation, time establishing connections and strengths of senior leaders has taken priority. | Middle leaders are able to benefit from enhanced conversations about school improvement above and beyond staff meetings- particularly for performance management and as subject leaders | Establish **purposeful coaching as a tool** to engage middle leaders in clarity, effectiveness and teamwork  **Deploy coaching techniques** during developmental conversations (**PM, ELT, PP, SL**) to achieve smart goals, increased communication, team work | Ongoing Autumn 20 | LJ  ELT | **Coaching will be used effectively to increase professional performance so staff meet targets set** (PM, ELT, PP, SL) Coaches display improved skills in- Listening. The most important skill to effective **coaching** is the ability to listen to others. … **A**sking relevant open-ended questions. … **M**aking good use of time. … Establishing teams. … Emotional Intelligence. … Communication. … Setting SMART goals. | Jan 21  April 21 | LJ introducing coaching across ELT- developing l Middle leaders and senior leaders are growing in use of techniques  Team identity is evident  Middle / senior leader continue to develop skills - safeguard,acting up, trust leads,  Meetings are purposeful - time limited  Reflective culture – need to develop shared values for ALL | |
| P1,1 P5 | Changing staff across schools and a pandemic mean that subject leaders have not been able to effectively monitoring standards across the year groups. | All subject leaders will have a good knowledge of what is expected in their subject in all year groups, including EYFS. | Subject leaders to know the flow of the curriculum map 20/21 and monitor books for evidence. Evaluate SOW in subject and feedback to staff to improve | Sept 20 | ELT LJ | Teachers in all year groups will improve the quality and quantity of work produced to evidence effective learning across the subjects. | | Spring 21 CPD working on rationale, units sequence and flow of subjects | A ☐  G ☐ |

| TRUST STRAND | INFORMATION | IDENTIFY | INTERVENTION | | | IMPACT | | EVALUATION | |
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| P5 | Subject leaders have not been able to describe/gather impact evidence sharply – that is not true for all. I would just put the action with the one above and make this one bullet point | Subject leader plans will be specific to driving the teaching and learning of all subjects forward to improve outcomes for all children. | ELT support subject leaders in writing and implementing action plans to improve provision. Be coached to implement actions and articulate the impact of their work | September Ongoing | ELT | Teachers will be upskilled in all subject areas. Children will access high quality teaching in all subject areas. | Termly | Action plans in place across subjects – small schools have multiple roles. CPD for teams in foundation subjects and SEND | |
| P5 | MPS and UPS staff follow from ELT leadership but should develop own skills to devise, lead and implement projects | Subject leaders will organise and run **Curriculum Development meetings** These will be effective meetings that are well run, managed and are purposeful | Middle leader training on running meetings. Fixed agenda items that link to school development plans. | Nov Feb | LJ/EH | Increased staff ambition, lower sickness levels and happier work force | July | Start Feb CDM to take place Dec. zoom conversations taking place | |

## D2- Home learning opportunities are established to engage all families, including vulnerable groups

| TRUST STRAND | INFORMATION | IDENTIFY | INTERVENTION | | | IMPACT | | EVALUATION | |
|---|---|---|---|---|---|---|---|---|---|
| | Where are we now? | Where do we want to be? | How will we get there? | Timescale | Lead | What will be the impact? | Review | Status Notes – Actual Impact | RAG |
| P2,5 | From March-July we had 20-40% of pupils on site Those at home used Oak academy, hard packs and some BBC – the curriculum was patchy and teachers not all working with robust strategy ,some families did not engage fully perhaps they did understand our strategy, and families without equipment were hard to identify | To manage homework through class dojo for all pupils to establish system and enable remote learning. Teachers communicate regularly with families and track who engages well in order to make more contact with those that don't | **Use class dojo to set homework-** send info letter to families in sept and start tracking engagement. Those NOT completing homework will be easily identified and ELT will contact them and support access to knowledge and tech | Sept 20 | EJ/LJ | Homework is completed remotely by all pupils as we support use of technology. Teachers remain engaged with all families | Oct 20 | System set up to encourage families to use dojo and engage with class- monitoring and feedback given. Feedback overehleming positive that both send and all pupils had support from school. remote support given | R ☐ A ☐ G ☑ |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| P2,5 | We are opening schools in Sept but expect some level of change due to increased infections rates in Autumn term – groups of students may have to shield for 14 days or we may have local lockdown. We need a robust plan to remain connected to ALL pupils | Regular contact from staff to deliver curriculum to pupils in local lockdown or shielding and enable those with less technology to engage effectively so that all pupils can get regular lessons each day | If pupils' **lockdown/shield they may receive power points of lessons from KRC** and tasks to complete at home. Oak? Videos of staff speaking/teaching will supplement lessons<br>Staff **will call pupils and use zoom for some remote connections ea**ch week | From Sept 20 | EH/LJ<br><br>Tchs | The curriculum is delivered to all pupils in a systematic and equitable way<br><br>Workload on staff is reasonable | | | Engagement about 80% + in daily lessons, higher with those not uploading. Digital exclusion form sent out, remote tech and advice given,<br>Hard packs Laptop loans ( 20% ) NTP, zoom sessions , SALT sessioins |

# Priority E – Early Years

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E1 –Embed knowledge rich curriculum with planned provision indoor and outdoor
E2- Implement new EYFS framework
E3- Sustain project on communication and early English with other schools
E4 – Sustain attainment in ELG in line with national average

| TRUST STRAND | INFORMATION | IDENTIFY | INTERVENTION | | | IMPACT | | EVALUATION | |
|---|---|---|---|---|---|---|---|---|---|
| | Where are we now? | Where do we want to be? | How will we get there? | Timescale | Lead | What will be the impact? | Review | Status Notes – Actual Impact | RAG |
| E1 | We have newly written plans for EYFS that develop KRC approach for 2yr-5yr olds , classes have KR boards and staff understand principles for delivery. | All classes to deliver KR sessions that are well planned to sequence learning cohesively Increase pupils attainment, particularly disadvantaged, above NA | **Tch use plans to deliver directly sequenced Maths, English and knowledge sessions with skill daily**<br>Tch plan provision indoors and outdoors weekly to structure environment to reflect plans **Continuous provision is refreshed weekly indoors and outdoors** | Sept 20 | LJ CB JM | Pupils will recall prior learning, vocabulary and make connections during continuous provision<br>Pupils will be ready for KS1 in characteristics of effective learning with ELG met for 75%+ | Autumn Term 20<br><br>Feb March May | Direct teaching in YR is evident- plans delivered systematically and progress is in eng/math book<br><br>Weekly provision is refreshed in EYFS outdoors particularly<br><br>Spring 21 cpd to develop enhancement areas | R ☐<br><br>A ☐<br><br>G ☐ |
| E2 | The early years framework will change 2021 so we need to be ready to implement | Staff have knowledge and resources needed to deliver new EYFS framework from Sept 21 | **Use CPD from advisors to EYFS including all EYFS practitioners** (Trust Tch, TA, Nursery and Nest) | Spring 21 | LJ NCC | Staff confident to deliver new framework Sept 21<br>Resources and tools in place | Nov 21 | Spring 2021 - CPD delivered across the trust for HT,Tch and TA on new framework Emphasis on quality of provision | R ☐<br><br>A ☐<br><br>G ☐ |

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| | | | Discuss implications and adjust classroom provision accordingly | | | | | | |
| E3 | Siff bid was completed July20 but cohort want to sustain the project and continue to collaborate without funds available | Sustain project on communication and early English with SSIf supported schools<br>Invite non trust schools to relevant CPD/meetings if appropriate | **Arrange termly meetings with schools involved to discuss Neli and lang rich** provision<br><br>Extend to early reading/writing in lang rich settings'- books in environment, T4W/R | Spring 21 | LJ CB | <mark>Collaborative connection across supported schools</mark><br><br>Standards raised in English in EYFS ( CL,R,W) | Spring 21<br><br>Summer 21 | <mark style="background:lime">Review capacity to deliver Neli in Jan – RWI increasing reading</mark><br><mark>Neli across cluster schools has been moved to summer 21</mark> | R ☐<br>A ☐<br>G ☐ |
| E4 | Standards meet NA overtime through consistent teaching in EYFS however some gaps for pupils, particularly those that did not access YN eligibility through lockdown. | We want our EYFS pupils to have skills from direct teaching/play alongside attitudes and behaviours that are secure so that they are ready and confident for KS1 | Make sure balance between direct teaching and independent play is right to meet standards and COEL Set up quality activities that engage and capture the children imagination. Share these with families to encourage a partnership with families at home that promotes learning through quality play | Ongoing | JM CB SW KE | Pupils will concentrate for long periods on learning – both adult directed and play because activities capture their imagination and develop skills and knowledge taught in direct groups Standards will be high – at least in line with national | Learning walks | <mark style="background:lime">Ongoing development to share quality play and interaction - folder collecting images on drive</mark> | R ☐<br>A ☐<br>G ☐ |

*Appendix 1 Overview of Support – I would take out maths mastery, change regular staff CPD to more Provide focused learning relating to well-being and mental health,*

## 1 Teaching

• Quality First Teaching supported through CPD for teachers and support staff **to accelerate learning**

• Use a peer-support model to embed our knowledge rich curriculum and deepen research-based teaching strategies (metacognition)

. • Increase our focus on vocabulary acquisition and reading underpinned by clearly defined formative assessment practices.

• Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.

Provide focused learning relating to wellbeing and mental health
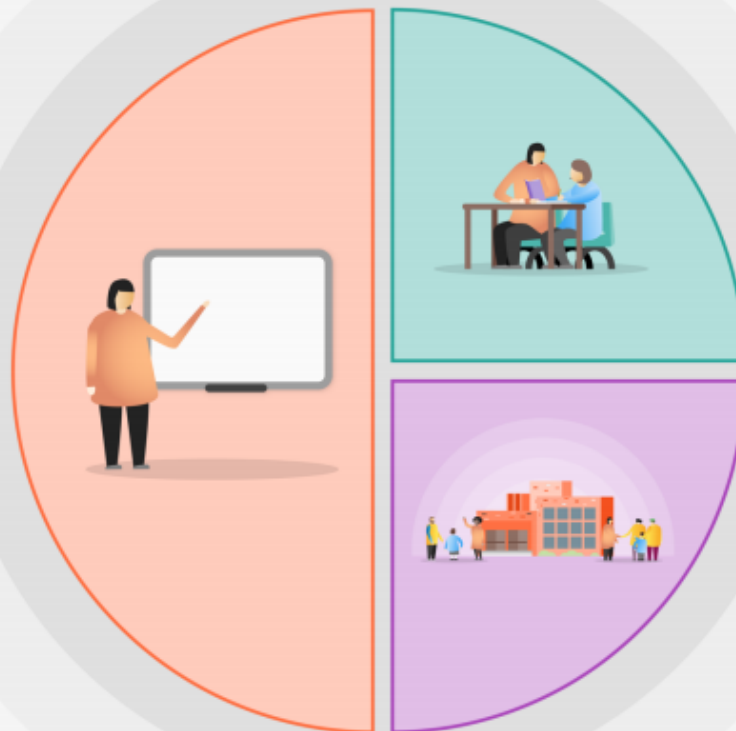
## 2 Targeted academic support

Teacher-led targeted group teaching for same-day in-class intervention.

Use of before and after school tutoring for identified and vulnerable pupils

• Specific intervention programmes led by both Teachers and Teaching Assistants

## 3 Wider strategies

• Provide ongoing technical support to overcome barriers for staff/ families to access technology so that we use a blended learning model- using SME Computing Hub

• Ensure our most vulnerable pupils have priority access to classroom teaching and online materials.

• Use incremental coaching to ensure teachers are focused on closing gaps for disadvantaged students that would potentially be greater in a blended learning environment.