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***Every child a learner***

***Schedule for Review***

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| **Date** | **Review Indicator** | **Notes** |
| **November 2023** | **Red Text** | **Curriculum Meeting review with governors** |
| **January 2024** | **Blue Text** | **Review with SLT** |
| **March 2024** | **Green Text** | **Review with governors** |
| **May 2024** | **Purple Text** | **Review with SLT** |
| **July 2024** | **Black Text** | **End of year review** |

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| **Quality of education** | **Key Priority:**  **To effectively embed the curriculum in school and refine pedagogy**  **Desired outcomes**   * **All leaders** are developing a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs the knowledge and cultural capital to succeed in life. * **All staff** deliver a curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. * **All Staff** have high expectations of all children in the curriculum and for children with high needs they provide a personalised curriculum that is designed to be ambitious and to meet their needs. * **All staff** have a good knowledge of the subjects they teach. * **All staff** present subject matter clearly, they check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. * **All staff** ensure a rigorous approach to reading which develops learners’ confidence and enjoyment in reading. * **Children** develop detailed knowledge and skills across the curriculum. And, as a result, achieve well. This is reflected in the results of the national tests. * **Children** read widely, with fluency and expression. | | | **Responsible Person**  Governors  HT  SLT |
| **Priority Action/ task** | **Staff**  **/costs** | **Success Criteria** | **Review** |
| **To continue to develop our approach to reading ‘Every child a reader’ to ensure that all children develop a positive attitude to reading.**   * Enhance our use Reading Rockets as the approach to teaching phonics across school. * Sustain high standards in phonics. * Introduce Reading Morning across school. * Review implementation of a high-quality text based English Curriculum. * Develop and review interventions for reading for children with dyslexic tendencies. * Further develop and share resources for both parents and volunteers to support listening to a child read. * Enhance whole school approach to reading and comprehension (move from guided groups to whole class reading) * Continue to monitor and review children’s progress in reading through use of Reading Plus and our bespoke reading tracker. * Share a termly reading newsletter to share reading strategies, books and resources with the wider school community. * Provide training on how parents can support their child when listening to them read, parent meetings, training videos on website, etc. * Complete survey about children’s perceptions of themselves as readers. * Promote reading through opportunities to engage with real life authors. * Book Club for children in Years 5 and 6. * Further develop the use of the library by creating opportunities for children to review books, create displays of books on relevant and current topics. * Create a Reading Shed so children can access books as part of their playtimes. | Staff meetings  Co-ordinator time  Time for staff to work with consultant Dawn Robertson to develop the curriculum.  Parents meetings £1000  Author Visits (£700)  Renew scheme for phonics and buy additional resources £2000  Purchase of additional books for the curriculum £1000  Poetry Slam £1000  Reading shed and additional books (Funded by FOTB)  Dyslexic intervention £250 | High standards in phonics sustained.  Increase in children achieving EXS and GDS in reading.  Training and resources available for both staff and parents.  Reading newsletter sent out (half termly)  Author visits and impact review completed.  Reading shed established |  |
|  | **To effectively review and refine the curriculum in school and refine pedagogy, including retrieval practice, etc.**   * Implementation and review overview for the curriculum (see document) * Subject leader time allocated on a half termly basis and planned into year calendar in advance * Subject leaders to conduct lesson observations, pupil interviews and book scrutiny and feedback to staff to improve the quality of teaching and learning * Subject leaders to be allocated staff meeting time to enhance pedagogy, subject knowledge and **progression of skills and knowledge.** * Whole school monitoring overview involving governors and all stakeholders. * See individual subject action plans for key areas. * Retrieval quizzes used to assess development of knowledge. | Curriculum pedagogy staff meetings (KM and FB)  Subject Co-ordinators release time  Co-ordinators to attend subject network meetings.  Staff meetings  SLT to monitor and review implementation of curriculum.  End of academic year subject report  Enhance pedagogical library for all staff to access.  Retrieval quizzes platform £500)  Inclusion award (£1000)  Eco Award £500 | Staff to feel confident delivering the curriculum and to continue to develop and refine their knowledge and pedagogy.  All subject leaders to monitor their subject through lesson observations, pupil interviews and book scrutiny and feedback in staff meetings  All subject leaders to ensure provision is mapped with knowledge being built on coherently and in sequence.  (Prior learning mapped effectively)  Subject leader able to articulate clearly the provision in school for their subject.  Achieve the Arts Mark, Eco Award and the Inclusion Award. |  |
|  | **To ensure that high standards are sustained in Reading, Writing and Maths across Year 2 and Year 6.**   * HT/ DHT to use lesson observations to monitor effectiveness of teaching and learning and feedback strengths and areas for development to staff * Subject leaders to use book scrutiny and pupil interviews to monitor and feedback to teachers * HT to lead discussion in termly Teaching and Learning Review meetings with a focus on progress of children who did not meet AREs at the end of 2022/23 * Vulnerable groups e.g. boys, PP and EAL to be monitored and appropriate interventions put in place. * TA training in Maths and Early Reading for interventions. * Support from DR for Year 5 and 6 English including moderating | Staff meetings  Attendance at Maths Coordinator training and participation in projects to develop Maths across school.  Dawn Robertson training and support for English (£1000)  TA training for developing phonics and maths. (£1000) | 80% of children achieving RWM combined in Year 6.  Sustained high standards and progress in Reading, Writing and Maths.  Effective intervention leading to accelerated progress. |  |
|  | **To raise standards in EYFS, to ensure that children make greater progress with 70% achieving GLD.**   * HT/ DHT to use lesson observations to monitor effectiveness of teaching and learning and feedback strengths and areas for development to staff * LA EYFS team to support and provide feedback on provision and CPD. * TA training | Maths Training for EYFS team  Support from LA EYFS team once every half term  Moderation with other local schools.  Additional TA deployed in Reception  Visits to schools providing excellent practice.  TA training £400 | 70% of children in Reception to achieve GLD  70% to be working at GLD in Maths and Writing.  Observations of good practice in EYFS. |  |
|  | **To review and develop systems to monitor the impact of interventions**   * Head to review and update TA timetables to ensure effective allocation of support * Head to liaise with Learning Mentor/SENDCo about allocation of hours to individuals, small groups and interventions * Class teachers to track progress of children in intervention groups and ensure the needs of specific children are targeted * Intervention programme to be reviewed and evaluated after each Pupil Progress Meetings * Maths Co to introduce new interventions for Maths and review * Trial new intervention for English children with dyslexic tendencies. | SENDCo with leadership time  Pupil Premium Funding  Maths Co-ordinator release time and training  School led tutoring | Review termly  Head/SENDCo  Clear timetables for intervention and support.  Interventions in place to close the gap.  Provision monitored by SENDCo and Maths and English subject leaders. |  |
|  | **To develop and enhance our bespoke provision for children with EHCPs.**   * Bespoke provision developed including speech and language, sensory, motor skills. * Develop two sensory areas (external and internal ) to support learning. * Implement second year of the curriculum . (including links to books to stimulate language development and engage the children) * Relevant training for all staff members. * SEND teacher to work alongside class teachers to develop classroom based provision. * Accelerated progress and increase in effective self-regulation for children. * Increase levels of parental engagement through open afternoons, training and workshops, learning logs, and parents’ evenings. * TA specialisms developed to create a support network within school. * SEND Parents group (Half termly) to further develop networks and support. * Achieve the Inclusion Award (recognising good practice in school and further developments) * Develop TA specialisms (EKLAN, Forest Schools, etc) * Research the possibility of a SEND holiday club to support families. | Resources purchased for the provision. (£1000)  Grant from LA for outdoor sensory development.  Grant for sensory room.  Training and support by the LA and external advisers.  Work with Dawn Robertson to enhance curriculum through high quality texts. (£500)  Training for TA specialisms. (£1500)  Inclusion award assessment (£1000) | Enhanced provision in the classroom for all children with EHCPs.  Higher levels of parental engagement  Re-establish Parental SEND Network  Achieve the Inclusion Award  Bespoke curriculum enhanced through quality texts.  TAs developing specialisms |  |

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| **Leadership and Management** | **Key Priority:**  **Develop the leadership within school at all levels from pupils to senior leaders to improve the quality of teaching and learning across the school.**  **Desired outcomes**   * **All leaders** have a clear and ambitious vision for providing high quality inclusive education and training to all. This is realised through strong, shared values, policies and practices. * **All leaders** focus on improving staff’s subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and appropriate use of assessment. * **All leaders** engage effectively with learners and others in their community, including parents, carers, employers and local services. * **All leaders and all staff** ensure that the school has a culture of safeguarding. * **All leaders** engage with the staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff workload. * **All governors** understand their role and carry this out effectively. They ensure the school has a clear vision and strategy and that resources are well managed. They hold leaders to account for the quality of education. * **Children** understand their responsibilities within school and seek to develop and promote their leadership skills through sport, pastoral roles and academic pursuit. They are able to demonstrate a thirst for knowledge and understanding and a love of learning through the provision of an interesting, challenging curriculum. * **Parents** have a clear understanding of the leadership structure of the school and know how to seek support or advice or raise comments or concerns.   There is an effective system of distributive leadership in place, with opportunities provided for all staff and pupils to develop appropriate leadership skills. | | | **Responsible Person**  Governors  HT  SLT |
| **Priority Action/ task** | **Staff**  **/costs** | **Success Criteria** | **Review** |
| **To develop the leadership of all subjects to effectively embed the curriculum and pedagogy including retrieval practice.**   * Subject leader time allocated on a half termly basis and planned into year calendar in advance * Subject leaders to conduct lesson observations, pupil interviews and book scrutiny and feedback to staff to improve the quality of teaching and learning * Subject leaders to be allocated staff meeting time to enhance pedagogy, subject knowledge and progression of skills and knowledge. * Curriculum co to act as a role model of good practice and share ideas and lead implementation. * Achieve Arts Mark Award, Eco Award and Inclusion Award. | Curriculum pedagogy staff meetings (KM and FB)  Subject Co-ordinators release time  Staff meetings  SLT to monitor and review implantation of curriculum.  End of academic year subject report | All subject leaders to monitor their subject through lesson observations, pupil interviews and book scrutiny and feedback in staff meetings  All subject leaders to ensure provision is mapped with knowledge being built on coherently and in sequence.  Subject leader able to articulate clearly the provision in school for their subject.  Arts Mark, Inclusion and Eco achieved. |  |
|  | **To develop specialisms within our teaching assistants’ team.**   * Review through appraisals current specialism and interest. * Review of needs of school completed. * TAs to access a programme of specialist training. | Costs of any external training  Maths training for TAs  Phonics training.  Training for TA specialisms. (£1500) | Review of school needs completed.  TA appraisals completed  Programme of specialist training underway. |  |
|  | **To ensure that high standards are sustained in Reading, Writing and Maths across Year 2 and Year 6.**   * HT/ DHT to use lesson observations to monitor effectiveness of teaching and learning and feedback strengths and areas for development to staff * Subject leaders to use book scrutiny and pupil interviews to monitor and feedback to teachers * HT/ DHT to lead discussion in termly Teaching and Learning Review meetings (PPMs) with a focus on progress of children who did not meet AREs at the end of 2022/23 * Vulnerable groups e.g. boys, PP and EAL to be monitored and appropriate interventions put in place. | Staff meetings  Attendance at Maths Co-ordinator and whole staff training. (£1200)  Dawn Robertson training and support for English (£1000)  School led tutoring | 80% of children achieving RWM combined in Year 6.  Sustained high standards and progress in Reading, Writing and Maths.  Effective intervention leading to accelerated progress. |  |
|  | **To sustain standards in EYFS, to ensure that children make greater progress with 70% achieving GLD.**   * HT/ DHT to use lesson observations to monitor effectiveness of teaching and learning and feedback strengths and areas for development to staff * LA EYFS team to support and provide feedback on provision and CPD. | Maths/Phonics Training for EYFS team  Support from LA EYFS team once every half term  Moderation with other local schools.  Additional TA deployed in Reception | 70% of children in Reception to achieve GLD  70% to be working at GLD in Maths.  Observations of good practice in Maths in EYFS. |  |
|  | **To review and develop systems to monitor the impact of interventions**   * Head to review and update TA timetables to ensure effective allocation of support in light of new provision * Head to liaise with Learning Mentor/SENDCo about allocation of hours to individuals, small groups and interventions * Class teachers to track progress of children in intervention groups and ensure the needs of specific children are targeted * Intervention programme to be reviewed and evaluated after each Pupil Progress Meetings * Maths Co to introduce new interventions for Maths and review * Trial new intervention for English children with dyslexic tendencies. | SENDCo with leadership time  Pupil Premium Funding  Maths Co –coordinator  Dyslexic intervention £250 | Review termly  DHT/Head  Clear timetables for intervention and support.  Interventions in place to close the gap.  Provision monitored by SENDCo and Maths and English subject leaders. |  |

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| **Behaviour and attitudes** | **Key Priority:**  **Apply the school’s approach to learning ‘The Learning Jungle’ to develop effective characteristics of learning. To develop resilience, effective feedback, collaborative learning, concentration and a desire to continuously improve.**    **Desired outcomes**   * **Children** are confident, self –assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. * **Children** understand what makes an effective learner and are developing their skills and behaviours. * **Children** understand the school’s expectations of behaviour and behave in accordance with them. * **Staff** apply the behaviour policy consistently and model high expectations of attitudes to learning and school life to lead to a reduction in low level disruption in class * **Staff** are up-to-date with key information on safeguarding * **Parents** work in partnership with school to reinforce and promote high standards of behaviour and attitudes to learning/ school life. * Information is shared with **governors** so that they are familiar with the school’s approach to learning and expectations of behaviours and attitudes to learning/ school life.   **Children and adults** consistently demonstrate a love of learning, enthusiasm for school life and a positive ‘can’ do attitude within a culture of mutual respect and support.  **Children and adults** are unreservedly positive about both behaviour and safety | | | **Responsible Person**  KM  SBM  Staff Team  SLT and all staff |
| **Priority Action/ task** | **Staff**  **/costs** | **Success Criteria**  **Who, When, How?** | **Review** |
| **To continue to embed the school’s approach to effective learning ‘The Learning Jungle’ To develop resilience, effective feedback, collaborative learning, concentration and a desire to continuously improve.**   * Staff to deliver metacognition lessons to develop children’s understanding of learning powers. * Staff training to develop metacognition, including feedback and questioning. * Develop an approach to share ‘The Learning Jungle’ effectively with children with limited communication skills. * Training for TAs to develop skills to support children’s development. * Meetings for parents to share philosophy and how they can support their child | Time for training  Staff meetings  CPD library  Resources to promote The Learning Jungle (soft toys and visuals) | KM to lead  All staff |  |
| **To review and develop the PSHE curriculum and introduce new RSE scheme.**   * Continue to RSE curriculum effectively. Ensure that all stakeholders are informed about it * Staff meeting time to review and update PSHE planning including: Growth Mindset, Mental Toughness, Metacognition, Drugs and tobacco Education (DATE), Social and Emotional Aspects of Learning (SEAL), Relationships and Sex Education (RSE), Anti-bullying Curriculum (ABC). * Subject leader to coordinate planning overview * PSHE planning overview to be shared on website * Annual Information evenings for parents focusing on RSE curriculum. * Subject leader to carry out work scrutiny and pupil interviews and feedback findings to staff | Staff meeting time  Subject leader time (See above)  Time with lead practitioner (LA)  Training for all staff  Purchase of resources subscription to KAPOW | Summer Term  Kapow embedded  Information evening and feedback from parents |  |
| **To ensure that all staff are aware of current safeguarding priorities including PREVENT, FGM and KCSIE**   * Induct all staff on the effective use of CPOMs and begin to use across school as a means of effectively monitoring safeguarding. * Safeguarding to be a regular agenda item for staff meetings * Safeguarding action plan reviewed and updated * New staff and volunteers to be provided with safeguarding information as part of their induction * Head of After School Club (BAASC) to attend designated lead training refresher. * All designated leads to attend specialist training for specific concerns and develop a shared skill bank. * Complete Safeguarding Audit and update. * Ensure all volunteers are trained in Safeguarding and KCSIE (Sept 2023). | £100 per full day training from LA and £75 per half day for updates.  Online training for Safeguarding and Prevent.  Childnet training for staff, children and parents £500 | Culture of safeguarding promoted in school.  Notes of Concern used effectively  Effective use of CPOMs to monitor safeguarding  All staff apply policy and procedure  All training for staff and volunteers up to date and completed. |  |
| **To establish a well-being team for both staff and children.**   * Complete staff survey regarding well-being and create action plan in response. * Survey of children’s well-being completed. * Continue to implement mental toughness curriculum. | Resources to support mental toughness | Follow up staff and children survey results.  Mental Toughness curriculum implemented. |  |
| **To ensure that the school environment is safe and secure.**   * Review with governors key areas to ensure the school prioritises the safety of all of the children and staff. Including fencing, holding entrance, fence around Rainbow Pod disabled parking and access to Before and After School Club * Liaise with guidance from Health and Safety and Local Authority. * Additional areas included on the Safeguarding Action Plan. | Governors  SLT  Business Manger  Designated Leads  Costs of work funded through loan and DFC | New developments underway.  ‘Keeping Safe’ Survey completed by the children and actions identified. |  |
|  | **To review and develop a plan for improvements to the playground.**   * Survey all key stakeholders on the playground provision and identify key areas for development. * Liaise with FOTB to create a vision for the playground which is broken down into phases. * Site visits from specialist equipment providers. * Plan created and timeline in places for fundraising and playground development. * Creation of reading shed and quiet zone | Fundraising in-conjunction with FOTB.  Grant applications  Sponsorship | Survey of all stakeholders completed.  Plan for playground development broken down into phases.  Fundraising begun and target met.  Front playground resurfaced. |  |

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| **Home/School Links** | **Key Priority:**  **To continue to develop home/school links and foster high levels of parental engagement**    **Desired outcomes:**   * **The school** has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult. * **The school** responds to parental feedback by making changes and improvements where appropriate * **Parents** have a positive relationship with the school and understand school systems, policies and procedures * **Parents** are actively engaged with their children’s learning and know how they can support this in partnership with school * **Children** are enthusiastic about the partnership between home and school | | | **Responsible Person**  Staff Team  All staff |
| **Priority Action/ task** | **Staff**  **/costs** | **Success Criteria**  **Who, When, How?** | **Review** |
| **Promote the use of Google Classroom and the new website to support learning outside school:**   * New staff training on how to use Google Classrooms. * Homework and communication (teacher to child and parents) to be set on Google Classroom * Film children demonstrating key skills and upload as pupil/parent support to the website e.g. methods for written calculations; handwriting formation; key features of genres etc. * Learning assemblies to be filmed and regularly shared on the platform * Key links for parents e.g. supporting child in ICT, English, etc. to be included on the school website. * School Platforms guide for parents to ensure clarity | 1 x staff meeting  Training for new staff  Admin time  Subject leader time | On-going  KM, AB, CB, JG and DV |  |
| **Deliver parent workshops/ briefings to keep parents informed:**   * Respond to parent questionnaires at curriculum briefings to provide relevant training and information e.g. Maths events, literacy events, online safety events for parents, parenting workshops, Childnet, Google classrooms, and supporting your child with reading * Open classrooms- annual invitation to come into their child’s classroom and review their learning with their child. * Reading mornings- parents invited in once per week to listen to their child read. | Evening events  Costs of refreshments for training  Childnet training £250  Parent workshops £500 | Parents feel informed about teaching and learning in school.  Parents feel better equipped to support their children in their learning.  Parent View questionnaires. |  |
|  | **To develop our provision for a wide range of enrichment activities.**   * Continue to review and enhance provision for enrichment activities. * Develop a wider range of non-sporting activities that can be accessed by children at different ages in school. * Develop a provision at both lunch times and after school. * Lunch time activities- Book Club, Debating Club, Football, Games club * After school activities- Art Club, Laurel Lane, Sports * Follow up questionnaire at the end of the year in response to the new provision. * Training for lunch time staff on activities to develop lunch time provision e.g. skipping workshop. * Research the possibility of a SEND holiday club to support families. | PE Premium used to fund some of the provision | Provision of clubs for the year.  Feedback from children.  Parent View questionnaires. |  |

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|  | **Key Priority:**  **Redefining the Values, Vision and mission statement of Tithe Barn Primary School**  **Desired outcomes:**   * **Staff, governors, parents and children** can clearly articulate the values and vision of the school * The ethos of the school can be seen in the teaching and learning, the learning environments and in the behaviour of all adults and children in school | | | **Responsible Person**  Staff Team  All staff, governors  and School Councillors |
| **Priority Action/ task** | **Staff**  **/costs** | **Success Criteria**  **Who, When, How?** | **Review** |
| **Evaluate, redevelop and raise the profile of the Core Values statement & work together to develop a vision for the school:**   * Redevelop the mission statement as an intrinsic set of values that represent our school * Ensure that all stakeholders know and can use the mission statement * Ensure it is widely displayed in school and evidenced in teaching and learning and in the learning environment * Consult with all stakeholders and respond to their feedback. * Governors to be involved in the redevelopment of the vision and mission statement to accurately reflect the values of the school * Review the implications for the curriculum especially (PSHE) * To adapt the PSHE curriculum to reflect the vision for Tithe Barn. * Governing Board 5 Year Strategic Plan. | Staff meetings  School Council meeting  Governor/ Staff vision meeting | New bespoke PSHRE curriculum developed.  School vision is reflected in all aspects of school life and highly visible.  Governing Board 5 Year Plan created. |  |

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| **Premises** | **Key Priority:**  **To ensure the facilities are fit for purpose, provide good value for money and meet the needs of the users.**    **Desired outcomes:**   * **All users** of the premises are safe * There is an attractive, high quality learning and working environment for all users * Funding is used effectively and efficiently to maintain and improve the facilities * Additional streams of funding are accessed to enhance the provision. | | | **Responsible Person**  Staff Team  School Business Manager |
| **Priority Action/ task** | **Staff**  **/costs** | **Success Criteria**  **Who, When, How?** | **Review** |
| **Investigate accessing funding streams available to academies for capital projects/ improvement projects:**   * Look at alternative sources of funding. * Liaise with LA/SIP and potential funding opportunities. * Apply for grant for sensory room. | HT/ SBM time | Spring 2024 to access funding  HT/SBM |  |
| **Investigate grants to support the development of outdoor environment, provision for SEND, Art projects and IT.**   * Subscription to Grants for Schools available to staff and governors. * Working party for bid writing. * Apply for Aviva grant, lottery funding, Wooden Spoon, etc. * Creation of mosaic | HT/ SBM time/ IT co-ordinator. | Ongoing  HT/SBM  Mosaic designed and completed- led by CF |  |
| **To ensure that the school environment is safe and secure.**   * Review with governors key areas to ensure the school prioritises the safety of all of the children and staff. Including fencing, holding entrance, disabled parking and access to Before and After School Club * Liaise with guidance from Health and Safety and Local Authority. * Fence around Rainbow Pod to create quiet zone. * New entrance and key system for the front of school. * See Safeguarding Action Plan for additional developments. | Governors  SLT  Business Manger  Designated Leads  Costs of work funded through loan and DFC | New developments underway.  ‘Keeping Safe’ Survey completed by the children and actions  identified. (Spring 2023)  New entrance in place |  |