

Wormley C of E Primary School Development Plan 2020 2021

With God all things are possible (Matthew 19:26)
Have Faith, Show Respect, Take Responsibility and Achieve
Building a Learning Community



School Development Plan 2020 - 21

The development plan context

Wormley Church of England Primary School (VC)

Our school community comprises: all children, parents, carers, staff, governors and others associated with the school, including the Diocese and the church, community groups, local charities, business and support services and all external educational agencies.

Ethos

Wormley Church of England Primary School is a caring church school with a distinctive Christian ethos. It sets high store on the value of all of its community. Expectations of care and concern for the well-being of all children, staff and families are a central core of our Christian ethos. Wherever possible, this informs our relationships and the nature of our interactions.

Mission statement

With God all things are possible (Matthew 19:26)

Have Faith, Take Responsibility, Show Respect and Achieve.

Our mission is to provide a unique environment and curriculum in which all participant are welcomed, valued and enabled to flourish.

Vision

Our vision is that, from arrival at Wormley, each child should move forward in their learning journey and achieve their full potential. Our intention is that they come to know that they are loved by God, and therefore, all things are possible. As a result, we will provide opportunities that support children to develop as individuals with the knowledge, skills, behaviours and attitudes necessary to develop and flourish in our rapidly changing society, where high technology must be balanced with respect for humanity and the natural world.

Visitors to Wormley Church of England Primary School comment on the warm, calm and friendly atmosphere within the school. We believe that children feel happy and secure in this environment and this in turn creates the best possible climate for learning. But this school is not for children alone so we extend our vision to our stakeholders that they may feel that same sense of warmth, calm and community.



Inspiring lifelong learning

Wormley Church of England Primary School aims.

Within a distinctive Christian ethos, we intend to provide a welcoming, safe and stimulating learning environment which offers a rich, relevant and motivating curriculum to develop individuals and inspire life-long learning.

To facilitate our vision we aim:-

- To continue to ensure that every child enjoys learning and achieves their full potential regardless of gender, age, race, physical or intellectual capacity, economic situation or class, in a happy and secure learning environment.
- To raise standards by ensuring that the skills, knowledge, dispositions and values of individuals are fully developed
- To promote the health, well-being and confidence of all learners within the school, enabling them to see themselves as valued and valuable members of a wider society
- To provide a strong framework for promoting good behaviour and positive attitudes in order to cultivate a safe and secure community in which everyone may flourish
- To give our pupils a sense of success and pride in all their activities and prepare children for future economic well-being
- To provide opportunities for our pupils to become successful independent learners and leaders through a wide variety of physical, intellectual and aesthetic experiences.
- To develop the school's role in the local and wider community and each child's understanding of citizenship by continuing our strong links with the church and local primary schools, liaising with nearby larger secondary schools and encouraging links with local industry, residents and organisations.

We encourage all children to develop as super learners since learning is life's most important skill. We want them:

- To have faith in God, themselves and others
- To show respect for themselves and others, and the world in which we live
- To take responsibility for themselves and in their learning
- To achieve their potential by developing as resilient, resourceful and reflective beings

Becoming life-long learners

Introduction

The school development plan is an important document. It focuses the direction of the school and outlines areas of development that will improve the school. All stakeholders should be aware of its priorities and hold the leadership of the school to account in considering its impact. A number of strands and improvements, both national and from within the school, are brought together in the plan. These have been the subject of discussions with staff and governors and reflect extensive innovation and improvement, and subsequent consolidation over many years.

The plan is annually compiled and sets aims and objectives for the school. The Headteacher, Deputy Headteacher, Assistant Headteacher, Subject Leaders, staff and governors conduct a review of the SDP each term. At the start of the Summer Term, through staff and governor discussions, the Headteacher prepares a draft plan for the next academic year. Following the allocation of financial resources by the governing body this is finalised at the end of the Summer term. The plan is submitted to the governors for approval at the beginning of the Autumn term.

Purpose

The central focus of Wormley Primary School Development Plan is to inform all stakeholders of how the school intends to ensure all pupils fulfill their potential. Through the use of well managed resources, careful planning. We aim to serve all partners in the school community responsibly and effectively. We will promote quality educational experiences and help each partner to achieve his / her full potential through equality of access, entitlement and opportunity.

Development plan aims

The development plan aims to provide a realistic and practical framework to:

- secure and extend existing good practice and promote whole school improvement
- remedy deficiencies
- enable an agreed analysis of need so as to prioritise programmes of activity
- construct a timetable for addressing priorities within available resources
- co-ordinate budget preparation
- communicate the school's aims and intentions to all partners.

Development plan objectives

- to assist the school in enhancing the quality of learning experiences
- to provide a realistic framework for review and evaluation
- to encourage collaboration, partnership and ownership
- to provide a framework for accountability of resource allocation.

Ofsted points for action:

Ofsted inspection in October 2016 – grade: Good

What the school should do to improve further:

Leaders, and those responsible for governance, should ensure that:

- They sharpen some of their monitoring around the quality of teaching so that they can fully evaluate the difference their work makes more effectively
- They plan more opportunities for pupils to use their writing skills across the curriculum.

OFSTED 2016

SIAMS points for action

SIAMS inspection in October 2016 – grade: Outstanding

What the school should do to improve further:

- Ensure that pupils have a deeper knowledge and understanding of Biblical stories through the on-going professional development for staff leading school and class collective worship.
- Develop the school website to ensure that it fully reflects the outstanding Christian character of Wormley Church of England Primary School.

SIAMS 2016

POST COVID-19 LOCKDOWN RESPONSE

As a result of the need to close the school to all children except those of critical workers in March 2020, some of the intentions and actions in our SDP 2019-2020 were not realised. We will carry these forward to our SDP 2020-2021.

Having to move to on-line learning meant that we had to formulate new, emergency plans to educate our pupils. Since we had already introduced children to the Google Classroom, this meant that most children, given access to a tablet, an iPad, computer or phone, were able to continue learning at home. We strived to offer a broad and balanced curriculum despite obvious restrictions. CPD focused on supporting staff to teach via the Google Classroom.

With notification of a full reopening of schools in September 2020, we began planning a re-connect curriculum for the start of the new academic year (Appendix 1). The intention was to help pupils reflect on their experiences in order to connect with their wellbeing and their learning. The reconnect curriculum embraced the ideas of a recovery curriculum (see slides from INSET days):

- Support to build positive relationships
- Support to self-regulate (manage feelings and behaviours)
- Support to experience enjoyment and achievement
- Support for physical health and wellbeing

With notification of ‘catch up’ funding for 2020-2021 (around £30,000), we began planning a strategy to support all children and in particular those who were disadvantaged. Our [post-lock down strategy](#) is based upon the recommendations of the EEF. We will be adopting a tiered approach to supporting our children in their return to school (Appendix 3)

- Teaching
- Targeted academic support
- Wider strategies

School priorities for 2020 – 21

Priority 1: To raise the achievement of all children					
Ref	Objectives	Actions	Resources	Monitoring	Success Criteria
1.1	Pupils attain in line and above with national averages	<ul style="list-style-type: none"> • Clear learning intention - learning objectives identify intended learning and success criteria are a means to judge success • Progression - planning demonstrates a clear and relevant sequence in learning • Explicit teaching - teacher demonstration followed by guided practice and independent practice • Scaffolding – providing enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of pupils’ current capabilities. Support can be visual, verbal, or written • Cognitive strategies – teaching skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. • Meta-cognitive strategies – teaching skills such as checking whether an approach to solving a mathematics problem works or considering which cognitive strategy is the best fit for a task (reflection) • Flexible grouping of pupils - groups formed for an explicit purpose and disbanded when that purpose is met. This can support collaborative learning. • Diagnostic assessment - including formal and informal tools (PM Benchmark/verbal questions/ short answer quizzes/multiple-choice questions) • Remote learning - planning a well implemented remote learning strategy combined with home learning policies and related approaches to fostering independent learning 	<p>CPD focused on explicit teaching and scaffolding</p> <p>CPD focused on subject knowledge</p> <p>CDP focused on cognitive/meta cognitive strategies</p>	<p>Scrutiny of planning and children’s learning.</p> <p>Lesson observations/ learning walks and pupil voice</p> <p>Mid-term pupil progress meetings (PPM)/Phase Reviews</p> <p>Termly reports to GB on attainment of all pupils including vulnerable groups</p>	<ul style="list-style-type: none"> • Good Level of Development at end of EYFS broadly in line with NA (72%) • Phonic Screening at the end of Y1 broadly in line with NA (82%) • Attainment at the end of KS1 broadly in line with NA (Reading 75% (25%); Writing 69% (15%); Maths 76% (22%); R,W M combined 65% (11%) • Attainment at the end of KS2 broadly in line with/above NA (Reading 73% (27%); Writing 79% (20%); Maths 79% (27%); GAPS 78% (36%); R,W M combined 65% (11%) • Children understand the <i>why, what</i> and <i>how</i> they are learning. They enjoy learning activities and know how to judge their own success • Children take responsibility for their learning and can monitor their own learning journey • Children who may be disadvantaged have access to appropriate technology and home support in the year ahead

1.2	Pupils make progress that is at least in line and above national averages	<ul style="list-style-type: none"> • Robust AfL - informing planning and teaching so that learning tasks and challenge is pitched appropriately for all children • Diagnostic assessment - including formal and informal tools (PM Benchmark/verbal questions/short answer quizzes/multiple-choice questions) • Effective feedback and marking - helping children to make progress/improve • Verbal feedback in the moment and peer collaborative feedback - supporting pupils to make immediate progress/improvement • Targeted provision - for children with specific needs and for those not making sustained progress Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. The intervention has structured supporting resources and lesson plans with clear objectives. Sessions are brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). • Robust tracking of progress - using Insight Tracker, to inform teaching/intervention 	<p>CPD focused on Af L / diagnostic assessment</p> <p>CPD linked to understanding barriers to learning</p> <p>CPD focused on targeted provision and intervention</p>	<p>Scrutiny of children's learning</p> <p>Lesson observations/ learning walks and pupil voice</p> <p>Mid-term pupil progress meetings (PPM)/Phase Reviews</p> <p>Termly reports to GB on progress of all pupils including vulnerable groups</p>	<ul style="list-style-type: none"> • Well-designed diagnostic assessment, such as multiple-choice questions which target common misconceptions, increase the time available for responsive teaching within lessons, whilst identifying immediate next step tasks for individuals/groups/whole class • Feedback (oral/written) identifies misunderstandings/misconceptions/ achievements and provide children an opportunity to improve and develop their learning • Planned opportunities for pupils to reflect on their progress and know what to do to improve (summaries for parents) • Pupils give peer feedback/support • Almost all children make sustained progress and some make substantial progress
1.3	To continue to develop a mastery approach in Maths based on the principles of fluency, talk, CPA, using misconceptions, and application to improve children's ability to reason mathematically	<ul style="list-style-type: none"> • Reconnecting with a love for maths – using UCubed weeks of inspirational maths • Progression in core mathematical concepts – examine mathematics guidance from DfE (June 2020) to understand coherence through the NC • Mathematical concepts - develop and deepen pupils' understanding of concepts through representations and intelligent practice, building procedural fluency and conceptual understanding • <i>Power Maths</i> – introducing quality textbooks which foster a mastery approach • <i>EYFS Essential Maths Planning</i> – introducing a framework for maths planning in EY • Rigorous monitoring - to judge the impact/ strengths/weaknesses of maths teaching and learning • Matrix Maths Hub – continue working with the hub's Teacher Research Group to increase professional development • Fluency focus - to secure number sense • Reasoning/problem solving - activities planned from NRich/ NCETM/Inspire Maths/ Kangaroo 	<p>CPD - DfE guidance/ videos</p> <p>Funding to work with the Matrix Maths Hub (+£1,000)</p> <p>Purchase of mathematical manipulatives (£500.)</p> <p>Purchase of Power Maths textbooks (£3000)</p> <p>CPD - for TAs/LSAs</p>	<p>Monitoring activities by subject leader – planning/book scrutiny, learning walks, pupil voice, maths surgeries, in house/external moderation</p> <p>Mid-term PPM/Phase Reviews</p> <p>Robust tracking using Insight Tracker</p> <p>Termly assessment reports</p> <p>Termly reports to GB</p>	<ul style="list-style-type: none"> • All staff use the Power Maths textbooks to complement HfL <i>Essential Maths Planning</i>. All children will have access to high quality maths books in case of another lock down • Children deepen their understanding of mathematical concepts • Assessment informs teachers' planning: Staff use the Destination Questions, Pit Stops and HFL diagnostic tests to identify misunderstandings/misconceptions and adjust plans • Staff are confident in developing children's reasoning skills • Children are confident and resilient to attempt maths problems • Children make sustained and substantial progress and attain in line with expectations and above • Progression in mental maths strategies is evident • The calculation policy ensures consistency in teaching

		<p>Maths and other sources to encourage discussion/explanation/application of knowledge and understanding</p> <ul style="list-style-type: none"> • Growth Mindset in Maths – promoting positive attitudes to Maths through process praise/growth mindset • Mathematical Policy - reinforcing consistency and progression in language, CPA representations and algorithms • Moderation - internal and with local schools 			<ul style="list-style-type: none"> • Children use written calculations with more confidence
1.4	To continue to develop children's love of reading and ability to read strategically	<ul style="list-style-type: none"> • Take One Book – introducing this approach across KS1 and KS2. TOB is an effective approach where a book is the theme for a teaching sequence of speaking and listening, reading and writing • <i>Busy Brain Reading</i> – modelling strategic reading and thinking - through guided reading • Further develop our reading culture and accelerate reading progress – purchase an online tool which gives access to e-books and quizzes in order to change behaviours for reading and facilitate parental involvement (Accelerated Reader/myOn) • Plan opportunities for pupils to read widely, in school and at home, across both fiction and non-fiction, to develop knowledge of themselves and the world they live in – spine of high quality books/daily 20 minute reading sessions (DERIC)/guided reading/whole class texts/Reading Challenges/author visits/DEAR/audio books/morning of inspirational reading/short stories • Build a bank of suggested non-fiction texts to support strategic reading and subject knowledge across the curriculum • Phonics – a revised schedule for the teaching of phonics • In-depth analysis of children who are not fluent, skillful readers using diagnostic tools and assessment - additional provision to accelerate progress • Closing The Gap In Reading – applying learning from the HfL project to support pupils falling behind (echo reading/short texts/double dosing/flexible grouping) • Reading Gladiators – focus for high attaining children in receipt of PPF 	<p>CPD – Take One Book (£150)</p> <p>CPD – Busy Brain Reading</p> <p>Purchase an additional PM Benchmarking set (£200)</p> <p>Purchase an online tool – (£15,000 for 3 years)</p> <p>Purchase books from the reading spine £1000</p> <p>Blooms Taxonomy question stems</p> <p>CPD -EEF summaries</p>	<p>Monitoring activities by subject leader – planning/book scrutiny, learning walks, pupil voice, English surgeries, in house/external moderation</p> <p>Robust tracking using Insight Tracker</p> <p>Termly assessment reports</p> <p>Mid-term PPM/Phase Review</p> <p>Termly reports to GB</p>	<ul style="list-style-type: none"> • Application of the approaches gained from the HfL Early Reading Project - consistent and more rigorous approach to teaching and learning in phonics • Standards improve – a greater number of children meet screening expectation and are able to access the screening • Consistent approach to the teaching of reading/comprehension skills across the school • Children read more strategically. They have strategies to help them to read confidently and develop their understanding of texts • Children have access to a large range of e-books for regular reading, even in the event of a lockdown • Children read often and become fluent, skillful readers • Standards in reading improve – more children meet the expected standard in reading • Children have an appreciation of books and a love of reading for pleasure • Children's vocabulary is extended • Children develop greater reading stamina and read widely

		<ul style="list-style-type: none"> • Reading Spine - purchase of additional whole class texts, age appropriate free readers and class books from Pie Corbett's spine • Robust tracking - to ensure challenge and breadth. • Use approaches from the EEF recommendation summaries to evaluate and improve literacy (ie. Developing vocabulary, meta-cognition, reading comprehension strategies, phonics etc) 			
1.5	To continue to build all pupils vocabulary and narrow the language gaps of disadvantaged pupils	<ul style="list-style-type: none"> • High quality texts - pupils encounter words they rarely hear/use in everyday speech • Explore vocabulary – record and build vocabulary walls which children can use to practise new words verbally and in their writing • Language Games – to develop gaps in early language • Plan for teaching new vocabulary – identifying words on the planning sequences • Pre-teaching of vocabulary - for children who need additional support • Word Aware – strategies for building word awareness 	Word Aware resources £150	Monitoring activities by subject leader – learning walk/ planning/book scrutiny/pupil interviews	<ul style="list-style-type: none"> • Children are exposed to a wide range of words and phrases • Children have a greater understanding of texts because they understand the vocabulary • Vocabulary walls/word mats become a useful resource for children • Teachers refer often to new vocabulary and encourage children to use it across the curriculum
1.6	To support pupils with spelling difficulties	<ul style="list-style-type: none"> • HfL Spelling SOS - roll out of strategies from the project to help children who have a particular difficulty with spelling to meet ARE 	CPD – spelling SOS strategies	Monitoring activities by SLT and English subject lead – learning walk, planning/book scrutiny, pupil interviews	<ul style="list-style-type: none"> • Improved spelling accuracy • Children meet ARE in spite of spelling difficulties
Outcomes and next steps					
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Priority 2: To develop the professionalism of staff and improve shared leadership					
Ref	Objective	Actions	Resources	Monitoring	Success Criteria
2.1	To plan for high quality, sustained professional development to enable all staff to lead school development and improvement	<ul style="list-style-type: none"> High quality weekly, focussed CPD led by subject leaders and external professionals to develop teacher's subject, pedagogical and pedagogical content knowledge Regular, focused CPD for EYFS practitioners, TAs/LSAs (as above) HT to support heads and schools as a Professional Partner and LLE to further own professional development HT continuing to work with the Royal Opera House Bridge as a Leader for Impact to be an advocate for the arts and cultural education Involvement with the Matrix Maths Hub as a Teacher Research Group to increase professional development and consistent practice Specialist Leaders of Education attend SLE training and support school leaders in school and beyond (4 SLEs) Phase Leaders to lead on their phase priorities and to monitor teaching and learning within the phase Subject Leaders and teams to lead on their priorities and to monitor teaching and learning in their subject - learning walk/scrutiny to capture examples of good practice using photos Teacher-led Development Work (TLDW) in conjunction with HertsCam for teachers to support professional development, 	<p>TLDW resources</p> <p>SCITT mentor</p> <p>Links with external providers</p> <p>CPD – coaching</p>	<p>HT/DHT/AHT to evaluate the impact of CPD in developing staff professionalism and improving teaching and learning</p> <p>Termly reflective accounts of projects and their impact on teaching and learning</p> <p>Termly reports to the GB</p>	<ul style="list-style-type: none"> Highly skilled and knowledgeable staff Staff are confident, reflective and effective lead learners Staff coach and mentor one another as critical friends and professional partners Governors are confident, reflective and effective critical friends Staff have <i>expert subject knowledge</i> and are able to lead colleagues and their subjects to support school improvement Pupil achievement develops and improves consistently

		<ul style="list-style-type: none"> professionalism and self-evaluation) Placements for SCITT students and trainee teachers from local universities to support future teachers Coaching and mentoring – developing a coaching/mentoring culture within staff Investigate opportunities for staff professional development identified through appraisal CPD for governor priorities 			
2.2	To understand the relationship between executive function, metacognition and self-regulation and academic achievement	<ul style="list-style-type: none"> Understanding the cognitive processes of EMS - CPD for staff 	Training by SENCo/Inclusion Team	SENCo to monitor impact of training in classroom practices and children's behaviours	<ul style="list-style-type: none"> Improved cognitive development through improved executive function and metacognition
2.3	To embed a mastery/enquiry approach to learning across the curriculum in order to foster engagement and deep learning	<ul style="list-style-type: none"> Weekly CPD to embed approaches to learning, schemes of learning, planning sequences and evaluate teaching and learning across the curriculum Continue with Artsmark Award journey - aiming to achieve all expectations at least to Gold Level Embed the tools to aid reflection and measure impact in art, DT and music 	<p>Subject budgets (ref to budget)</p> <p>£1000 for National Science Week</p> <p>£200 for Geography Fieldwork Week</p>	<p>Subject Leaders to monitor impact of the curriculum and report half termly in Leadership Meetings</p> <p>LT reports to SIC and termly governor meetings</p>	<ul style="list-style-type: none"> Confident subject leaders and teams who monitor teaching and learning and evaluate and adjust curriculum plans to meet interests and needs An inspiring and relevant curriculum that motivates and enthuses children Non-positional, shared leadership Artsmark (at least to Gold level) achieved and the arts are given high status in the curriculum Development of the whole child – academically, spiritually, culturally, emotionally Children gain skills, knowledge and dispositions that develop them as life-long learners
Outcomes and next steps					
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Priority 3: To make visible the social aspects of children’s learning in order to maximize individual learning potential, accelerate progress and raise attainment

Ref	Objective	Action / Who?	Resources	Monitoring	Success Criteria
3.1	To bring together academic research and practical innovation to build understanding and improve learning outcomes	<ul style="list-style-type: none"> Centre of Excellence for Social Learning - continue partnership and attend network meetings to share research and evidence based learning in order to identify effective strategies for improving well-being and educational outcomes for children Social learning agenda - CPD for all staff/governors reviewing its development and planning next steps ‘Agents of Change’ - embed the agents, linked social stories, visuals and learning words across the school Whole school assemblies to introduce the agent characters and their stories – through videos Enrichment days - to focus on particular characteristics. Plan opportunities for children to lead and apply their learning Jigsaw PSHE SoL – links with agents 		<p>HT/DHT/AHT complete half termly monitoring activities including lesson observations, learning walks and pupil voice</p> <p>Share learning with academic – Chris Watkins – also researching in this area</p>	<ul style="list-style-type: none"> Staff and governors have a shared definition of a social learner and why this is important for our pupils Staff and governors are familiar with the five pillars of social learning: ethos, community, lead, speak, act which allow the social learner to grow Staff and governors monitor and evaluate the impact in school Children learn about their own agency – know themselves as learners Learning increases as children’s participation and engagement in their families and communities increases Children knew themselves better as learners and understand their own personal, social and health education
3.2	To evaluate the impact of the curriculum	<ul style="list-style-type: none"> Evaluation tools - to evaluate the effectiveness of the curriculum. Gather evidence of the impact of the curriculum in order to make adjustments 	Tools for impact Portfolio of evidence	SL/GB to monitor progress	<ul style="list-style-type: none"> Our curriculum, in its widest sense, is fit for purpose and has a positive impact on children’s learning

Outcomes and next steps

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Priority 4: To develop the effectiveness of the school's distinctive Christian vision in enabling pupils and adults to flourish					
Ref	Objective	Action / Who?	Resources	Monitoring	Success Criteria
4.1	To be familiar with, and develop understanding of the relevance of, the 7 strands of the SIAMS SEF	<ul style="list-style-type: none"> The 7 strands of the SIAMS SEF - build common understanding of the strands - Vision and Leadership - Wisdom, Knowledge and Skill - Character Development: Hope, Aspiration and Courageous Advocacy - Community and Living Well Together - Dignity and Respect - The impact of collective worship - The effectiveness of religious education (RE) • Regular CPD to explore each strand in depth and consider opportunities for pupil development • GB development – standing item on the agenda to explore each strand and evaluate opportunities 	<p>SIAMS guidance</p> <p>Links with charities – local, national and global</p>	<p>SL/governors monitor through learning walks, pupil voice, SEF and SDP</p>	<ul style="list-style-type: none"> Staff and governors are familiar with the 7 strands Staff and governors monitor and evaluate the impact in the 7 strands in school A SEF which accurately reflects practice and impact Staff are confident to provide opportunities for pupils to develop their character and key values Excellent opportunities for children to develop their character and understanding of key values
4.2	To ensure that the curriculum allows pupils to engage with spiritual and ethical issues, as well as difference and diversity (local, national and global)	<ul style="list-style-type: none"> Reflection on spiritual and ethical issues - planned opportunities for children to reflect: Wondering Wednesday/Thinking Thursday/News 'n Views/Reflection logs/Prayer Corners/RE/Class Worship Reflection on difference and diversity - planned opportunities for children: RE/collective worship/Enrichment Days Values Education – half termly focus on a particular value Projects – Fair Trade, NSPCC, The Food Bank, Operation Christmas Child, Dragon's Apprentice Enterprise, Messy Church 	<p>CBBC Newsround</p> <p>Reflection logs</p> <p>Links with charities – local, national and global</p>	<p>SL/governors monitor through learning walks, pupil voice, SEF and SDP</p> <p>HT report</p>	<ul style="list-style-type: none"> Children are encouraged to reflect on spiritual and ethical issues, difference and diversity There are opportunities within the curriculum for pupils to be courageous advocates who are developing a concern for justice and becoming articulate advocates for change
4.3	To ensure pupils are involved in the planning, leading and evaluating of collective worship	<ul style="list-style-type: none"> Collective Worship Leaders - interviews and appointment of CW leaders to plan, lead and evaluate collective worship. Training for CW Leaders Collective Worship - plan CPD for teachers Weekly class collective worship - to encourage children to reflect, to discuss topics and stimulate discussion Evaluate the impact of CW- regular pupil interviews 	<p>Booklet of ideas for class worship</p> <p>Bibles/Books to support CW Leaders</p> <p>CDs – hymns and CW songs</p>	<p>SL/governors monitor observations of CW, pupil voice, SEF and SDP</p>	<ul style="list-style-type: none"> Collective worship is effective for pupils and staff Evaluation leads to improved practice and positive attitudes CW Leaders support at Messy Church Governors are involved in evaluating collective worship leading to improved practice

4.4	To ensure that governors evaluate the school's vision through rigorous self-evaluation	<ul style="list-style-type: none"> • The school's vision - regular item on GB agenda for discussion and evaluation • Time to explore the term 'flourish' – leading to a shared understanding • Termly governor visits to speak with staff and pupils to support self-evaluation • Governor training 	SDP SIAMS SEF	Governors to monitor through visits, pupil voice, SEF and SDP	<ul style="list-style-type: none"> • Staff and governors have a shared understanding of the school's vision and why this is important for our community • Adults and children flourish in light of the school's vision • Governors can articulate why decisions have been made based on the vision of the school
4.5	In the light of the CofE Statement of Entitlement, RE is planned effectively through a coherent curriculum which allows pupils to develop an understanding of Christianity and other religions	<ul style="list-style-type: none"> • RE - review the approach to teaching and learning in RE • Statement of Entitlement - Subject Leaders to monitor and ensure this is met • RE assessment – SL to monitor and ensure rigorous assessment. Termly checks to identify lines of enquiry from the assessment • Visits and visitors to enrich learning • Resources to support T&L 	£300 to spend on resources RE loan boxes Approach to T&L in RE	RE Leader monitor through learning walks, pupil voice, planning and learning scrutiny	<ul style="list-style-type: none"> • RE is perceived positively by staff and learners as contributing to, and informing, the school vision • High quality RE learning is reflected in the children's books
Outcomes and next steps					
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Outline three year plan – subject priorities (Maths, English and Science are ongoing)

Review-action

2020/2021	Autumn 2020		Spring 2021		Summer 2021	
Monitor and Develop	RE	RE	Art	Art	Music	Music

2021/2022	Autumn 2021		Spring 2022		Summer 2022	
Monitor and Develop	DT	DT	PE	PE	Geography	Geography

2022/2023	Autumn 2022		Spring 2023		Summer 2023	
Monitor and Develop	History	History	French	French	Computing	Computing

With God All Things Are Possible (Matthew 23-30)

Then Jesus said to His disciples, “Assuredly, I say to you that it is hard for a rich man to enter the kingdom of heaven. And again I say to you, it is easier for a camel to go through the eye of a needle than for a rich man to enter the kingdom of God.”

When His disciples heard *it*, they were greatly astonished, saying, “Who then can be saved?”

But Jesus looked at *them* and said to them, “With men this is impossible, but with God all things are possible.”

Then Peter answered and said to Him, “See, we have left all and followed You. Therefore what shall we have?”

So Jesus said to them, “Assuredly I say to you, that in the regeneration, when the Son of Man sits on the throne of His glory, you who have followed Me will also sit on twelve thrones, judging the twelve tribes of Israel. And everyone who has left houses or brothers or sisters or father or mother or wife or children or lands, for My name’s sake, shall receive a hundredfold, and inherit eternal life. But many *who are* first will be last, and the last first.

Appendix 1

A Re-connect Curriculum

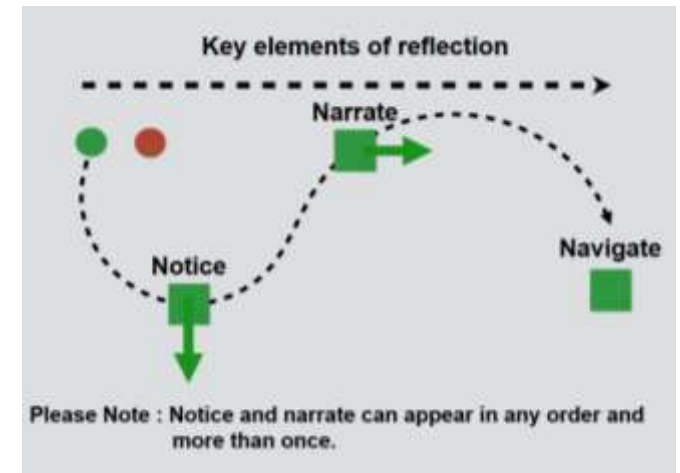
Reflect to connect back with wellbeing and learning post COVID-19

Tools: Pause, narrate, navigate

Pause to notice

Narrate our reflections

Navigate how to proceed



How do we enable our staff to re-connect back with their wellbeing and their learning?

Agent Reflective - the power to improve



Agent Reflective does not rush learning. They **pause** often and **notice**, choosing when to snorkel or scuba dive to find out more. Agent Reflective demonstrates **self-discipline**. This agent creates and retells stories of success, **narrating** their learning journey, which helps with understanding how to **navigate** the next step. Agent Reflective is happy to learn from **mistakes**. They use **Kaizen** (a little bit of improvement everyday) as a reminder that learning is a continuous life-long journey and shows gratitude for all opportunities to grow. (Mirror)

Reflection on ourselves/our professionalism: Who are we? What are our experiences? What challenged us in lock down? What challenged us to teach/facilitate learning from home? What are our motivations (our moral purpose)? Why are we driven to teach/facilitate learning/lead others? What is our purpose? What is our role/responsibilities?

Reflection on our pupils: What do they need? What are their experiences? What are their motivations? What are their worries? What qualities did we see in pupils? What challenged them being locked down? What challenged them to learn from home?

Reflection on wellbeing: Do we have the right tools for our own wellbeing? Do we understand our emotions and why we have certain feelings? Do we know how what we need to achieve wellbeing and positive mental health?

Reflection on our tools for learning: Do we have the appropriate tools for learning? Are the tools fit for purpose? What tools do we need for future learning?

Reflection on our curriculum: Is our curriculum fit for purpose? Are we clear about the purpose of our curriculum? In light of the Black Matters movement, does our curriculum reflect the rich diversity of our context?

How do we enable our children to re-connect back with their wellbeing and their learning? What is our strategy?

Reconnecting back with an understanding of the power of wellbeing and positive mental health: Why do we need to feel safe? What do we do if we feel unsafe? Do we recognise our feelings? Why do we need to be able to recognise and express our feelings? What do we do with our worries? How do we accept ourselves better (warts and all)? How do we build positive relationships with others?

Reconnecting with our wellbeing: Which habits promote positive wellbeing and positive mental health? Which characteristics support wellbeing? How do we know which characteristics will help us to develop our wellbeing? *Link to our Wellbeing Agents.*

Reconnecting back with an understanding of the power of learning: Why do we need to learn? What do we need to learn about? How can learning empower us? What do we enjoy learning about? Why? What do you not enjoy learning about? Why? Are you able to see the link between our emotions and learning? How do we know which conditions for learning help us best to become effective learners? Which conditions could we improve? How?

What does it mean to be an effective learner? How do we understand our learning powers? What characteristics do we need to support us as effective learners? What stops you becoming an effective learner? *Link to our Learning Agents*

What does it mean for our curriculum?

Re-connect with maths

The priority when we return in September will be to re-ignite a love and an interest in maths learning - to rebuild confidence, resilience and maths conversations.

Therefore, for the first full week in school, we ask that, rather than trying to pick up the curriculum again, you provide inspirational maths activities: high ceiling, low threshold activities and games. We will provide access to a suite of activities which you can choose from and adapt for your class. These include videos and resources that develop growth mindset and positive attitudes as well as providing opportunity for class discussions. Further details will be provided separately.

The interruption to the curriculum probably impacts on maths learning more than any other subject and there are many challenges and considerations as to how we adapt our curriculum moving forward. Children will have had a varied experience of learning during lockdown and it is going to take some time - certainly a lot longer than 1 term and probably longer than 1 year - to get back to a curriculum as we knew it pre Covid-19.

To enable us to start to pick up the curriculum after the initial period of ‘inspirational maths’, we will need to agree on a starting point and priorities for each year group. We will need to establish the learning that has been missed, learning that has been forgotten and misconceptions that have developed but please do not use formal testing to assess what your pupils can and can’t do. For now, just familiarise yourself with the highlighted curriculum on a page sheet from the previous year group and we will plan next steps together as part of the September INSET and subsequent CPD sessions.

Re-connect with English



Agent Strategy - the power of focus
Agent Strategy always has a **plan** and uses **reasoning** and evidence to **justify** choices. This agent thinks about the best approach to **apply** to a situation. Agent Strategy has the **purpose** of a task in mind and makes **deliberate** and **intentional** decisions. Agent Strategy thinks **critically** and doesn't always go with the first idea. (Tool box)

The main priority for September is to re-establish the children's love of literature. Many will have lost their positive reading habits over the past few months and the initial aim will be to re-introduce excitement about books and to create a buzz around reading.

With this in mind, we ask that for the first week back in the school, all year groups focus on the book "Here We Are: Notes for Living on Planet Earth" by Oliver Jeffers. The idea is to create a shared experience that will add to enjoyment, understanding and rich discussion across the whole school. Each class will be bought a copy and we will share a range of activities suitable for all year groups which include links to art, music and PSHE. We also ask that each year group creates a corridor display to celebrate the children's learning. The book's themes will allow the children to explore their own feelings about returning to school and discussing their experiences of lockdown.

We also ask that teachers and TAs hear every child read in the first week to ensure that they have a well-matched reading book and PM Benchmarking can be used to establish book bands. Class reading trackers and reading records can be used to help children regain positive reading habits.

Like in maths, we will need to agree on a starting point when returning to the curriculum with a particular focus on establishing phonics and grammar learning that has been missed or forgotten and that will need re-visiting.

Re-connect with physical activity

Research shows a very clear link between physical activity and good mental health. During lockdown, some families took up new forms of exercise but many were less active and some, particularly those who were vulnerable, hardly left their home at all. It is important then that we help our pupils reestablish healthy habits and enjoy the benefits of being physically active.

It is recommended that primary aged children complete up to 60 minutes of moderate to intense physical activity a day. The majority of our children's 60 minutes comes from playing at break and lunch times, forest school and PE lessons. However, we would like to boost this with '**take 10**': an opportunity for 10 minutes of extra physical activity a day, to be incorporated within or between lessons - or even as part of regular hand-washing routines!

To help you get started, a list of ideas and links will be provided - just take your pick and get moving!

A Re-connect with Jigsaw (PSHE)

Jigsaw has written some additional materials to help as children return to school. Some children will be eager to get back to the safety and predictability that school provides for them, others may be anxious or not want to come back.

The materials include lesson plans and two assemblies which can be completed during the first two weeks back. A safe, calm, caring, welcoming school community will offer routine and solidity.

A Reconnect with Online Safety

With the increase in children learning and playing online, it is important for the children to reconnect with the important messages relating to staying safe online. We will use the well researched and respected **ThinkYouKnow** website as our teaching resource. The materials will be age appropriate and highly interactive centring on two animated series: **Jessie & Friends** and **Play Like Share**. There are also links to support parents at home [here](#).

Jessie & Friends: online safety education for 4-7s

Jessie & Friends is a three-episode animated series which aims to equip 4-7 year olds with the knowledge, skills and confidence they need to help them stay safe from sexual abuse and other risks they may encounter online. Jessie & Friends follows the adventures of Jessie, Tia and Mo as they begin to navigate the online world. They learn that while the internet can be an exciting place where they can learn and have fun, sometimes they may encounter things online which make them feel worried, scared or sad.

The key message for children throughout Jessie and Friends is that if a child ever feels worried about anything that happens online, they should seek help from an adult they trust. Further learning outcomes include identifying and responding safely to manipulative, pressurising and unhealthy behaviour online, and considering the safety and rights of themselves and other children when sharing content online.

Play Like Share: animated series and resources

Play Like Share is a three-episode animated series which aims to help 8-10 year olds learn how to stay safe from sexual abuse, exploitation and other risks they might encounter online. The series follows the adventures of Alfie, Ellie and Sam as they form a band and enter their school's Battle of the Bands contest, taking on the mean but 'cool' Popcorn Wizards as they go. The three friends learn that while the internet can help them in pursuit of their goal, they need to use it wisely and safely.

The resource aims to give children the knowledge, skills and confidence they need to:

- Identify signs of manipulative, pressurising or threatening behaviour online,
- Respond safely if they think someone is trying to manipulate, pressure or threaten them,
- Understand their rights online, and respect those of others,
- Take measures to control their privacy and digital footprint,
- Get help from an appropriate source if they need it.

Appendix 2

The Mastery/Enquiry Approach

We would like the mastery/enquiry-learning model to form the basis of our approach to teaching.

This means spending greater time going into depth in a subject as opposed to racing through things to gain only surface understanding. Previously, racing through content lead to some children having large gaps in subject knowledge because the concept they had just learnt was either too complex or learnt too quickly. As a primary school, it is our duty to ensure that children have a secure, concrete understanding of subject knowledge and skills as well as being emotionally resilient for secondary school.

Now we are gaining the confidence to take learning at a steadier and deeper pace - pausing the learning to notice, noticing more by snorkeling and scuba diving, asking questions and following lines of enquiry and discussing with others – in order to ensure that children are not left behind. In addition, this should provide deeper and richer experiences for children. We focus on all children achieving what is expected of their age group and not going beyond this. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative to really understand and apply it.

At our school no child will be taught content from the year group above them, they will spend time becoming true masters of content, applying and being creative with new knowledge and skills in multiple ways.

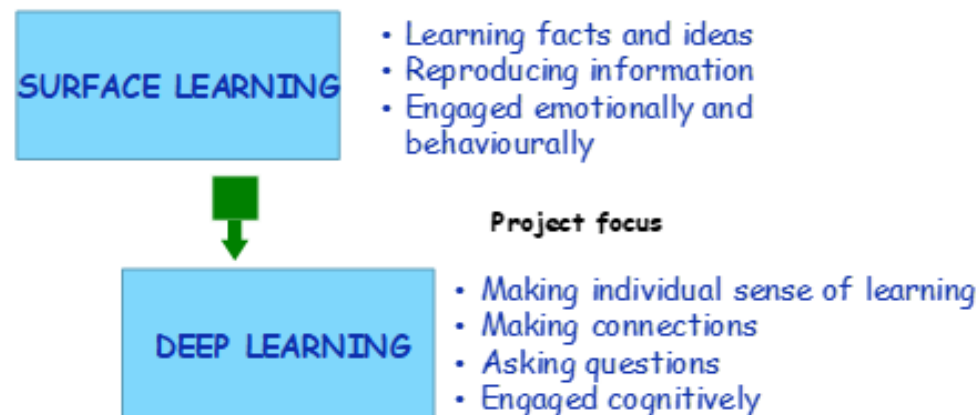
In short, this means working towards the following:

- Teach less, learn more:
- Less teacher-talk and more pupil-talk
- Space and time to experience and apply learning
- Support for children to help them to access the curriculum
- Making learning relevant and purposeful

All of this means a change in the way we organise learning, teach and assess children and judge progress

We will be doing more of the following:

- Teaching all children in class, together, most of the time
- Following children's lines of enquiry
- Giving children more choice in what they learn/how they learn/how they present their learning



- Returning to key concepts – a spiral curriculum
- Spending longer on one idea
- Verbal feedback during lessons, short comments in books and direct feedback
- Giving children who need it, additional support over shorter, more intense periods
- Regular Pit Stops (mini assessments) with a few formal tests over the year

And less of the following:

- Covering lots of ideas in one week
- Moving on to new concepts when children are still not secure
- Formal, long term interventions to boost children out of class
- Separating children into *ability* groups
- Formal marking with lots of written feedback and highlighting
- Formal testing of children

This approach is seen as good practice. It is promoted by the government and seen as the best way to deliver the National Curriculum.