**Mill Lane Community School**



**Curriculum Development**

**2015 - 2016**

**Action Plan For Art & Design**

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| **Action Points** | **Art Objective: To continue to implement the new art and design curriculum and to create a way to track children’s progress** | | | |
| * Collect Long term plans to have complete 2 year school cycle of topics. * Term 2, 4 and 6 collect highlighted MTP from each class to see what has actually been covered * Complete creation of central storage for existing resources in the spare classroom in the KS2 huts. * Audit and assess the existing resources for the new curriculum. Refer to long term plans. * Enrich the curriculum with a themed week for term 5 – expressive arts focus. * Whole school theme for art work. Term 1 focus on Harvest. Term 4 a particular artist. Display artwork on art board in L-Shape * Develop a system to track children’s progress. Possibly highlight key skills for ability groups rather than individuals * Collect evidence for focus e.g. painting, collage, sculpture etc. Introduce sketch books for KS2. | **When:**  Term 2, 4 & 6  Term 2, 4 &6  Term 2  Term 3  Term 5  Term 1 & 4  Term 3  Ongoing throughout year | **Who:**  Mandy Payne  Mandy Payne  Expressive arts team  Mandy Payne  Expressive arts team  All staff  Expressive arts team  Mandy Payne | **Success Criteria:**  Evidence in coordinator’s file  Evidence in coordinator’s file  Existing resources stored clearly and easily accessible  Budget bid made based on results of audit.  Planning for week  Photos of displays  Tracking in place ready for start of next year. | **Cost:**  £500 |

**Action Plan For D.T**

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| **Action Points** | **DT Objective: To Monitor and support the Teaching of DT.** | | | |
| * Review planning and provision for DT by collecting LTP and MTP. Create overview map to share with staff. * To explore the Twinkl planning for DT and create planning packs to assist teachers in covering the full range of DT objectives/areas. * Carry out drop ins to see what is being taught and to talk with children about how they view D.T projects. * To begin to look at ways of tracking children’s progress in key skills across the school. * Hold staff meeting to look at possible ways of tracking children’s progress | **When:**  Term 3  Term 4  Term 5 / 6 | **Who:**  Science Curriculum team | **Success Criteria:**  Science Curriculum Team have overview of DT within school and range of skills within the school.  Teachers are confident to cover the range of skills.  Teacher’s MTP incorporates a range of DT activities. | **Cost:**  1 x ½ day supply to help complete action points |
| **Action Points** | **D.T Objective: To organise and replenish DT resources in the new resource area** | | | |
| * During the exploration of Twinkl planning review resources for any additional units. * Along with the expressive arts team sort out resources in old Yr 3 class and create a DT and art area * Audit resources at the end of the school year and replenish for 2016-17 | **When:**  Term 4  Term 3 | **Who:**  Science team  Science & Arts Curriculum teams | **Success Criteria:**  Needed resource list created and resources ordered  Resources updated. | **Cost:**  1 x ½ day supply to help complete action points  Potential cost of new resources. |

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| **Action Points**  **Action Plan For Early Years** | **Early Years Objective: To continue to develop the inside and outside area and enrich the outdoor learning provided for children.** | | | |
| * Staff to meet and discuss how to further develop the shared playground. * An audit to be completed of current outdoor resources and a bid for any new equipment to be handed to Head teacher. * Areas to be created within the playground to further develop outdoor learning e.g. Understanding of the world e.g. sound wall, a small pond/ wild life area, water channels, outdoor book sharing space * To create Maths areas in both the Nursery and Reception outdoor areas. (Number lines etc) which change each term at least. * Improve outdoor writing area with focus on engaging boy in writing. Change theme each term at least. * To do some fund raising throughout the year to contribute to buying new resources to enrich the outdoor areas (cake sales, sponsored obstacle course etc) for Nursery and Reception * To get the new blinds fitted in the Reception class * Blinds moved from Year 1 into Nursery * Planning to show how outdoor area used to support phonics, writing, number trails, knowledge of world around them etc. | **When?**  Term 1/2  Terms 2/3  Ongoing  Ongoing  Termly  Ongoing  a.s.a.p  a.s.a.p  Termly | **Who?**  Early Years team  Early Years team  Early Years team & Yr 1 staff  Early Years team  Early Yrs team & Yr 1 | **Success Criteria:**  Staff in agreement with areas to be developed and areas created and being used.  Equipment/ resources prioritised, bought and resources being used.  Organisation of the outdoor learning spaces are in line with new EYFS expectations.  Each term there is a focus for the writing area and the maths area.  Photos show the different way that the outside area was used over the year and before and after shows how the inside and outside areas were further developed. | **Cost:**  £100 - £200  ( or use some recycled material e.g. bowl, garden tubs) |

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| **Action Points** | **Early Years Objective: To develop early years practice to improve the Early Years provision.** | | | |
| * Establish a shared vision of inclusive practice. What does this look like? How does it work in FS? What is working well? Create a statement that could be visible in both classes and included in both welcome packs. * Identify training needs of support staff and attend any relevant training especially linked to developing outdoor learning * Early Years support staff to sign up to the Early years eNewsletter. * All staff to look at the Early education toolkit. [www.oxfordshire.gov.uk/cms/content/early-education-toolkit](http://www.oxfordshire.gov.uk/cms/content/early-education-toolkit) * Continue to update relevant information (forthcoming dates, newsletters, photos etc) on the website to promote Nursery and Reception. Possible training for MG/MP to update the website | **When?**  Term 2  ongoing  a.s.a.p.  a.s.a.p  Ongoing | **Who?**  EYS staff  MG/MP  MG, DB, LW, LM  (all staff)  MG/MP | **Success Criteria**  ECERS checklist completed and notes made on what it shows.  Statement on inclusion written and included in welcome packs.  Arranged training & Training courses attended  Kept up to date with developments and forms part of coordinator file  Useful resources in place to help develop the early years  education setting.  Website up to date with current information for parents. | **Cost**  N/A |

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| **Action Points**  **Action Plan For Humanities** | **Humanities Objective: To continue to implement the new National Curriculum across the school** | | | |
| To go on training courses about the new National Curriculum   * Research any possible workshops/ visits for KS1/KS2 to enrich New Curriculum. * Staff to make a wish list to improve resources to enrich the new National Curriculum * Buy resources * Plan theme week on Olympics. Go through ideas with rest of staff in staff meeting. Research workshops for themed week. * Themed week – Olympics (Citizenship, cultural and geographic theme). At end of week carry out pupil survey to find out what children thought of week – What went well? What would they change? | **When**  Throughout the year  Term 2  Term 3  Term 3  Term 5  Term 6 | **Who**  Coordinator  Coordinator  All staff  Coordinator / HT  SMSC  All staff | **Success Criteria**  Courses attended and feedback to the staff.  List of workshops/ visits given to each phase.  Wish list to be posted on staff notice board in staff room  Co-ordinator to discuss purchase of resources with head teacher and put in order.  Themed week planned and carried out and children enjoyed. | **Cost**  Co-ordinator training 1 day (£200)  Resources (£500)  Workshop for themed week (£500) |
| **Action Points** | **Humanities Objective: To identify standards across the whole school** | | | |
| * Identify topic coverage (content and skills) KS1 & KS2: Collect LTPs and collect highlighted MTPs. LTPs and MTPs in Humanities file coverage of topics taught will be checked and monitored to see if there is a balanced and broad coverage of them. Staff to highlight to see what has been achieved each term. * Celebration of work. Collect samples of work (top, middle and lower) and display on Humanities board. * Book sampling - Look for similarities in books (same colour) and marking scheme. * Pupil voice – interview children on opinions of the teaching of History and Geography - Dialogue with children in each year group about the topics they have been taught, their viewpoint. Document this to go in Humanities folder. * Carry out drop ins to look at a variety of lessons across the school – write a report to go in coordinator file. | **When**  End of terms 2, 4 and 6  Terms 2, 4 and 6  Term 6  Term 6 | **Who**  Coordinator & Staff  Coordinator  Coordinator  Coordinator | **Success Criteria**  Coordinator file includes evidence of planning, examples of work and displays to show balance of skills / topics being covered across the school.  Display board in corridor changed termly to show topics covered from each year group (examples of work & photographs). | **Cost**  ½ day non-contact time  ½ day non-contact time |

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| **Action Points** | **Objective: To introduce a system of tracking progress in line with the new computing curriculum.** | | | |
| * Collect evidence to show how classes are meeting requirements of new curriculum by collecting LTP / MTPs * Research ways to track children’s progress in the new computing curriculum and by term 3 / 4 introduce to staff a way of identifying whether children are working at expected levels. * Find a way to track what skills across the school are being used as a way to judge standards across the whole school. | **When**  Term 1/2/3/4  Term 3/ 4  By Term 5/6 | **Who**  COM. CO.  COM. CO./all staff  COM. CO. | **Success Criteria**  1./2./3.  There is a system for assessing whether children are working at the expected level by the end of each year.  There is a system in place for tracking children’s progress in line with the new computing curriculum objectives | **Cost** |
| **Action Points** | **Objective: To provide support to staff in teaching the New Curriculum** | | | |
| * Give a staff training session to all staff each term covering packages/programs than can be used across the key stages to teach the computing areas of the curriculum * Carry out a staff meeting (one of the above) covering e-Safety and the progression of it’s teaching through the school. Go through our e-Safety policy with staff. * Give on-going support to staff in the use of e-Schools and how it can be used to cover the curriculum. * Termly staff meetings on how t use different ICT programs | **When**  Term 2,3,4,5  Term 3  Term 4  Termly | **Who**  COM. CO  COM. CO  COM. CO  COM. CO | **Success Criteria**  Staff are more confident to teach various aspects of the curriculum.  Staff are aware of how to teach e-Safety to their class and the objectives that must be covered in order for us to safeguard our children.  Staff have a manageable class page and all children have logins. Staff know how e-Schools can be used to cover aspects of the curriculum/e-Safety. | **Cost** |

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| **Other Areas for Development/Consideration**  **Action Plan For ICT / Computing** |
| * To provide another G&T day for the partnership. * To assess the need for new equipment throughout the year. * To work with Turn It On to keep the system up to date and working. * To continue to run the Thame Partnership Meetings. * To create a new scheme of work for the partnership and school, eventually changing the tracking method to suit the SoW. |

**Action Plan For Literacy**

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| **Action Points** | **Literacy Objective: To improve the standards of writing across the school** | | | |
| * Year groups Y2-Y6 have a handwriting lesson once a week then handwriting practise is continued in reading workshops. Foundation and Y1 to practise letter formation in daily phonics sessions. * Introduce a new whole school policy and investigate whole school resources eg: Spelling and Grammar Bug. * Literacy team to research SPAG teaching tools and resources. * To devise and implement a whole school spelling policy * To introduce new SPAG resources to ensure thorough and effective teaching across the school. * Introduce new assessment resources to track progress in SPAG and highlight weak areas / strands. Complete SPAG tests each term. Discuss at staff meeting how effective they are. * Lesson observations term 2 and 4 to look at teaching of SPAG and also focused writing groups | **When?**  F1 / Y1 daily, rest weekly  Term 1  Term 1  Term 1  Term 1  Termly  Term 2 & 4 | **Who?**  All staff  TvP / SM  Literacy team  SM / BH  SM  TvP / SM  SM / TvP | **Success Criteria**  All staff have agreed handwriting policy.  Whole school spelling results improve in line with the National Curriculum.  Grammar & punctuation improves in line with the N.C across the whole school.  Handwriting, grammar and punctuation resources in place to support teaching. | **Cost**  £250 GPS Bug  £100 GPS assessment  £500 Nelson Thornes resources |

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| **Action Points** | **Literacy Objective: To improve the standard of boys’ writing throughout the school** | | | |
| * To organise volunteer staff to help on the Campfire Stories evening- (literacy team). * Parent mail to be sent out to advertise event with reply slip for expected numbers. * Assembly reminder to children about the event. * Due to the success of Mandy King’s ‘Reluctant Writers’ course, organise a training event on reluctant boy writers. To explore opportunities for courses. To discuss sharing training and resources at partnership meetings. * To review the success of outdoor writing opportunities and update resources. * To organise an event alongside the science team linked to writing and outdoor learning (competition linked to campfire night). * Literacy team to meet and decide on a boys’ story to inspire etc. * Younger children to retell story to older child. Older children to rewrite and younger children to illustrate. | **When:**  Term 4- campfire and stories workshop.  Term 2  Term 4  Term 3 | **Who:**  SM/Literacy team  SM/Literacy team  SM/Literacy team  SM/Literacy team | **Success Criteria:**  Continue to encourage Dads to be positive role models for boys in and around school.  Staff attended training to develop knowledge and understanding of boys’ writing.  Classes provided outdoor writing opportunities for their pupils and ensure each class have a replenished outdoor literacy box.  Organised a team storytelling and writing event based around a boy themed story. | **Cost:**  £20 - Hot chocolate and marshmallows  £500 - training  £100 – update outdoor writing box resources  £30 - Prizes/ Books |
| **Action Points** | **Literacy Objective: To inform parents of how to support their children and the school to raise the standards in Literacy** | | | |
| * To finish re-ordering resources for Literacy kits. * Launch kits at open evening. * To devise and roll out whole school Big Writes and Big Talks. * To collate parent and child opinion data on the successes of Big Talk home works. * To plan SPAG workshops for Open Evening. * To provide parents with a leaflet for each Year Group with each SPAG requirement. | **When:**  Term 1 – For October Open Evening  T1, T3, T5  T5  T1/T2 | **Who:**  SM/Literacy Team  BH/SM/Literacy Team  Literacy Team  Literacy Team | **Success Criteria:**  Literacy Kits sold to inspire children to write at home.  All parents nformed of Big Writes and how to support their children with talk home works.  Literacy team will give feedback to all staff on the successes of Big Talk home works from the parent/child survey. | **Cost:**  £200 |

**Action Plan For Maths**

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| **Action:** | **Maths Objective: To apply Maths in practical and outdoor situations** | | | |
| * To provide a real world context for developing measuring / ratio and proportion / statistics maths skills by running a ‘Fiver Challenge’ style entrepreneurial event. * To encourage the use of outdoor space to motivate the children’s learning. Plan an outdoor themed maths week. * To provide targeted support for children who struggle with measuring / ratio and proportion aspects of Maths. * To provide support for parents to help reinforce measuring / ratio and proportion skills at home. * To provide support for staff to use practical resources and software to support the teaching of fractions and decimals. * To purchase additional practical resources and software to support the teaching of fractions and decimals. * To promote practical and outdoor maths by the creation of ‘Practical and Outdoor Maths’ display. | **When:**  Terms 3 and 4.  Ongoing  Terms  Term 1.  Term 2.  Term 2.  Terms 1, 3 and 5. | **Who:**  Maths Curriculum Team.  Maths Curriculum Team.  All staff  Maths Curriculum Team.  Maths Curriculum Team.  Co-Ordinator  All staff | **Success Criteria:**  All chn to have participated ‘Fiver Challenge’ style challenge.  Created ideas bank of year-group appropriate activities across all strands of Maths.  To have shared ideas and resources with visiting parents during Open Evening.  To have shared ‘fractions and decimals’ practical / electronic resources with staff. To have created an ideas document.  If necessary, to have purchased new resources to support teaching of fractions and decimals.  To have regularly updated ‘Practical and Outdoor Maths’ display.  To have increased chn’s attainment in measuring / ratio and proportion / statistics by .5 on average using school’s points tracking system. | **Cost:**  £100 for fiver challenge  £250 towards resources  £250 ICT subscription |

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| **Action** | **Maths Objective: To develop marking and feedback in Maths.** | | | |
| * To promote use of developmental feedback for chn in Maths by… * Encouraging use of a pre-unit and end-of-unit teacher and pupil self-assessment grids. * Promoting the use of ‘In a Nutshell’ advice for providing purposeful feedback in Maths. Assigning marking focus / approach for paired year group teams to trail and feedback to staff. * To develop a shared marking shorthand to promote efficient marking. * To share exemplars of developmental marking with staff. * To promote importance of responding to developmental comments by praising consistent chn in class / reward assemblies. * To track use of developmental feedback by looking at sample of books towards end of year. | **When:**  Term 1.  Terms 2 and 3.  Term 1.  Term 2, 4, 6.  Terms 4,5,6.  Term 6. | **Who:**  Maths Curriculum Team  All Staff.  All Staff.  Maths team  Maths team.  All staff  Coordinator | **Success Criteria:**  Teachers and pupils regularly using pre-unit and end-of-unit assessment grids.  Collate examples of successful methods of feedback. Create document / amend Maths policy with examples.  Amended marking policy with marking shorthand.  Teachers to have given class rewards to chn who are consistently responding to feedback.  2.5 - 3 increase in chn’s attainment in Maths using school’s tracking system. | **Resources/Cost:**  £400 Coord release time |

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| **Action** | **Music Objective: To continue to develop the opportunities for curricular activities** | | | |
| * To continue to run the infant (yr1-3) and Junior (yr4-6) choirs weekly on a Friday and Thursday. * To continue to work with the Joyful Music company to promote learning a musical instrument (guitar, drums, violin, flute, piano and recorder) * Year 4 to learn the cornet this year with OCC service. * Collect money, organise coach, practice songs, keep parents up to date with preparations for Young Voices concert at O2 concert and then perform at O2. * Year 3 to participate in Thame Festival of Music in December. During class and music lessons practice songs. Perform to school afterwards some of the songs they performed. * Look for opportunities for both choirs to sing to different community groups e.g.: village centre, Darby and Joan club, St. Andrews Christmas tree festival, luncheon club, school fun day and bazaar. * Plan and prepare for the concert at Dorchester Abbey with the junior choir. Send letter out to parents, rehearse songs, organise transport, attend rehearsal and performance. * Celebrate musical talent at Mill Lane with the traditional summer concert. Instrumentalists and singers to take part. | **When:**  Terms 1-6  Terms 1-6  Terms 1-6  Terms 1-2  Term 1-2  Throughout the year  Terms 4-6  Term 6 | **Who:**  TvP / JT  Head teacher  Megan Scott  TvP / JT  Sarah McDougall  TvP / JT  TvP / JT  Gail Roberts/ JT | **Success Criteria:**  Have run the choir weekly for whole school year.  To increase number of children playing a musical instrument.  Year 4 to have played the cornet throughout whole school year.  Children to have sung in Young Voices at O2.  Children to have sung at Thame Christmas Festival.  Both choirs to have performed to various community groups.  Junior choir to have performed at Dorchester Abbey.  Mill Lane children who play an instrument and both choirs to have performed in the concert. | **Resources/Cost:**  Cost of O2: £100. |

**Action Plan For Music**

**Action Plan For P.E**

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| **Action:** | **P.E Objective:** | | | |
| * To look at new strategies in new National Curriculum and use these to update the P.E. policy. * Co-ordinator to familiarise themselves with the new curriculum and tracking / skills * Look for any available training on implementing the new curriculum and assessment * Look at impact on tracking pupils progress with Advanced Sports. AS to work with DG on assessing during PPA sessions * Start to think of ways to track children’s progress in P.E | **When:**  Term 1  Term 2  Term 4 – Staff meeting  Term 6 | **Who:** Co-ordinator and Head teacher  D Glenn and C Wingrove  D Glenn / HT  D Glenn / HT | **Success Criteria:**  All plans across the school have been updated in line with the requirements of the new curriculum  All staff, parents and governors are aware of the changes in the new curriculum and the impact at Mill Lane School.  All staff feel confident about teaching the new curriculum and relevant training to support staff has been put in place. | **Resources/Cost**:  £200 Non-contact time  Co-ordinator training (£200) |
| **Action:** | **P.E Objective: To improve access to P.E equipment and resources** | | | |
| * Audit of PE equipment to look at resources already in school * Staff to make a list of resources needed * Ensure that current resources are up to date | **When:**  Term 3 | **Who:**  D Glenn and C Wingrove.  All staff | **Success Criteria:**  To have bought resources needed | **Resources/Cost:**  Non-contact time  New resources (£500) |
| **Action:** | **P.E Objective: To standardise the P.E kit throughout the school** | | | |
| * Make PE kit readily available to buy in school. * Opportunity to sell PE kits at community events * Keep records of who brings their   PE kit and who continually forgets it.   * Send out information to parents about policy on P.E kits | **When:**  Term 1-6 | **Who:**  All staff  Co-ordinator | **Success criteria:**  Increase in the number of children at school with appropriate P.E kits. | **Resources/Cost** |

**Action Plan For Science**

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| **Action Points** | **Science Objective: To Monitor and support the Teaching of Science.** | | | |
| * Review planning and provision for Science (collect in MTP/Unit of Work Plan). How is the NC being met? * Investigate schemes of work for Science for the NC. * In planning for Outdoor Week to give staff a bank of ideas for scientific enquiry for their Key Stage in order for them to develop and plan lessons for that week. * Audit and review resources and liaise with teachers to find out what needs to be replenished/ordered | **When:**  Term 3  Term 3  Term 4  Term 5 & 6 | **Who:**  Science Curriculum Team  Science Curriculum Team  Science  Curriculum Team  Teachers | **Success Criteria:**  Science Curriculum Team have overview of how new NC objectives are being met and how they are being planned for.  Resources purchased, if necessary, to support the teaching of Science.  Teachers are able to plan for Outdoor Week.  Stock updated and school has/knows correct stock for teaching NC Science. | **Cost:**  Cost of possible NC SoW.  Cost of replenishing new resources.  1 x ½ day supply to help complete action points |
| **Action Points** | **Science Objective: To develop a system of assessment that reflects the new curriculum.** | | | |
| * Compile an Excel Spreadsheet based on NC objectives for the year-groups. * Trial a whole school assessment method * Investigate Rising Stars New Curriculum tests to assess suitability * Discuss with other science co-ordinators to see what other schools are using. | **When:**  Term 2  Term 5 & 6  Term 2  Term 2/3 | **Who:**  Science Curriculum Team  Teachers  Science Curriculum Team  Mike Homes | **Success Criteria:**  Teachers will be using a standardised test or assessment method.  Using this, every teacher will have assessed children by term 6 and will have passed on to Science Curriculum Team to monitor.  Teachers will feed back any issues arising from using this method of assessment and necessary adjustments can be made.  Decision made on tests to support Science assessment. | **Cost:**  If RS tests decided on this will be circa. £400 for assessment tests.  1 x ½ day supply to help complete action points |

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| **Action**  **Action Plan For SEN** | **SEN Objective: To Improve the amount of progress SEN children make in literacy and maths and to monitor the effectiveness of intervention programs** | | | |
| * Analyse last year’s data to identify which chn would benefit from support, plan what type of support they might benefit from * Analyse and review the deployment of extra support such as TAs within the classes. Identify which classes need more support and what needs are. * TAs to have writing groups using the Write Away program * Reminder of Maths Badges to improve mental skills across the school and mental maths awards for Yr5 and 6 using fortnightly tests * Introduce Let’s Talk Maths program. Train TAs and support in initial lessons. Monitor Term 2 & 4 and support where necessary. * Reintroduce Bug Club with the addition of weekly reading journal activities. Children to receive monthly awards for excellent work in reading journal * Take PUMA and PiRA test so we can track number and reading age * Introduce maths discussion card, comprehension cards and misconception cards with SEN groups * Create a format for tracking SEN children’s progress within intervention programs. Also to monitor the number of sessions children miss due to illness, music lessons etc. * Collect tracking at end of term 2, 4 and 6 to evaluate the success of different interventions * Review children’s progress and update tracking in reading, writing and maths at end of term 2,4 and 6 * Staff meeting to look at different intervention programs, how to write specific targets for IEPs and use of adults within whole class lessons * Update provision map, look at what provision is being given to SEN chn, are they making progress? * TAs to complete tracking sheets on progress , attendance, activities children covered during intervention program | **When:**  Term 1  Term 1  Term 1  Term 1  T1, 2 & 4  Term 1  Term 1, 3 & 5  Term 2  Term 1,  Term 2, 4 & 6  Term 3  Term 2, 4 & 6  Term 2, 4 & 6 | **Who:**  TvP / BH  TvP / BH  TAs  All Staff  TvP / TAs  All Staff  All Staff  TAs  TvP / JW  TvP  TvP / JW  TvP / JW  TAs | **Success Criteria:**  The gap closes between children’s chronological age and their number / reading / spelling age.  A system is in place to monitor the effectiveness of SEN programs.  All staff feel confident in the range of SEN programs available in school.  TAs track progress of children in their intervention groups.  The provision map shows that SEN children’s needs are being met through support in class and extra intervention programs. | **Resources/Cost:**  £250 resources |

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| **Action** | **SEN Objective: To implement a new pastoral support program to help children with social, emotional, mental and behaviour problems** | | | |
| * Term 1 allocate TA time on timetable to work with targeted children and time for team to meet to discuss children and support needed and their progress * Term 1 TAs to attend behaviour and well being course * Term 1 order resources to start a cooking club to initially support children on their own and then to work with parents and children (T3). * Term 1 create a program alongside ‘Let’s Get Cooking’ of activities to run in cookery club. Term 3 and 5 change groups who do cookery club. * Term 1 decide which children to work with and create a suitable program * Team meet weekly to review children. * 2 TAs to run SEAL / therapeutic play sessions with groups in KS1 and KS2 * After each series of sessions parents / children complete questionnaire to evaluate what they felt about the program and how helpful they found it * Each term organise new groups for SEAL / play sessions * Use SEN descriptors / Boxall profile to assess children with behaviour difficulties and identify what targets would be appropriate. * Support staff to create child friendly behaviour plans for those with behav. probs | **When:**  Term 1  Term 1  Term 1  Term 1, 3 & 5  Term 1  Ongoing  Ongoing  Termly  Termly  Ongoing  Ongoing | **Who:**  SEN Team  LM / S Sh  JW / SH  JW / SH  TvP / JW / SH  Pastoral Care Team  CW / S Sh  CW / S SH / LM / JW  CW / S Sh  All Staff  All Staff | **Success Criteria:**  Key staff are trained in managing children’s social, emotional and behavioural problems.  Resources and a program of support is in place to help targeted children and families.  Surveys at the end of working with children and families has positive comments relating to how helpful they found the group / sessions.  A cookery club has been set up to work with children and families on healthy eating and cooking on a budget. | **Resources/Cost:**  £500 for cookery club |

**Action Plan For SMSC**

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| **Action:** | **SMSC Objective: To implement a cycle for learning about festivals, cultures and traditions from around the World.** | | | |
| * To establish a cycle implementing three different festivals. To discuss suggested festivals at a staff meeting (Hanukkah – Jewish festival of lights - Dec), Holi day (Hindu festival of colours- March) , Eid Muslim start of Ramadan – July). * Create a long term plan to show what topics are being covered over the course of the year and incorporate the festivals suggested above * At the appropriate times remind staff of the religions being covered so that staff can cover in whole school / class assemblies. * Collect highlighted medium termplans from each year group and identify which cultures/ religions are being covered. * Collect work samples and photographic evidence of how different faiths, festivals and cultures are promoted throughout the school. * In corridor space create a display to show some of the major festivals throughout the year and also include some children’s work * Whole school and Key stage assemblies to link to each of the ‘Six steps to success’ through stories, traditions and inspirational people from different faiths and cultures. Record to be kept by staff in a central book. * To plan a themed week celebrating the Olympics and learning about role models who have followed ‘Six steps to Success’ | **When:**  .Term 1  Term 2  Term 2, 4 & 6  Term 2, 4 & 6  Ongoing  Ongoing  Ongoing  Term 5 / 6 | **Who:**  SMSC team  SMSC team  MG  MG  MG / Staff support  SMSC team  All Staff  SMSC team | **Success Criteria:**  Evidence collected and added to curriculum folder on classes / assemblies of 3 festivals  There is a greater promotion of RE around the school through displays, class work and assemblies  Display updated throughout year  Record on assemblies updated each Monday lunchtime  Photos taken and display created on Humanities board | **Cost:**  £500 for themed week workshop  £250 resources on different religions / festivals |

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| **Action:** | **SMSC Objective: To promote the 5 British Values across the whole school** | | | |
| * Remind staff in staff meeting what the 5 British values are. Carry out an audit to find out in what ways we are already promoting these values. * For each of the 5 values think of ways we can further promote and include as part of teaching and assemblies. Use these first 2 points to create a report. * Create a display in L-shape to show the values for children and parents to see (replace values one currently up on moveable board). * Take each of the values and allocate to cover / discuss in each of the last 5 terms of the year during whole school, key stage and class assemblies. * Use termly newsletter to make parents aware of the value for term and also update website to show how covering 5 values and info for parents as to what they are and what they mean. * Term 6 review with staff what they have incorporated in their class to reflect the 5 values. How could we move forward with this next year? | **When:**  Term 2  Term 2  Term 2  Ongoing  Termly  Term 6 | **Who:**  MG  TvP / MG  TvP  All staff  TvP  MG | **Success Criteria:**  All staff, children, parents and governors are aware of the Government’s 5 British values that should be promoted within schools.  A display has been created in the L-shape to highlight the 5 values.  An audit has been carried out to show how the school already covers the teaching of the 5 values and a plan to move forward has been created. | **Cost:** |