

RAISING ACHIEVEMENT PLAN
For
LINDFIELD PRIMARY ACADEMY
2020-21
T4 Evaluated

Plan approved by Education and Standards Committee: [Date]
Challenge Partner –

Strategic Priority	WHY	Where are we now	MS T2	MST4	MST6	Where do we want to be?
KT1 To place books and reading at the core of our curriculum and for all children	We want children to be keen and capable readers, able to talk about what they like to read, able to choose books that they enjoy and are age- and interest- appropriate.	Books and reading are an important part of our curriculum.	Rich reading classroom environments where books and reading are celebrated.	Reading diaries are used regularly and personalised to show active, personal engagement with reading.	Reading data reflects progress and engagement End of KS1 results: 85% EXP 15% GD	All children have a love of reading, they are reading for pleasure because they choose to, not because they have to.
KT2 To continue to embed the sequence of deep knowledge and vocabulary learning across our creative curriculum.	To refine and review the sequence of knowledge taught across units of work in our curriculum map, specifically in History, Geography and Science	We have a curriculum that embraces the teaching of skills and knowledge, which is constantly being reviewed and updated.	For all curriculum subjects to reflect the progression of vocabulary development	For the curriculum to reflect the importance of outdoor learning.	For curriculum subjects, History, Geography and Science to reflect clearly the sequence of knowledge in the wider curriculum.	For our curriculum to reflect a mastery of a body of subject-specific knowledge. Skills are the by-product of the knowledge.
KT3 Wellbeing and Worth	Wellbeing project after lockdown. Close gaps in missed learning. Uniqueness of each child celebrated	Interventions being tweaked and planned. Data analysed from first wellbeing questionnaire. Groups set up and awareness raised. Re-introduced the Unique project	Interventions underway and regularly revised and shared with parents. 'Grow' model of coaching being used in ILP meetings to include child voice.	Zones of Regulation language being used in each class regularly through the day. Parent Coffee Mornings have foci on key areas such as zones, wellbeing, ILP's. Shift in focus to learning gaps and SEND virtual support	Wellbeing project will be completed. Comparing first assessment to the end of the year. Outcome data shows identified gaps have closed. Unique project bringing the community together.	Children in great emotional place and reaching their academic potential.
KT4 Maths- To continue with the outstanding coverage and outcomes for our pupils	Maths is core academic subject and therefore the profile of this area needs to be sustained. With 6 months of disruption, the recovery curriculum is particularly important in maths and should be monitored significantly through a key strategic priority.	Before lockdown, maths across the academy was a high priority and results reflected the strong teaching and learning in this area. After 6 months of disruption we have noticed gaps in children's knowledge and understanding.	Implementation of White Rose Recovery planning across the whole academy	Assess and identify gaps from Spring One home learning. Use assessment to adjust and prioritise teaching for the Summer Term.	Implement and analyse assessment in line with Trust priorities and Ready to Progress Criteria. 85%+ of cohort to meet expected standard in this assessment.	Children across the academy to have 'recovered' the missing learning with a greater confidence in fluency, reasoning and problem solving with a focus on times tables from Y2-6.