Academy Improvement Plan for Curriculum Subjects

For

Lindfield Primary Academy

2021-22

September 2021

ART

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
1.	**WEBSITE** Significant Art activities are to continue to be added to the website. Up to date 'Gallery' on website -Subject INTENT -Promotion of Subject	Website will be current and purposeful throughout the year and will include 2021/22 Art work from across the school in our webpages.	**1.1.** Take photographs and scan work from children's sketch books and displays to send to web team to create a 'virtual portfolio' Photo galleries of special Art events. Including cross-curricular learning and, when possible, enrichment activities.	AB / All staff	ongoing	Art work published on website.	
	TEACHING AND LEARNING 1 – IMPLEMENTATION Use of whole school art plan and skills map across each year	Book scrutiny of sketchbooks to ensure process and	**1.2.** Reminder in staff meeting for teachers to check their	AB	Autumn 2021	Staff meeting time and sketch book scrutiny	

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	group. All staff are following this. -Knowledge-rich Curriculum	final outcome are recorded. All teachers continue to deliver one session of Art a week. Use of Access Art website to continue to plan and teach art as a 'journey'	planning against the skills map and also to amend and inform me of amendments so that the plan can be updated accordingly Continue use of Access Art progression document in whole school plan. Sketchbook scrutiny				
	TEACHING AND LEARNING 2 - IMPLEMENTATION	Ensure that all teachers are planning and teaching art in line	1.3 Sketch book look and a planning scrutiny of	AB	ongoing	Evidence of current art planning on Learning	

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	-Including Reading Opportunities	with whole school art plan. Encourage reading opportunities through art history sessions.	learning journeys and medium term plans. Evidence of art history reading opportunities in teacher plans			Journeys and Medium term plans.	
	TEACHING AND LEARNING 3 IMPLEMENTATION Developing skills in the process of making At present there is too much emphasis on outcome – all art pieces replicate one another, there is a need for increased diversity.	On displays I would expect to see greater evidence of a wider end point of art pieces reflecting children's skills and knowledge. In sketch books there will be evidence of the individual's progression of skills	The teachers must shift the focus away from the final piece and focus on the journey by identifying the skill being taught and developing that. How the child then develops that skill in their final art piece should be their choice, not a product of someone else's idea.	All staff	ongoing	Evidence of a wider end point of art pieces reflecting children's skills and knowledge. More evidence of the journey involved to creating the final piece on display and in sketch books and in photo form.	

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		and learning from the starting point to final piece. The 'story' of the art. Ensure that children develop their skills in the process of producing art	Teachers to re-think displays. Rather than 30 similar pictures, teachers should display the journey that has taken place, inc, preliminary sketches and ideas.				
	ASSESSMENT- IMPACT See footnote re: Recovery Curriculum	Introduce 'Art Reflections' white slips in sketch books for end of theme self assessment. Children to reflect on their learning and knowledge gained and this is stuck into the sketch book (similar to peer assessment in English books).	1.4. Collate evidence. Look that Target Tracker statements are being met. Introduce the use of self-assessment Art Reflections to staff.	AB	Ongoing	Range of artwork on display across school to demonstrate progression. Purple art reflection slips will begin to appear in the sketch books.	

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		Evidence of the progression of art skills through school.

Relevant and purposeful displays of art work across all year groups. | | | | | |
| | SUPPORT FOR STAFF

-In-house CPD

-Supporting Remote Learning | Staff to be provided with access to the materials, equipment and resources required to deliver quality first teaching.

Teachers to be supported well in art events such as the Drawing Week in October | 1.5.

'Drawing Week' to model quality art activities for all year groups

Make resources available and appropriate for teaching needs. | AB / CM /

All staff | ongoing | Feedback from teachers.

Evidence in sketch books. | |

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	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	Workshops and off site visits to promote art amongst pupils - MA, PP, SEND (COVID SAFE)	1.6 Look for online enrichment opportunities.	AB/ CM	Ongoing	Evidence of enrichment. A number of pupils having access to a enrichment opportunities	
	CELEBRATING DIVERSITY	The inclusion of art produced by black and ethnic minority artists. To consider art from around the world not just European artists. To have addresses barriers to art including access to quality art resources and adaptive tools and materials for some children	1.7. Review year group art starting points to consider black or ethnic minority artists that could be included. Regular communication with teachers and SENCO about any adapted tools or materials we may need to source for children with specific learning needs.	AB/ CM	ongoing	All children will be able to fully participate in art activities regardless of any learning needs. Teachers to incorporate the work of ethnic and black artists in their planning and teaching of art.	

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	OUTDOOR LEARNING	Using outside spaces, when appropriate, to pursue art activities. These activities may include; taking inspiration from nature eg. Early years: Leaf Man, Autumn Walk, Anthony Goldsworthy. Or they may for the purpose of enjoying working on an art piece in an outdoor space.	1.8. Create purposeful drawing spaces for children to sit and rest their books. To embed learning opportunities in the whole school art plan where such opportunities lend themselves to the drawing starting point and/ or the artist of study.	AB / MF	By summer	Evidence of outside learning through drawings in sketch books. Photos of classes involved in art based outdoor learning activities	

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ART

AUTUMN 2021

Recovery Curriculum

In Autumn 1 I would like to implement a formative assessment in every class to identify strengths and weaknesses in the children's art skills and their development as artists.

Specifically:

<u>At key stage 1:</u>

Assess pupils' skills in manipulating tools and equipment to create work. This may also include cutting with scissors or using the correct grip for specific art tools. This will identify the level of the individual's ability to use and manipulate drawing tools; and once the children skills have been assessed then teachers can gave instructions in small steps to support pupils and work on those areas.

<u>At key stages 2:</u>

I would like to assess pupils' practical knowledge of artistic methods, techniques, media and materials. This can be achieved through a low-stakes assessment activity in Autumn 1. It will be useful because teachers can then revisit and refine previously taught skills or teach the content of missed ones. It is important that we all place more emphasis on **developing skills in the process of making** rather than focus on the final outcome.

The emphasis on practical knowledge should include many applications, for example, drawing representationally, drawing expressively and drawing unconventionally.

Focusing on the practical knowledge in our Art plan could mean that some of the 'theory' or peripheral knowledge such as the background elements of topic may not be covered straight away. For example, in Year 3 the children will be familiar with Gustav Klimt's Tree of Life but may not have covered the facts that the tree of life was traditionally very symbolic for many religions, and that besides The Tree of Life and The Kiss, Gustav Klimt's career produced many other fantastic sketches and oil paintings. This peripheral knowledge is background and less crucial to remember, but it helps provide a rich narrative around the area or artist of study.

Assessment in Autumn 1 would be used to inform planning in Autumn 2 and as coordinator I can support teachers in planning for Art recovery in those weeks.

COMPUTING

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
SUBJECT-	WEBSITE -Subject INTENT -Promotion of Subject	Website will be current, purposeful and updated throughout the year Look at the number of hits to specific pages and compare with other academies. Computing area: Update photos of computing events	- Audit website ½ termly with primary focus being year group pages and subjects. -Notify staff of necessary changes. -Maintain own pages as a good example. -Time given in staff meetings to update website. -Feedback number of hits to each page to SLT	RA RA RA MS / all teachers	Termly cycle of assess, implement, review.	Scrutiny of website. Trust audit	

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		Photos of curriculum demonstrating progression of skills.					
	TEACHING AND LEARNING 1 – IMPLEMENTATION -Knowledge-rich Curriculum	Clear sequence of knowledge rich lessons. 100% of pupils achieving at least expected standard in computing.	-Clear sequences of lessons -Support for teachers with knowledge -Review of curriculum (recovery) -Staff meeting time for CPD / completion of planning. Pupil conference – what are you learning, what did you learn before, what will you be able to do now?	RA Teachers	End Autumn term	Book look – clear evidence in Learning Journals. Planning look – clear sequence of knowledge Target Tracker Pupil conference	
	TEACHING AND LEARNING 2 - IMPLEMENTATION -Including Reading Opportunities	Increased use of reading in computing subject	-accessibility of devices -monitor use of reading on electronic platforms -purchase non-fiction / e safety books	RA	Term 1	Teacher feedback Teacher feedback Pupil conference	

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	Use of technology to support reading – Bug Club / AR / Reading Eggs	Use of SeeSaw to set homework tasks	Use of SeeSaw in year 4 to set homework		Term 2	Parental engagement	
			Use of SeeSaw to set homework across the school.		Term 1		
					Term 2		
	ASSESSMENT- IMPACT	Review and adapt curriculum to prioritise areas using DFE document	Read DFE document and highlight key areas to share with staff. Review curriculum to ensure DFE areas are covered. Check TT gap analysis. Review TT to assess impact.	RA Teachers	Spring	Target Tracker	
	SUPPORT FOR STAFF -In-house CPD -Supporting Remote Learning	All staff to feel confident using IT.	- Survey of what training staff would like. -Organise workshops to train in specific areas.	RA	End of Autumn term.	Repeat survey – including pre training self evaluation.	

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	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM) Some differentiation taking place to support / challenge children.	All children are supported and challenged in computing lessons.	- Use of good practice in SEND document to support children in lessons. - PP / identified SEN targeted to become Digital Leaders (E Safety) Enrichment opportunity for More able	All RA	Termly	TT data	
	CELEBRATING DIVERSITY Children learnt about Admiral Grace Harper in a previous Computer Science Week	Children and staff are aware of diversity within computing and all children know they could pursue this career.	-Computer Science Week (7th-14th Dec) focus on diverse mix of computer scientists in assembly. -Look into display pictures / info pages of diversity in computing around the school.	All	Autumn 2	Evidence of diversity in computing around the school.	
	OUTDOOR LEARNING Currently, technology is used outside mostly for recording photos / videos.	Opportunities are taken to develop computing skills in the outdoor environment.	- Investigate ways computing lessons can be taken outside - Speak to outdoor lead for ideas. -Read Ian Tindal article.	RA	Term 1	Evidence in learning journals	

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			Select one opportunity to implemement in the academy.				

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DT

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	WEBSITE -Subject Intent -Promotion of Subject The DT page is current including an introduction, aims for the subject and a whole school plan.	A gallery of images added to the DT section of the website.	Source specific images from year groups showing the variety of food skills, mechanisms, design and work with structures that take place throughout the Academy.	JR/HD	July 2022	A gallery of current DT work will be on the Academy Website.	

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	TEACHING AND LEARNING IMPLEMENTATION Knowledge rich curriculum The DT skills progression at Lindfield continues to evolve. The profile of DT needs to continue to be raised.	All staff to be confident in teaching DT in order for all children to reach expected levels. To ensure a consistent approach across the academy to ensure a progression of skills and knowledge. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics.	To fine-tune our existing curriculum and highlight the endpoints we continue to aspire to in terms of DT teaching and learning across the school.	JA/JR/HD	December 2021 and ongoing throughout the year.	Target Tracker analysis Book scrutiny Planning scrutiny	
	TEACHING AND LEARNING2 Implementation including Reading Opportunities We are continuing to develop explicit key vocab within DT lessons.	For children to continue to develop their love of learning and to embrace new knowledge and vocabulary to deepen their understanding.	To produce a Knowledge organisers for new learning to be established in Year 5. To create knowledge organisers for learning about structures	JR/HD	March 2022	HD to share at staff meetings relevant documents. Updated Curriculum Map will be added to spotty folders and website.	

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	Knowledge organisers have been created for Food and Nutrition for KS1 and KS2, and for some mechanisms.		throughout the academy.				
	ASSESSMENT- IMPACT The academy DT plan has been updated to include topic relevant learning experiences that cover all tracker statements. Further support and analysis needed to review the DT in Year 5.	100% of Target Tracker Statements will be assessed at WT/ A or M for all children.	Ensure guidance and resources are created for all new or revised learning experiences. Work with Year 5 to ensure coverage and progression.	JR/ HD	July 2022	100% of Target Tracker Statements will be assessed at WT/ A or M for all children.	
	SUPPORT FOR STAFF	The academy Design and Technology plan will continue to be updated with quality	Continue to work with Year 6 to ensure guidance and resources are in place to	JR/ HD	March 2022	100% of Target Tracker Statements will be assessed at	

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	In house CPD Supporting remote learning New learning experiences established for Year 4 have been implemented towards the end of the year but several Autumn term DT experiences were not able to take place during lockdowns. A new sequence of learning has been developed for Year 2. New learning experiences developing knowledge of structures has been established.	endpoints in Designing and Technical skills. Staff to be able to continue to use building resources and develop the progression in structures throughout the school.	provide quality Designing and Technical endpoints. To work in depth with Year 5 to introduce new technical knowledge and Food skills into their learning journeys. Establish planning and resources enabling Textiles in Year 3 to take place without Parent Helpers.			WT/ A or M for all children. Evidence collected showing quality of products and experiences.	

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	ENRICHMENT (MORE ABLE/PUPIL PREMIUM) Enrichment workshops have been challenging due to COVID restrictions.	The academy will sign up and participate in industry led STEM challenges.	Sign up for BP STEM challenges Involve specific year groups/ whole school/ able pupils / with various challenges and competitions.	JR/ HD	July 2022	Evidence collected showing quality of products and experiences.	
	CELEBRATING DIVERSITY	Children will experience a range of DT activities that increase their awareness different communities, promotes a healthy lifestyle and introduces them to a range of role-models from different genders and abilities.	Continue to work with Year groups developing knowledge of where food from increasing awareness of different communities. Establish clear links to Science including Healthy Eating. Re-establish and display Role-	JR/HD/ JA	July 2022	Display of Design Heroes. Year 2 establish learning about workers on Banana plantations/ Year 3 Coffee growers in Kenya/ Year 4 and 5 Fairtrade cacao farmers.	

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			Models in Design and Technology.				
	OUTDOOR LEARNING We are continuing to develop the use of outdoor learning across all the creative curriculum. An outdoor timetable has been established for Year groups to use the woodland area.	Children to be using outdoor areas to display, test, make and evaluate products.	Staff meetings to share good practice using outdoor learning including DT. Encourage, share and consider resources and COVID restrictions for outdoor DT units.	JR/HD MF, EC, JR and key target group	July 2022	Evidence collected showing outdoor DT experiences.	

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ECO Schools

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
2.	WEBSITE -Subject Intent -Promotion of Subject	Website will be current and purposeful throughout the year	Update website regularly with a focus on the curriculum statement about INTENT, highlighting links to other curriculum areas. Update progress on working toward Green Flag Award	BC	This will be ongoing throughout the year.	Scrutiny of website	
	TEACHING AND LEARNING IMPLEMENTATION	All children will have the opportunity to participate in at least 3 of the 10 Eco schools topics.	- Use the Eco-Schools topics. - Potentially one 'Learning Through Stories' unit could have a sustainability or eco theme. - Ensure coverage of the 10 topics throughout the school from Reception to Year 6	BC MH VS VH SG RO	This will be ongoing throughout the year	Learning walks Evidence of the topics covered as part of science lessons, during 'learning through stories' weeks and displays around the school.	

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			-Liaise with other subject leaders to see where topics feed into other areas of the curriculum (Forest schools, Travel Plan, science) - introduce classroom eco charters				
	Measuring the IMPACT Energy	*Energy bill for school will come down to consistently lower level	-Participate in 'Switch Off Fortnight' - Eco-warriors to complete pre- and post-energy audit - Continue monitoring energy usage around school and report findings on website – including how the solar panels are impacting on energy bills.	BC Eco-Warriors	Ongoing		
	Measuring the IMPACT	*Appearance and features of school	Identify areas in school ground where more bio-diversity can be	BC Eco-warriors			

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		grounds will be better *Opportunities for Biodiversity in our school grounds will be increased	introduced eg a wild flower meadow.				
	SUBJECT LEADER KNOWLEDGE	Subject leader to be familiar with the expectations of Green Eco Award with view to apply for eco-status next year	BC to familiarize with subject and process to achieve green flag award. Eco warriors to be appointed. Audit current eco measures in school Eco display to be updated and maintained.	BC All staff BC	Autumn term		
	RAISE PROFILE OF ENVIRONMENTAL CONSIDERATION AT LPA	Raised awareness of eco factors during decision making.	Eco news to continue to be on the weekly PDM agenda	BC	Ongoing		

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			Highlight issues re laminating/sticky back plastic etc\n\nCreate eco charter within school				

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GEOGRAPHY

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
SUBJECT - GEOGRAPHY	WEBSITE -Subject INTENT -Promotion of Subject	Website to be current and purposeful. Photos to reflect learning from the academic year 2020-2021	Update website regularly, making links to the intent/ implementation and impact statements.	SG	Website updates: - Aut2 - Spr1 - Sum1 This will be ongoing throughout the year.	Scrutiny of website	
	TEACHING AND LEARNING 1 – IMPLEMENTATION -Knowledge-rich Curriculum	All children to reach expected standard in Geography across all year groups To ensure all staff review the sequence of knowledge, skills and vocabulary used and refine when needed to maximize children's	To revisit the lines of enquiry in Geography to ensure knowledge, vocabulary and sequencing of skills. Review curriculum folders and identify areas to be refreshed with staff in terms of knowledge and vocabulary. Update year group folders.	SG/JA	This will be ongoing throughout the year.	Geographical focused activities integrated into planning Planning scrutiny showing cross curricula links. Development of knowledge driven sequences of learning.	

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		understanding of the key areas of Geography learning. The focus will continue to build upon children's knowledge and vocabulary. To ensure all curriculum map folders are up to date and show sequence of knowledge and vocabulary.	Support staff to map out units of work. Eg link with Year 5 staff to develop a line of enquiry showing links with Geography Curriculum.		Spring 2022/Ongoing	Learning journey/Book scrutiny Evidence of geographical displays	

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				SG/JA			
	TEACHING AND LEARNING 2 - IMPLEMENTATION -Including Reading Opportunities	For children to continue to develop their love of learning and to embrace new knowledge and vocabulary to deepen their understanding.	To promote the use of non-fiction texts focused on learning linked to Geography. Use Learning through Stories to promote understanding of key vocabulary. To encourage teachers to develop writing opportunities for children to explain their thinking, using geographical vocabulary. Purchase of new atlases for KS1, upper and lower KS2.	SG/JA SG/JA	Ongoing throughout the year. Spring 2022	Learning journey/Book scrutiny Evidence of geographical displays Learning journey/Book scrutiny Active use of resources – photos	

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		For children to use new atlases to deepen place knowledge and locational knowledge.	Monitor use of atlases		Dec 2021	Book scrutiny	
		For children to be given regular reading opportunities to develop their Geographical knowledge and understanding	To continue to develop the use of VIPERS to deepen reading skills.	SG			
	ASSESSMENT- IMPACT	All children to reach expected standard in Geography across all year groups	Monitor children's progress on Target Tracker.	SG/JA	Spring Term/Summer Term	Analysis of target tracker	
			Look at Target tracker to ensure statements complement the knowledge rich curriculum.		Summer term	Pupil progress meetings	
			Use gaps identified from curriculum coverage due to				

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			Covid (recovery curriculum) to ensure all children follow the sequences of learning set out in the knowledge rich documents and meet the expected learning outcomes. Look at the IMPACT across all year groups.	SG/JA	Summer term	Analysis of target tracker	
	SUPPORT FOR STAFF -In-house CPD -Supporting Remote Learning	For all children to reach the expected standard in Geography across all year groups.	Staff questionnaire –about areas of least confidence, following on from introduction of knowledge rich curriculum. To research online resources to support remote learning and direct staff towards them.	SG SG	Dec 2021	Analysis of survey results. Subject leader support towards developing subject knowledge and teaching resources. Provision of teaching resources, access to CPD as appropriate.	

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			Invest in additional resources to support online learning.		Ongoing throughout the year.		
			Use the National College online training resources for Geography			Access to CPD as appropriate.	
				SG/NG			
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	An enrichment afternoon for all children (whole school	Develop an enrichment session to target children across year groups.	SG/NG and SLT	Summer Term - To be determined by	Photos and displays around the school	

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		focus-if COVID restrictions allow) For planning/pupil work to show evidence of extension/challenges for more able.		SG	the school diary	Book Scrutiny	
	CELEBRATING DIVERSITY	Successful themed week carried out, great engagement throughout the school and children's work promoted through displays and the website.	Plan for, organise and inform teachers of the lessons and activities for Fairtrade Fortnight OR World Earth Day. To be decided once themes are known.	SG/BC	April 2022	Use of assembly links to support the weeks. Displays, evidence in books.	
	OUTDOOR LEARNING	All children to work outside, linked to Geography, in each unit of work.	Staff meeting time for teachers to map out opportunities to teach Geography outside.	SG/ Staff	June 2022	Displays, evidence in books, more children outside.	

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		Development of fieldwork/map skills	Each year group to develop a fieldwork focus linked to a unit of work and the supporting target tracker statement.			Evidence of planned fieldwork/map skill opportunities seen on learning journeys/ learning journals/displays.	

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HEALTHY SCHOOLS

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
SUBJECT-	WEBSITE -Subject INTENT -Promotion of Subject	Website will be current and purposeful throughout the year	1.1. Update website regularly with a focus on the curriculum statement about INTENT. Articles in school newsletter.	CW	This will be ongoing throughout the year.	Scrutiny of website and newsletters.	
	TEACHING AND LEARNING 1 – IMPLEMENTATION -Knowledge-rich Curriculum	Healthy School status maintained	1.2. - Use of Phunky Foods Resources to guide learning journey for children. - Healthy Schools assembly by Phunky Foods to promote healthy meals. - Hidden sugars assembly to be given by Phunky foods. -Hidden salts assembly to be given by Phunky foods.	CW/All CW CW	This will be ongoing throughout the year. Term 3 (if COVID restrictions are lifted) Term 4(if COVID restrictions are lifted) Term 5(if COVID	Evidence of Healthy Schools activity on website and in Learning Journals.	

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					restrictions are lifted)		
			- Promotion of Captains Table when school lunches in hall return for whole school.	CW			
					This will be restarted when Covid restrictions are lifted.		
				CW/NG			
	TEACHING AND LEARNING 2 - IMPLEMENTATION -Including Reading Opportunities		1.3 Links with history how different foods have been used in differing ways over time. The importance of certain crops to different societies e.g. Egypt (Yr3) Rationing in WW2 (Yr6). Links with Geography – different foods grown and	All	This will be ongoing throughout the year.	Evidence of Healthy Schools activity on website and in Learning Journals.	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			eaten in different countries e.g. Australia, India, Africa. Links with science – healthy eating impact on teeth, bones, growth. Look at which healthy foods should be eaten to maintain a healthy body. Yr 1 and 3 when studying plants study the different parts of a plant we eat and the nutrients and vitamins they provide.				
	ASSESSMENT- IMPACT		1.4. Links with PE and DT to ensure cross curricular activities promoting Healthy Schools.	CW/JR /SO	This will be ongoing throughout the year.	Audit of Healthy School activities taught across the school.	
	SUPPORT FOR STAFF -In-house CPD -Supporting Remote Learning	Staff confident and aware of Phunky Food resources and support.	1.5 CPD opportunities -Maintain links with Phunky Foods – promote Healthy Schools education with reminders of resources available.	CW	This will be ongoing throughout the year.	Evidence of Healthy School activities taught in Learning Journals	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)		1.6.Children to be given opportunities with secondary schools – Continue links with Oathall Community College to book opportunities for Lindfield children to visit and experience Healthy Cooking sessions.	CW	Term 5 2021	Photographic evidence.	
	CELEBRATING DIVERSITY		1.7. Promote sampling foods from different cultures to celebrate important festivals for other religions e.g. Diwali, Passover etc	All	This will be ongoing throughout the year.	Evidence of Healthy Schools activity on website and in Learning Journals.	
	OUTDOOR LEARNING		1.8. Promote growing foods (links with science) and then using home grown ingredients to create healthy meals.	All	This will be ongoing throughout the year.	Evidence of Healthy Schools activity on website and in Learning Journals.	

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HISTORY

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
SUBJECT-	WEBSITE -Subject INTENT -Promotion of Subject	Website will be current and purposeful throughout the year. It will reflect and celebrate the teaching and learning of our History curriculum Photos will reflect and communicate learning from the academic year 2020-2021	-To continue to review and update teaching and learning of History and communicate through the new website, reflecting updates of the knowledge rich curriculum. -Update website regularly including examples of good practice and experiences across the school.	JA	1st review will be completed by October 2=021 This will be ongoing throughout the year.	Scrutiny of website	
	TEACHING AND LEARNING 1 – IMPLEMENTATION	All children to reach expected standard in	-To revisit and refine the lines of enquiry in History to ensure vocabulary, knowledge and	JA	This will be monitored throughout the year.	Target Tracker	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	-Knowledge-rich Curriculum	History across all year groups To ensure all staff review the sequence of knowledge, skills and vocabulary and refine where needed to maximize children's understanding of the various strands of History. The focus will continue to build upon children's knowledge and vocabulary.	sequencing of skills. This will be monitored through medium term planning. Staff to reflect on lines of enquiry and continue to embed in learning journey **LINK WITH CURRCICULUM KEY TARGET** -To support staff with enquiry based investigations Link with Year 2 and Year 5 staff to share an example of a line of enquiry showing links with Geography Curriculum. Share good practice in a staff meeting	JA JA/SG	Spring 2022/Ongoing Spring 2022	Planning scrutiny showing cross curricular links Development of Historical skills shown on planning Book scrutiny Evidence of Historical displays Learning walks Pupil voice Staff meeting	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			To promote the use of key vocabulary by use of displays.		Autumn 2021/Spring2022/Summer 2022	Use of curriculum folders. Medium term planning	
	TEACHING AND LEARNING 2 - IMPLEMENTATION -Including Reading Opportunities	**LINK WITH CURRICULUM KEY TARGET** For children to continue to develop their love of learning and to embrace new knowledge and vocabulary to deepen their understanding.	To promote the use of non-fiction texts with a historical emphasis. Use Learning through Stories to embed the historical vocabulary and children's understanding of key words within their units of work.	JA/VS /MH/LD and Key Target Group All staff	October 2021	Medium term planning Knowledge tables to support planning	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		For children to use knowledge organisers and vocabulary banks (word mats and display) to deepen their understanding.	To encourage teachers to plan for writing opportunities using a historical context to highlight learning sequences and to reflect on their understanding.			Displays and photos	
		For children to be given regular reading opportunities to develop their Historical knowledge and understanding. This will encourage understanding of	To further develop the understanding of knowledge in terms of Disciplinary knowledge and Substantive knowledge, particularly in History. To continue to develop the use of VIPERS to deepen reading skills. Inject curriculum with a range of new historical texts to support		Ongoing throughout the year.	Evidence on Learning journeys Learning journal scrutiny **Learning Through Stories** displays and planning.	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	chronology, cause and consequence.					Implementation of key texts to stimulate children's curiosity	
				JA/MH/LD			
	ASSESSMENT-IMPACT	All children to reach expected standard in History across all year groups	Monitor children's progress on Target Tracker. Look at Target tracker to ensure statements complement our Knowledge Rich curriculum. Use the gaps identified from the curriculum coverage due to	JA/VS JA/VS	Spring Term/Summer Term	Analysis of target tracker Pupil progress meetings	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			Covid, (Recovery Curriculum) to ensure all children follow the sequences of learning set out in Knowledge Rich documents and meet the expected learning outcomes.	JA	Summer term	Scrutiny of learning journey across year groups.	
	SUPPORT FOR STAFF -In-house CPD -Supporting Remote Learning	For all children to reach the expected standard in History across all year groups	Staff meetings to dedicate year groups to collate this.	JA	Ongoing throughout the year.	Continue to introduce enquiry based learning using Units of work from the Collins scheme. Use notes and advice from David Weatherly. (Advisor)	
			To research online resources to support remote learning and direct staff towards them. Invest in additional resources to support online learning	JA			
			-CPD opportunities Consider online opportunities. Use the National College online training resources for History.	JA		Renew Key stage History membership	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
						Active use of resources Attendance on online courses	
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	To plan for opportunities to enrich, develop/support More Able/SEND and PP children in their historical learning.	-Develop learning sequences to support History lessons - Plan for an Enrichment afternoon to include a historical focus -Plan a history day for all children to engage with. -	JA/NG	Photos and displays around the school	Summer 2022	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	CELEBRATING DIVERSITY	A rich and diverse curriculum taught throughout the school and children's work promoted through displays and the website.	Plan for Black History Month. Whole School Focus. Link with PSHE. For each year group to plan for significant key events and people. For Year groups to work together on mini projects celebrating diversity. E.g. Year 1 and Year 3	JA/SD/VS All year groups	Autumn 2021 Ongoing throughout the year	Use of assembly links Displays, evidence in books.	Black History Month celebrated and links with PSHE made.
	OUTDOOR LEARNING	**LINK TO CURRICULUM KEY TARGET** To promote the use of outdoor learning in History lessons	Staff meeting time for teachers to map out opportunities to teach History outside. Link with Geography and Science.	JA/SG/ Staff		Displays, evidence in books, photos of children using outdoor learning.	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			Plan sessions to support vocabulary development in History Enquiry based units of work.				

MFL

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
SUBJECT-	WEBSITE -Subject INTENT Subject INTENT published on the website and shared with staff. -Promotion of Subject Languages website pages include photographs and examples of children's learning, information about the KS1 & KS2 curriculum, Enrichment Days and the European Day of Languages.	To continue to update Languages website pages on a termly basis.	Upload examples of chn's MFL learning and photos of chn engaged in language learning across the Academy. Upload curriculum intent map to Languages website pages.	SV SV	Termly Autumn 2021	Scrutiny of Languages website pages.	
	TEACHING AND LEARNING 1 – IMPLEMENTATION -Knowledge-rich Curriculum Chn at LPA have a broad experience of MFL – Spanish in KS1/French in KS2. LPA follows the Primary Languages Network (PLN) scheme of work that provides	To embed knowledge of phonics, vocabulary and grammar in teaching and learning.	Follow the sequenced lessons from the PLN scheme of work. Use PLN resources in lessons.	Teachers Teachers	Autumn 2022 Autumn 2022	Book look Book look	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	sequenced lessons focusing on listening, speaking, reading and writing skills in the target language.		Stick PLN knowledge organisers (featuring key topic vocabulary, phonics and grammar) in chn's French books at the start of each topic for reference purposes. Display essential topic vocabulary on French display in classroom.	Teachers	Autumn 2022	Book look	
				Teachers	Spring 2022	Learning walk	
	TEACHING AND LEARNING 2 - IMPLEMENTATION -Including Reading Opportunities Reading forms an integral part of the PLN scheme of work.	To improve chn's pronunciation in target language.	Use PLN Premium resources, especially videos that feature native speakers pronouncing vocabulary.	Teachers	Autumn 2021	Planning scrutiny Lesson drop-ins Target tracker data	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	Chn practise reading words and phrases in French and Spanish and develop their understanding of new vocabulary and the meaning of simple sentences.		Adopt a native speaker, my turn, your turn approach in lessons.	Teachers	Autumn 2021		
	PLN Knowledge Organisers in French saved to P drive for staff to access.		Build in opportunities for chn to practise core vocabulary multiple times in different contexts (see Outdoor Learning).	Teachers	Summer 2022		
	ASSESSMENT- IMPACT	All KS2 chn to reach the expected standard in French for listening, speaking, reading and writing.	Start to use Primary Languages Network 'Puzzle It Out' Assessments for KS2 French to inform KPI judgements on Target Tracker.	Teachers	Spring 2022	Book Look	
	KS2 Teachers assess against Key Performance Indicators (KPIs) on a termly basis using Target Tracker. PLN Target Tracker Compatibility sheets saved to P drive for staff to access.		KS2 staff to update class KPIs for Languages on Target Tracker on a termly basis. KS2 staff to use Primary Languages Network Target	Teachers	termly	Analysis of Target Tracker KPIs.	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			Tracker Compatibility sheets to help fill gaps in learning.	Teachers	Summer 2022	Analysis of Target Tracker data gaps.	
	SUPPORT FOR STAFF -In-house CPD Emails focusing on MFL tips and reminders circulated to staff throughout year. -Supporting Remote Learning PLN resources feature PowerPoints and Knowledge Organisers with embedded sound files. PLN video lessons available to download as part of LPA offer.	To improve Teachers' pronunciation in target language and knowledge of phonics, vocabulary and grammar. To teach languages confidently on a regular basis for 30 minutes per week in KS2 and 20 minutes per week in KS1 using PLN	Premium PLN membership available to Teachers from September 2021 with access to complete video lessons led by native speaker or language specialist. Teachers to use PLN premium resources adopting a native speaker, my turn, your turn approach. Staff meeting slot to demonstrate how to prepare teaching slides	SV Teachers	Autumn 2021 Autumn 2021	Subscription upgrade and renewal. Lesson drop-ins	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	lessons and resources.		from Click 2 Teach on the PLN and to discuss differentiation.	SV/Teachers	Autumn 2021	Staff minutes	
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM) The European Day of Languages celebrated at LPA annually with an assembly and classroom language activities. PLN resources are multi-sensory and feature differentiated activities and extension tasks.	To improve differentiation in language lessons and support for SEN pupils.	Use of PLN resources. Use of Knowledge Organisers. Staff meeting time to demonstrate how to use PLN resources to differentiate lessons for SEN chn.	Teachers Teachers SV/Teachers	Autumn 2021 Autumn 2021 Autumn 2021	Book look Book look Staff minutes	
	CELEBRATING DIVERSITY Chn learn two different languages at LPA (Spanish & French).	To celebrate EAL chn/staff's expertise in the classroom.	Learn different greetings from EAL chn/staff in each classroom. Practise these greetings during register time.	Teachers Teachers	Spring 2022 Spring 2022	Learning walk Learning walk	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	Chn learn about different cultures and traditions through their language learning and PLN resources. European Day of Languages celebrated annually. Enrichment Days sessions focus on learning about another culture and language (eg. Polish).		Involve EAL chn/staff in leading language activities on Enrichment Days.	SV	Summer 2022	Planning and staffing for Enrichment Day	
	OUTDOOR LEARNING	To incorporate target language as warm-ups in outdoor PE sessions once every half-term.	Share ideas of language warm-up games for PE during staff meeting time. Incorporate warm-up games in target language into PE lessons.	SV Teachers	Summer 2022 Summer 2022	Staff meeting minutes Lesson drop-ins Planning scrutiny	

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MUSIC

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	WEBSITE	Website will be current and purposeful throughout the year	- Update website regularly. - Photos of year groups music sessions.	HM	This will be ongoing	Scrutiny of website	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	-Subject Intent -Promotion of Subject		- Examples of what each year group are learning about.		throughout the year.		
	TEACHING AND LEARNING 1 – IMPLEMENTATION -Knowledge-rich Curriculum	85%+ children reaching expected standard in music across all year groups. (On year group bands)	- Use learning walks to ensure coverage of new music curriculum. - Staff meeting time to plan I cans… from whole school plan. - Staff meeting good practice. - Resources provided for staff on the system. - Focus on gaps in knowledge from last year teaching in the pandemic.	HM	This will be ongoing throughout the year	Examples of work in learning journals. Analysis of Target Tracker data Examples of work on music display in WA Hall.	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	TEACHING AND LEARNING 2 - IMPLEMENTATION -Including Reading Opportunities	Providing each year group with text rich knowledge organisers. Encouraging cross curricular links with reading and music. VIPERS questions in guided reading.	Introduce staff to knowledge organisers and encourage their use within lessons. Give examples of VIPERS questions based on knowledge organisers. Share examples of good practice from year 4 work in books.	HM	Summer	Learning walks + audits	
	ASSESSMENT- IMPACT	KS1 By the end of their time at Lindfield children will be able to: - play and perform - play a range of instruments - recall sounds - listen and appraise a range of music from different traditions from great composers and musicians KS2	- Examples of work in year group learning journals. - Learning walks. - Pupil voice questionnaire. - Analysis of target tracker steps. - Statements analysis on target tracker – do we use? - Review gaps in statements from TT 2020 – 2021 due to pandemic.	HM	Summer 2021	Analysis of Target Tracker data Pupil progress meetings	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		By the end of their time at Lindfield children will be able to: - play and perform - play a range of instruments - improvise and compose - appreciate and understand a wide range of high-quality live and recorded music - listen and appraise a range of music from different traditions from great composers and musicians					
	SUPPORT FOR STAFF	Ensure all children have had access to wide curriculum resources and lessons. Referring directly to national curriculum impact.	- Staff meeting to evaluate the resources provided. - Possible further Charanga training to be hosted at Lindfield - Good practice time in staff meeting to share practices across year groups. - Review of resources for staff. - Introduce Charanga to new members of staff.	HM All staff	Spring Term	Examples of work in learning journals. Examples of work on music display in WA Hall.	
	ENRICHMENT (MORE	Taking part in music workshops outside of the school.	- Possible work alongside All Saints church. - Link with choir.	HM	Summer Term	Photos and displays	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	ABLE/SEND/PUPIL PREMIUM)		- Singing course/link with West Sussex music. Course for coordinator in spring term. - Link with West Sussex Music Service.	SR		around the school and on website.	
	CELEBRATING DIVERSITY	Celebrating a range of musician's key figures.	- Check through curriculum. - Analyse the 10 pieces topic and look for a range of key figures. - Review pieces of music and composers studied across each year group.	HM	Summer	Curriculum scrutiny	
	OUTDOOR LEARNING	Timetable in outdoor area learning. Give teachers time to look at their planning and see where they can make links to the outside environment.	- Provide teachers with time, spaces and resources to enable this to happen. - Discussion about using outdoor materials as instruments for one unit in each year?	HM	Summer 2	Learning scrutiny	

PSHE

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
4.	WEBSITE -Subject INTENT -Promotion of Subject	Website will be current and purposeful throughout the year.	Review and update curriculum statement and intent.	JA / FM	Web Updates: - AUT2 - SPR1 - SUM1	Scrutiny of website Talking to SLT and colleagues about potential improvements.	
		New preventing bullying policy will be added.	Contact admin team to add the policy to the website.	JA / FM	October 2021	Parents and visitors to the website will be able to read the policy.	
		Share information on our new 'Mindful Mondays, Well-being Wednesdays and feel good Fridays'.	Overview will be written and shared in a sub folder on the website. Contact admin team for updates. Use photos for extra impact.	JA/ FM	September 2021	Parents and visitors will be able to access the information.	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		Photos will reflect learning from the academic year 2021-2022.	Description of and photos of the following: Black History Month 2021 Preventing-Bullying Week 2021 Children's Mental Health Week 2022 Equality Week 2022	JA/ FM	Web Updates: November 2021 February 2022 May 2022	Photos shared on the website in sub folders for each themed week.	
	TEACHING AND LEARNING 1 – IMPLEMENTATION -Knowledge-rich Curriculum	Ensure successful implementation of Jigsaw curriculum across the school by introducing new topics in assemblies and having a certificate assembly to finish the half term.	Key stage assemblies in the hall / film assemblies to introduce the new puzzle piece topics at the beginning of each half term and an end of term assembly to present certificates.	JA / FM	2 x Assemblies: - AUT2 - SPR1 - SPR2 - SUM1 - SUM2	Teachers will be informed via email/PDM of upcoming assemblies. Teachers will provide us with names of who they are awarding a certificate. All teachers will be provided with a link to the assembly	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	-	Introduction of Mindful Mondays, Well-being Wednesdays and feel good Fridays.	Introduction to staff via emails and PDM. Share ideas, resources and activities. Book look will be completed to ensure all classes complete and	JA / FM	September 2021	which introduces the weeks. LPA will take a whole school approach. Evidence of this being taught each week will be collected via discussions with Teachers, photos, book looks and subject leader visits. Learning walks and book looks.	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		Ensure all staff are implementing PSHE effectively	engage with activities. Learning walks to ensure Jigsaw Display and PSHE display are promoted and used in each classroom.	JA / FM	September 2021 February 2022 June 2022		

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	TEACHING AND LEARNING 2 - IMPLEMENTATION -Including Reading Opportunities	Use key texts to support lessons and themed weeks.	Create a list of books to support the Jigsaw curriculum and themed weeks: Preventing-Bullying Week Children's Mental Health Week Equality Week.	JA/ FM	AUT 2 SPRING 1 SUMMER 1	Key texts included on lesson plans and used throughout the year. Text list stored in subject lead folder on the p-drive.	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		Pupil and Teacher voice.	Speak with the school council to and conduct pupil survey. Teachers to complete survey monkey to identify areas of least confidence.	JA / FM	January 2022	Results from survey will be fed back to staff. Actions will then be implemented.	
		Subject leaders to develop confidence, skills and knowledge of the delivery of PSHE across the school.	Subject leaders to complete webinars to support delivery on PSHE in school.	JA / FM	December 2021 March 2022 July 2022	Subject leaders to feed back to staff following on from training. Notes stored in folder.	
	ASSESSMENT- IMPACT	90% of children working within expected band.	Monitor children's progress on Target Tracker.	JA / FM	Analyse data during first review of	Analysis of Target Tracker data. Print	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			Provide teachers with the Jigsaw General Exemplification Guidance for Teacher to Assess Children's Work.		Target Tracker. Highlight children who require additional support and monitoring.	data and store in subject folder. Feedback to year groups given.	
		Look at the IMPACT across all year groups.	Delivery of high quality lessons taught. All children have made progress.	JA / FM	Pupil voice. Gather evidence of plans, work and photos. Track progress using Target Tracker.	Completed pupil questionnaires to examine and provide feedback to staff. Discussions with staff. Areas for development highlighted.	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	SUPPORT FOR STAFF -In-house CPD -Supporting Remote Learning	Provide support and training to staff.	Staff questionnaire – survey monkey about areas of least confidence.	JA / FM	January 2022	Provide teachers with support and guidance where needed. Subject leaders to feedback from training courses. Attendance of online courses.	
		Subject leaders to deepen subject knowledge and skills.	CPD opportunities. Subject leaders to attend PSHE webinars, training and courses.	JA / FM	December 2021 March 2022 July 2022		
		Support staff in the delivery of Mindful Mondays, Well-being Wednesdays and feel good Fridays	Subject leaders to share ideas and resources with staff. Encourage staff to share ideas across the school and report back on what has gone well.			Staff feel more confident with teaching and activities. Weekly timetables reflect implementation.	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
				JA / FM	September 2021		
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	Provide teachers with the Jigsaw Summative Assessment: Tracking Pupil Progress sheet.	Encourage teachers to develop meaningful conversations with children expected to be working beyond based on the 'I cans' on the Summative Jigsaw Assessment Tracking Progress Sheet.	JA/ FM	Spring Term 1	Teachers to annotate work completed by children 'Working Beyond' with evidence from conversations, based on the 'I cans' on the Summative Jigsaw Assessment Tracking	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
						Progress Sheet for working beyond.	
		Support Pupil Premium children.	Work alongside Pupil Premium coordinator to highlight any opportunities for additional support in PSHE.	JA/ FM/RC	Spring Term 1	Pupil Premium support provided by teachers during PSHE lessons.	
		Support SEND Pupils.	Ensure ILPs and CSPs are considered when taking a PSHE lesson.			Differentiation is included and provision made by the class teacher.	
		Community Crew to experience	Organise Community Crew activities.		Autumn Term 2	Community Crew activities added to the Community Crew board in the rotunda.	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		leadership across the school.					
					Spring Term 1		
	CELEBRATING DIVERSITY	Show racism the red card day.	Discussions with SLT. Send out parent mail. Share information to staff in PDMs.	JA / FM	22nd October	Children will come into school wearing something red. Activities in class to support special day. Photos and examples of work collected.	
		Jigsaw topic 'Celebrating Differences' to be taught in Autumn Term 2.	Ensure Teachers are following the Jigsaw scheme of work.	JA / FM	Autumn Term 2	Collect pieces of work as evidence from KS1 and KS2 from Jigsaw topic.	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		Black History Month	Photos of Black History Month displayed on whole school display board.	JA / FM	Autumn Term 2	Black History Month display in school and on website.	
		Preventing Bullying Week	Special assembly to introduce preventing bullying week. Odd socks day. All children to complete preventing bullying lesson and activities.	JA / FM	November 2021	Preventing bullying whole school display board. Collection of work from the week. Photographs and book look for evidence from the week. Photographs and book look for	

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		Children's Mental Health Week	Special assembly. Activities throughout the week to support. Children's Mental Health Week.	JA / FM	Spring 1	evidence from the week.	
		Equality Week	Special assembly. Activities throughout the week to support Equality Week.	JA / FM	Spring 2	Photographs and book look for evidence from the week. Overview and photos shared on the school website.	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	OUTDOOR LEARNING	Using outside spaces, when appropriate, to pursue PSHE activities.	Complete 'Connect Us' activities in the playground. Opportunities to be more physically active during 'Connect Us' activities.	JA / FM	From Autumn Term 1	Photographs of children completing activities outdoors.	
		Quiet / reflection corners to enable time to reflect upon the Jigsaw learning that term.	Calming areas. Quiet / reflection corners to include resources from the Jigsaw topic that term to enable time to reflect upon the Jigsaw learning that term.	JA / FM	From Spring Term 1	School learning walk and photos of different zones of regulation spaces with links to Jigsaw resources.	
		Opportunities to link mental health and well-being with being	Introduce mindfulness using Jigsaw PowerPoint resources. Encourage Mindfulness when using the Forrest School area			Photographs from Forest School activities.	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		outdoors in a natural environment.	through activities such as 'Listening Walks.' Work alongside Forest School lead to implement.	JA / FM	From Spring Term 2		

PE

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
SUBJECT-	WEBSITE All Sport news is linked from twitter to the front page of the website. -Subject INTENT -Promotion of Subject	Weekly update from a different class across the school in PE/Daily run	Rota for each year group to organize a PE related tweet.	SO oversee and all staff.	Ongoing	One tweet per week will be sent.	
	TEACHING AND LEARNING 1 – IMPLEMENTATION -Knowledge-rich Curriculum	To ensure all pupils will have at least 30 minutes of daily physical activity every day through active break times, PE, extra-curricular clubs, active lessons, or other sport and physical activity events.	Daily Run to be implemented by all year groups. 3 times a week. To continue to deliver high quality PE lessons via Real PE and the PE Hub	SO All staff	Ongoing	Year group heatmaps Lesson observations	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		Remain Platinum for the School Games Mark. 50% of KS2 to have taken part in a inter school competition and all children to have taken part in an intra school competition	Enter competitions via MSA and also compete in local leagues eg. Football & netball. Sport Crew to organize intra competitions across year groups each term.	KM/SO	Termly	MSA Calendar of Events Track of how many events each child has taken part in. School calendar and log of events.	
	TEACHING AND LEARNING 2 - IMPLEMENTATION -Including Reading Opportunities	Ensure children are getting 30 minutes of physical activity a day and link to other areas of the curriculum. Eg.	Physical phonics to be running weekly in EYFS and KS1	Eys & KS1 team	Autumn Term	Year group planning.	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		Reading/ phonics, maths, science.	Provide challenge cards/ activity prompts in PE for children to read or create their own.	All staff		Lesson obs	
			Send out active learning activities half termly that people can use. Build a bank of resources for easy use.	SO		PDM Lesson obs Staff engagement	
	ASSESSMENT- IMPACT	All teachers to assess using Target Tracker and the Real PE framework together to ensure all children meet the end of year expectations in PE.	Target Tracker data input termly. Look at the Real PE assessment wheel in a good practice PDM. Teachers to identify less active, LA and GD chn in PE	SO/Staff	Summer Term and ongoing	Target tracker data capture	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			and communicating details to SO				
	SUPPORT FOR STAFF -In-house CPD -Supporting Remote Learning	Increase knowledge and skills of all staff teaching PE. Staff to feel confident teaching PE. Profile of PE raised across all staff	Staff to be trained/ receive refresher training on Real PE, Sport Specific areas and key skills, virtually and in house / off site. Use PDM meetings as a platform to share new ideas, resources and information that will encourage the teaching of PE and physical activity. Use of local community clubs to help with sport specific coaching alongside class teacher.	SO/KM	Ongoing	CPD calendar Staff confidence More PE happening across the school	
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	All children to be challenged in PE	Use of Real PE and PE Hub is embedded across the school.	SO	Ongoing	Target tracker data	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		All children to be achieving AR expectations at the end of the year	Regular data capture and in class assessment to flag those who are GD or LA. Staff to track children's progress throughout the year.				
	CELEBRATING DIVERSITY	Encourage children to try new sports and have a high percentage of children attending after school clubs To give all children the opportunity to take part in a broader variety of play activities at playtime and lunchtime.	Offer a diverse variety of clubs. Change the club offer termly. Use the Sports Crew to run clubs and provide opportunities for all children to support happy and active playtimes.	SO / All staff	Autumn Term/ Spring Term/ Summer Term	Club participation data	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			Train up the Year 2 little leaders.				

RE

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
SUBJECT-	WEBSITE -Subject INTENT -Promotion of Subject	1. Website will be current and purposeful throughout the year showcasing sequencing of learning taken place from EYFS to Year 6. 2. Photos will reflect learning from the academic year 2021-2022	Update website by spring Update photos on the website.	MF	Web Updates: - SPR1	Scrutiny of website	
	TEACHING AND LEARNING 1 – IMPLEMENTATION -Knowledge-rich Curriculum	1.100%+ children working within band. 2.Plot out learning/knowledge being taught in the RE curriculum across each year	Use of Discovery curriculum to guide learning journey for children. Using history curriculum example, plot out knowledge rich curriculum for RE being taught in each year group.	MF	Aut 1 data analysis of previous year. SUM1 Book look and learning walk and focus on vocabulary being used against	Learning walks + audits Analysis of Target Tracker data - Knowledge rich year group summary - Vocabulary summary	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		group – starting with Year 5. 3 Plot out vocabulary being used in each year.			knowledge organisers.		
	TEACHING AND LEARNING 2 - IMPLEMENTATION -Including Reading Opportunities	1.Providing each year group with text rich knowledge organisers. 2.Encouraging year groups to include extracts from religious texts within lessons.	Introduce staff to knowledge organisers and encourage their use within lessons.	MF	Spring 1 staff will be familiar with knowledge organisers and using them in the teaching of RE.	Learning walks + book audits and pupil interviews in subject time.	
	ASSESSMENT- IMPACT	1.100%+ children working within band.	Monitor children's progress on Target Tracker	MF	AUT1 – analyse previous year data and provide	Analysis of Target Tracker data	

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			Look at the IMPACT across all year groups. Pupil voice with the school council.		colleagues with a list of children not currently at ARE.		
	SUPPORT FOR STAFF -In-house CPD -Supporting Remote Learning	1.Provide staff with CPD opportunities stemming from previous survey results.	CPD opportunities • Inquire about training opportunities.	MF	Spring 2 – Staff training resources	Attendance of courses/online CPD resources	
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	1.Develop an enrichment group to target children across the year groups.	Recommence Community Crew. Refresh RE board in rotunda to showcase work + sequences of learning.	MF	SPR 2 Develop the 'Community Crew' to provide children across KS2 with opportunities	Photos and displays around the school 2 visit throughout the year:	

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					for cultural capital. Throughout the year enquire with local places of interest about possible visits.		
	CELEBRATING DIVERSITY	1.Run RE focused assemblies to celebrate diversity and major events – Harvest, etc. 2.Invite local places of worship into school to carry out assemblies	Celebrate major festivals with an assembly, etc. Church assemblies taking place every two weeks **after Covid**.	MF	OCT – Harvest DEC – Hannukah + Christmas APR – Easter JULY – Eid Keeping in contact with Val from the church every term.	Celebrate major festivals with an assembly, etc. Displays and newsletter updates	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	OUTDOOR LEARNING	1.Encourage RE learning outside – particularly for religious celebrations such as Diwali (link to Art)	Remind colleagues of resources and ideas in email/staff meeting. Check in on year groups to see how this is progressing.	MF	SUM1 – scrutiny of books for evidence of outdoor learning	Book audit	

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SCIENCE

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
SUBJECT-	WEBSITE -Subject INTENT -Promotion of Subject	The website to clearly showcase the sequencing of learning that has taken place in Science from EYFS to Year 6.	- Each year group to share the progression of skills for each term. - Update the website with regular photos from learning that has taken place.	RO/SG	This will be ongoing throughout the year.	Regular monitoring and scrutiny of the website. Regular discussion with SLT and members of staff.	
	TEACHING AND LEARNING 1 – IMPLEMENTATION -Knowledge-rich Curriculum	100% of children reaching expected standard in Science across all year groups.	- All year groups to clearly teach the disciplinary knowledge following the Knowledge Rich Review documents. - Ensure that all lessons follow an enquiry question. - Ensure that outcome of the lesson (work completed) demonstrates the	RO/SG/VS	This will be ongoing throughout the year.	Regular book looks with a specific focus. Analysis of Target Tracker data. Introduce famous Scientist days.	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			quality of the teaching. -				
	TEACHING AND LEARNING 2 - IMPLEMENTATION -Including Reading Opportunities	Children to be more autonomous in their approach to finding out more about science in the world around them.	- Include opportunities to use knowledge organisers in guided reading sessions as well as in science lessons. - Invest in non-fiction books which link to topics. -	SG/ROB	This will be ongoing throughout the year.	Regular monitoring and scrutiny of the books. Regular opportunities to look at planning and cross reference the Knowledge Rich Review documents. Regular discussion with SLT and members of staff.	
	ASSESSMENT- IMPACT Ensure that the knowledge that is being taught is relevant to each year group (Knowledge Rich Review documents).	All year groups are using the Knowledge Rich Review documents to ensure full coverage of the National Curriculum.	- Monitor children's progress on Target Tracker, ensuring statements match our curriculum map. - Lesson observations. -	SG/ROB	Ongoing throughout the year.	Analysis of Target Tracker data throughout the year. Pupil Progress meetings.	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	SUPPORT FOR STAFF -In-house CPD -Supporting Remote Learning	Teachers demonstrate confidence in the planning and teaching of Science.	- Plan a staff meeting to showcase how Science is taught across the school. - Share good practice with teaching peers. -	SG/ROB	Ongoing throughout the year.	Regular monitoring and scrutiny of the books. Regular opportunities to look at planning and cross reference the Knowledge Rich Review documents.	
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	To offer a range of opportunities for ALL children to access extracurricular activities.	- Contact Cumnor House to reestablish links. - Update the website with regular photos of Science. - To create a central Science display board to showcase all of the work across the school.	SG/ROB	Ongoing throughout the year.	Regular monitoring and scrutiny of the website. Displays around the school.	

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	CELEBRATING DIVERSITY	Science displays to have an interactive approach and showcase a range of children's work. Each class to research a famous Scientist from around the world for a class display (possible link to History).	- Invest in some non-fiction books about famous Scientists. - Promote Science Week early so staff have time to prepare. - Look for opportunities for visitors to come in.	SG/ROB	Ongoing throughout the year.	Regular learning walks. Displays around the school.	
	OUTDOOR LEARNING	Teachers will feel confident in using the outside space for Scientific learning.	- Give teachers time to look at their planning and see where they can make links to the outside environment. - Use planters around the school to enhance curiosity about the world.	SG/ROB/MF/EC	Ongoing throughout the year.	Regular learning walks. Regular looks at planning and books.	

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TRAVEL PLAN

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
SUBJECT- Travel Plan	WEBSITE -Subject INTENT	Website will be current throughout the year	Regular updating of the website.	VH	Throughout the year.	Monitoring website	
	Promotion of subject	More children engaged with the online tracker than in the past.	- Choose new JRSO - Set up meetings every other week to discuss how we will promote the subject. - -Updates on Travel Tracker in assembly.	VH	JRSO chosen in Autumn 1.	Looking at % of classes using online tracker.	
	SUPPORT FOR STAFF -In-house CPD -Supporting Remote Learning	Support for any staff member who finds the website difficult to manage	Offer to show any staff member how to use the website. Children in each class trained up to use the app.	VH	As needed throughout the year.	Staff questionnaire at end of year.	
	CELEBRATING DIVERSITY						

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Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	OUTDOOR LEARNING						

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