

# **Academy Improvement Plan for Curriculum Subjects**

**For**

**Lindfield Primary Academy**

**2020-21**

## 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.	<p>WEBSITE</p> <p>Significant Art activities are added to the website.</p> <p>Up to date 'Gallery' on website</p> <p>-Subject INTENT</p> <p>-Promotion of Subject</p>	<p>To include 2020 Art work from across the school in our webpages.</p> <p>Website will be current and purposeful throughout the year.</p>	<p>1.1.</p> <p>Take photographs and scan work from children's sketch books and displays to send to web team to create a 'virtual portfolio'</p> <p>Photo galleries of special Art events. Including cross-curricular learning and, when possible, enrichment activities.</p>	<p>AB /</p> <p>All staff</p>	<p>Dec 2020</p>	<p>Art work published on website.</p>	
	<p>TEACHING AND LEARNING 1 – IMPLEMENTATION</p>	<p>All teachers continue to deliver one session of Art a week.</p>	<p>1.2.</p> <p>Continue use of Access Art progression</p>	<p>AB</p>	<p>Spring 2021</p>	<p>Sketch book scrutiny</p>	

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
	<p>Use of whole school art plan and skills map across each year group. All staff are following this.</p> <p>-Knowledge-rich Curriculum</p>	<p>Book scrutiny of sketchbooks to ensure process and final outcome are recorded.</p> <p>Use of Access Art website to continue to plan and teach art as a 'journey'</p>	<p>document in whole school plan.</p> <p>Sketchbook scrutiny</p>				
	<p>TEACHING AND LEARNING 2 - IMPLEMENTATION</p> <p>-Including Reading Opportunities</p>	<p>Ensure that all teachers are planning and teaching art in line with whole school art plan.</p> <p>Encourage reading opportunities through art history sessions.</p>	<p>1.3</p> <p>Sketch book look and a planning scrutiny of learning journeys and medium term plans.</p> <p>Evidence of art history reading opportunities in teacher plans</p>	AB	ongoing	Evidence of current art planning on Learning Journeys and Medium term plans.	

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
	ASSESSMENT- IMPACT	<p>Introduce 'Art Reflections' purple 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).</p> <p>Evidence of the progression of art skills through school.</p> <p>Relevant and purposeful displays of art work across all year groups.</p>	<p>1.4.</p> <p>Collate evidence.</p> <p>Look that Target Tracker statements are being met.</p> <p>Introduce the use of self-assessment Art Reflections to staff.</p>	AB	Ongoing	<p>Range of artwork on display across school to demonstrate progression.</p> <p>Purple art reflection slips will begin to appear in the sketch books.</p>	

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
	<b>SUPPORT FOR STAFF</b>  -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.	
	<b>ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)</b>	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	
	<b>CELEBRATING DIVERSITY</b>	The inclusion of art produced by black and ethnic minority artists. To consider art from around the world not just European artists.	1.7.  Review year group art starting points to consider black or ethnic minority artists	AB/ CM	ongoing	All children will be able to fully participate in art activities regardless of any learning needs.	

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 have addresses barriers to art including access to quality art resources and adaptive tools and materials for some children	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.			Teachers to incorporate the work of ethnic and black artists in their planning and teaching of art.	
	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.	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	AB / MF	By summer	Evidence of outside learning through drawings in sketch books.  Photos of classes involved in art based outdoor learning activities	

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
		Or they may for the purpose of enjoying working on an art piece in an outdoor space.	opportunities lend themselves to the drawing starting point and/ or the artist of study.				

## 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
2.	<b>Whole Academy WEBSITE</b>  -Subject INTENT  -Promotion of Subject  Some content has been changed following transfer to new website.	Website will be current, purposeful and updated throughout the year       Look at the number of hits to specific pages and compare with other academies.	- 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.	RA       RA       RA       MS / all teachers	Termly cycle of assess, implement, review.	Scrutiny of website.	
	<b>TEACHING AND LEARNING 1 – IMPLEMENTATION</b>  -Knowledge-rich Curriculum	All children to be working within year group band at the expected standard or above.	-TT gap analysis.  -Use of recovery curriculum (assess the need to pre	RA  All	Yearly  Ongoing	Learning journals   Pupil conferencing	



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
	<p>Clear Intent, Implementation and Impact.</p> <p>Some use of TT to assess knowledge and skills.</p> <p>Gaps in learning and additional teaching challenges in light of covid.</p>		<p>teach previous steps to unit of work).</p> <p>- Use of knowledge organisers across the school.</p> <p>-Staff meeting to complete knowledge rich curriculum document.</p>	<p>All</p> <p>RA</p>	<p>Start of units</p> <p>Autumn 2?</p>	<p>Teacher conferencing</p> <p>TT data</p>	
	<p><b>TEACHING AND LEARNING 2 - IMPLEMENTATION</b></p> <p>-Including Reading Opportunities</p> <p>Children visit websites to gain knowledge about specific subjects.</p>	Increased use of IT to support reading.	<p>-Use of iPads to engage reluctant readers</p> <p>-Opportunities to explore online texts – websites, stories, blogs etc.</p> <p>-Following instructions to complete tasks.</p> <p>Vipers skills linked to knowledge organisers.</p>	All	Ongoing	<p>Learning / reading journals</p> <p>Pupil conferencing</p> <p>Teacher conferencing</p> <p>TT data</p>	

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
	ASSESSMENT- IMPACT  Teachers using TT for assessment	More accurate use of the steps within bands	Focus within staff meeting	RA / All	Autumn 2?	Termly TT gap analysis	
	SUPPORT FOR STAFF  -In-house CPD  -Supporting Remote Learning	Staff are confident to teach the computing curriculum	-Use of PurpleMash to support home learning. Use of snipping tool to support instructions.  -Staff meeting  - Support staff when requested	All    RA  RA	Ongoing	High quality work in learning journals	
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	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 (Covid)?	All   RA	Termly	TT data	

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	Children and staff are aware of diversity within computing and all children know they could pursue this career.	-Computer Science Week (7 <sup>th</sup> -14 <sup>th</sup> Dec) focus on diverse mix of computer scientists in assembly.  -Display pictures / info pages of diversity in computing around the school.	All	Autumn 2  Spring 1	Evidence of diversity in computing around the school.	
	OUTDOOR LEARNING	Opportunities are taken to develop computing skills in the outdoor environment.	-investigate ways computing lessons can be taken outside	RA	Spring	Evidence in learning journals	

## DT

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.	<p>WEBSITE</p> <p>-Subject Intent</p> <p>-Promotion of Subject</p> <p>The DT page is current including an introduction, aims for the subject and a whole school plan.</p>	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/CM	July 2021	A gallery of current DT work will be on the Academy Website.	

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
	<p>TEACHING AND LEARNING IMPLEMENTATION</p> <p>Knowledge rich curriculum</p> <p>The DT skills progression at Lindfield continues to evolve. New learning opportunities have been written and established in Year 4. The profile of DT needs to be raised.</p>	<p>All staff to be confident in teaching DT in order for all children to reach expected levels.</p> <p>To ensure a consistent approach across the school to ensure a progression of skills and knowledge.</p> <p>Children progressively acquire, use and apply a growing bank of vocabulary organised around topics.</p>	<p>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.</p>	<p>JA/JR/CM</p>	<p>December 2020 and ongoing throughout the year.</p>	<p>Target Tracker analysis</p> <p>Book scrutiny</p> <p>Planning scrutiny</p>	

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
	<p>TEACHING AND LEARNING2</p> <p>Implementation including Reading Opportunities</p> <p>We are currently developing explicit key vocab within DT lessons.</p>	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 organizer and key vocabulary for each unit of work in DT.	JR/CM	March 2021	CM to share at staff meetings and updated Curriculum Map will be added to spotty folders and website.	
	<p>ASSESSMENT- IMPACT</p> <p>Whole school DT plan has been updated to include topic relevant learning experiences that cover all tracker statements.</p> <p>Further support and analysis needed to</p>	100% of Target Tracker Statements will be assessed at WT/ A or M for all children.	<p>Ensure guidance and resources are created for all new or revised learning experiences.</p> <p>Work with Year 5 and 6 staff to</p>	JR/ CM	July 2020	100% of Target Tracker Statements will be assessed at WT/ A or M for all children.	

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
	review the DT in Years 5 and 6.		ensure coverage and progression.				
	<b>SUPPORT FOR STAFF</b>  In house CPD Supporting remote learning Year 4 have developed ideas for new learning experiences fit with changes to English topic. The progression in structures has improved throughout the academy. Endpoint within upper KS2 need to be reviewed and developed.	The Whole School Design and Technology plan will continue to be updated with quality endpoints in Designing and Technical skills.  Staff to be able to continue to use building resources and	Work with Y5 and 6 to ensure guidance and resources are in place to provide quality Designing and Technical endpoints.  Establish planning and resources enabling Textiles in Year 3 to take place without Parent Helpers.	JR/ CM	March 2021	100% of Target Tracker Statements will be assessed at WT/ A or M for all children.  Evidence collected showing quality of products and experiences.	
	<b>ENRICHMENT (MORE ABLE/PUPIL PREMIUM)</b>	The academy will sign up and participate in industry led STEM challenges.	Sign up for BP STEM challenges	JR/ CM	July 2020	Evidence collected showing quality of	

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 afternoons, workshops are challenging due to COVID restrictions.		Involve specific year groups/ whole school/ able pupils / with various challenges and competitions.			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.	<p>Establish clear links to Science including Healthy Eating.</p> <p>Re-establish and display Role-Models in Design and Technology.</p> <p>Continue to work with Year groups teaching where</p>	JR/CM/ JA	July 2021	<p>Display of Design Heroes.</p> <p>Fairtrade Assemblies</p> <p>Food Miles teaching established.</p>	



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
			food comes from and Fairtrade.				
	<b>OUTDOOR LEARNING</b>  We are currently developing 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: Bird feeders displayed (Y 1) Shelter Building (Y 6) Farm Visit (EYFS)	JR/CM  MF, EC, JR and key target group	July 2021	Evidence collected showing outdoor DT experiences.	

## 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
3.	<b>WEBSITE</b>  -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	
	<b>TEACHING AND LEARNING IMPLEMENTATION</b>  Knowledge rich curriculum	All children to reach expected standard in Geography across all year groups	To revisit the lines of enquiry in Geography to ensure vocabulary and sequencing of skills  Support staff to map out units of work.  Link with Year 4 staff to share an example of a line of enquiry showing	SG/JA	This will be ongoing throughout the year.	Geographical focus activities integrated into planning  Planning scrutiny showing cross curricula links  Development of geographical skills	



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
	<p>TEACHING AND LEARNING2</p> <p>Implementation including Reading Opportunities</p>	<p>For children to continue to develop their love of learning and to embrace new knowledge and vocabulary to deepen their understanding.</p> <p>For children to use knowledge organisers and vocabulary banks (word mats and display) to deepen their understanding.</p> <p>For children to be given regular reading opportunities to develop their</p>	<p>For staff to produce a knowledge organiser for each unit of work embracing coverage of Geography, as appropriate.</p> <p>Staff meetings to dedicate year groups to collate this.</p> <p>Use of VIPERS to deepen reading skills.</p>	SG/JA/ staff	Ongoing throughout the year.		

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
		Geographical knowledge and understanding					
	ASSESSMENT- IMPACT	All children to reach expected standard in Geography across all year groups	<p>Monitor children's progress on Target Tracker.</p> <p>Look at Target tracker to ensure statements match our curriculum map.</p> <p>Look at the IMPACT across all year groups.</p>	<p>SG JA/VS</p> <p>SG JA/VS</p> <p>SG</p>	<p>Spring Term/Summer Term</p> <p>Summer term</p>	<p>Analysis of target tracker</p> <p>Pupil progress meetings</p>	
	SUPPORT FOR STAFF In house CPD	For all children to reach the expected	For staff to produce a Knowledge organiser for each unit of work,	SG/JA	Ongoing throughout the year.		

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
	Supporting remote learning	standard in Geography across all year groups	<p>including Geography as appropriate.</p> <p>Staff meetings to dedicate year groups to collate this.</p> <p>To research online resources to support remote learning and direct staff towards them.</p> <p>Invest in additional resources to support online learning</p> <p>Staff questionnaire – about areas of least confidence</p> <p>-CPD opportunities</p>	<p>SG/JA</p> <p>SG</p>		Active use of resources - photos	

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
			Consider online opportunities			Provision of teaching resources, access to CPD  as appropriate          Attendance on courses	
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	An enrichment afternoon for all children (whole school	Develop an enrichment session	SG/NG and SLT	Summer Term -To be determined by the school diary	Photos and displays around the school	

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
		<p>focus-if <u>COVID restrictions allow</u>)</p> <p>For planning/pupil work to show evidence of extension/challenges for more able.</p>	to target children across year groups.	SG		Book Scrutiny	
	CELEBRATING DIVERSITY	Successful themed week carried out, great engagement throughout the school and children's work promoted through displays and the website.	<p>Plan for, organise and inform teachers of the lessons and activities for Fairtrade Fortnight (Climate Crisis)</p> <p>22.02.21 – 7.03.21</p>	SG	March 2021	<p>Use of assembly links to support the weeks.</p> <p>Displays, evidence in books.</p>	
	OUTDOOR LEARNING	All children to work outside, linked to Geography, in each unit of work.	<p>Staff meeting time for teachers to map out opportunities to teach Geography outside.</p>	SG/Staff		Displays, evidence in books, more children outside.	



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
		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.	

## 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
1.	<b>WEBSITE</b>  -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.	CW	This will be ongoing throughout the year.	Scrutiny of website.	
	<b>TEACHING AND LEARNING 1 – IMPLEMENTATION</b>  -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 (on-line) to promote healthy meals.  - Hidden sugars assembly to be given by Phunky foods (on-line).  - Promotion of Captains Table when school lunches in hall	CW/All   CW   CW	This will be ongoing throughout the year.  Term 3   Term 5	Evidence of Healthy Schools activity on website and in Learning Journals.	

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
			return for whole school.	CW/NG	This will be restarted when Covid restrictions are lifted.		
	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.	All	This will be ongoing throughout the year.	Evidence of Healthy Schools activity on website and in Learning Journals.	
	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	

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)		<p>1.6.Children to be given opportunities with secondary schools –</p> <p>Continue links with Oathall Community College to book opportunities for Lindfield children to visit and experience Healthy Cooking sessions.</p>	CW	Term 5 2021	Photographic evidence.	
	CELEBRATING DIVERSITY		<p>1.7. Promote sampling foods from different cultures to celebrate important festivals for other religions e.g. Diwali, Passover etc</p>	All	This will be ongoing throughout the year.	Evidence of Healthy Schools activity on website and in Learning Journals.	
	OUTDOOR LEARNING		<p>1.8. Promote growing foods (links with science) and then using home grown ingredients to create healthy meals.</p>	All	This will be ongoing throughout the year.	Evidence of Healthy Schools activity on website and in Learning Journals.	

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

## 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
	<b>WEBSITE</b>  -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.  -Update website regularly including examples of good practice and experiences across the school.  -Key texts will be shared on the website.	JA	Web Updates:  - AUT2 - SPR1 - SUM1  This will be ongoing throughout the year.	Scrutiny of website	
	<b>TEACHING AND LEARNING IMPLEMENTATION</b>	All children to reach expected standard in	-To revisit and refine the lines of enquiry in History to ensure vocabulary and	JA	This will be monitored throughout the year.	Target Tracker	

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	<p>sequencing of skills. This will be reflected in our medium term plan. Staff to reflect on lines of enquiry and embed in learning journey</p> <p><b>LINK WITH CURRICULUM KEY TARGET</b></p> <p>-To support staff with enquiry based investigations</p> <p>Link with Year 4 staff to share an example of a line of enquiry showing links with Geography Curriculum. Share good practice in a staff meeting</p>	<p>JA</p> <p>JA/SG</p>	<p>Spring 2021/Ongoing</p> <p>Spring 2021</p>	<p>Planning scrutiny showing cross curricula links</p> <p>Development of Historical skills shown on planning</p> <p>Book scrutiny</p> <p>Evidence of Historical displays</p> <p>Learning walks</p> <p>Pupil voice</p> <p>Staff meeting</p>	

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 ensure all curriculum map folders are up to date and show sequence of knowledge and vocabulary.	-Review curriculum folders and identify areas to be refreshed with staff in terms of knowledge and vocabulary. Update year group folders.		Autumn 2020/.Spring2021/Summer 2021	Updated curriculum folders.  Medium term planning	



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
	<b>TEACHING AND LEARNING2</b>  Implementation including Reading Opportunities	<b>LINK WITH CURRICULUM KEY TARGET</b>  For children to continue to develop their love of learning and to embrace new knowledge and vocabulary to deepen their understanding.          For children to use knowledge organisers and	Introduce staff to sequence of knowledge.   To further develop the understanding of knowledge in terms of Disciplinary knowledge and Substantive knowledge, particularly in History. This will be outlined on INSET day. in the wider curriculum.   For staff to produce a knowledge organiser for each unit of work embracing coverage of History, as appropriate.	JA/VS and Key Target Group   All staff	October 2020	Medium term planning   Knowledge tables to support planning      Updated Curriculum folders.   Displays and photos	

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
		<p>vocabulary banks (word mats and display) to deepen their understanding.</p> <p>For children to be given regular reading opportunities to develop their Historical knowledge and understanding</p>	<p>Staff meetings to dedicate year groups to collate this.</p> <p>Use of VIPERS to deepen reading skills.</p>		Ongoing throughout the year.	<p>Evidence on Learning journeys</p> <p>Learning journal scrutiny</p> <p><b>Learning Through Stories</b> displays and planning.</p> <p>Implementation of key texts to stimulate children's curiosity</p>	

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/MH			
	ASSESSMENT-IMPACT	All children to reach expected standard in History across all year groups	<p>Monitor children's progress on Target Tracker.</p> <p>Look at Target tracker to ensure statements match our curriculum map.</p> <p>Look at the IMPACT across all year groups.</p>	<p>JA/VS</p> <p>JA/VS</p> <p>JA</p>	<p>Spring Term/Summer Term</p> <p>Summer term</p>	<p>Analysis of target tracker</p> <p>Pupil progress meetings</p>	
	<p>SUPPORT FOR STAFF</p> <p>In house CPD</p> <p>Supporting remote learning</p>	For all children to reach the expected standard in History across all year groups	<p>For staff to produce a Knowledge organiser for each History unit of work,</p> <p>Staff meetings to dedicate year groups to collate this.</p>	JA	Ongoing throughout the year.	Introduction of Collins History scheme to support with enquiry based 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
			<p>To research online resources to support remote learning and direct staff towards them.</p> <p>Invest in additional resources to support online learning</p> <p>-CPD opportunities</p> <p>Consider online opportunities</p>	<p>JA</p> <p>JA</p>		<p>Renew Key stage History membership</p> <p>Active use of resources</p> <p>Attendance on online courses</p>	
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	To plan for opportunities to enrich, develop/support More Able/SEND and PP children in their historical learning.	<p>-Develop learning sequences to support History lessons</p> <p>- Plan for an Enrichment afternoon to include a historical focus</p>	JA/NG/RC	Summer 2021	Photos and displays around the school	

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 a history day for all children to engage with.  -				
	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.  Update History medium term plan to reflect a diverse curriculum. For each year group to plan for significant key events and people.	JA/SD/VS  All year groups	Autumn 2020  Ongoing throughout the year	Use of assembly links  Displays, evidence in books.	

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	<b>LINK TO CURRICULUM KEY TARGET</b>  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
1.	<b>WEBSITE</b>  <b>-Subject INTENT</b>  Subject INTENT has been published on the website.  <b>-Promotion of Subject</b>  Languages website pages include some photographs and examples of children's learning.  Languages website pages include information about the KS1 and KS2 curriculum and Enrichment Day.	To update Languages website pages once a term with photographs and examples of chn's learning across the Academy.	1.1  Expand gallery of photos of chn engaged in language learning across the Academy.  Upload examples chn's MFL learning across the Academy  Update the Enrichment Day and European Day of Languages pages.	SV  SV & Teachers  SV	Termly  Termly  December 2020	Scrutiny of Languages website pages.	
	<b>TEACHING AND LEARNING 1 – IMPLEMENTATION</b>	To teach Languages on a regular basis for 30 minutes per week	1.2.  Consistently use the Primary Languages	Teachers		Book look to ensure coverage of the	

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
	<p><b>-Knowledge-rich Curriculum</b></p> <p>Chn discover and learn two different languages at the Academy – Spanish in KS1 and French in KS2.</p> <p>Staff are starting to use the Primary Languages Network scheme of work.</p> <p>Language learning incorporates 4 strands - listening, speaking, reading and writing in Spanish and French.</p> <p>Chn are starting to learn about French and Spanish culture through modern and traditional stories, songs, poems and rhymes, plus visitors to the Academy.</p>	in KS2 and 20 minutes per week in KS1 using Primary Languages Network lessons and resources.	<p>Network scheme of work and resources across the Academy to ensure progression with chn's learning in French and Spanish across the 4 strands.</p> <p>Hold staff meeting good practice sessions and send monthly emails to share best practice and quick 'bite size' tips for teaching Languages and how to make links across the wider curriculum.</p>	SV	<p>Summer 2021</p> <p>Monthly emails starting Spring term 2021.</p>	<p>Primary Languages Network curriculum.</p> <p>Evidence of examples of current French and Spanish vocabulary displayed in classrooms during Learning Environment Walks.</p> <p>Minutes of staff meetings and records of emails sent to staff.</p>	
	<p><b>TEACHING AND LEARNING 2 - IMPLEMENTATION</b></p> <p><b>-Including Reading Opportunities</b></p>	All chn to confidently read and understand words, phrases and	1.5	Teachers	Summer 2021	Analysis of Target Tracker Key	



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
	<p>Reading forms an integral part of Primary Languages Network lessons and its scheme of work.</p> <p>Chn are learning to read words and phrases in French and Spanish and are developing their understanding of new vocabulary and the meaning of simple sentences.</p>	simple writing in French and Spanish.	<p>Incorporate reading practice in all Language lessons.</p> <p>Consistently use the Primary Languages Network scheme of work and resources across the Academy to support the acquisition of new vocabulary and phonics in the target language (including Knowledge Organisers).</p> <p>Purchase of French dictionaries for KS2.</p>	<p>Teachers</p> <p>SV</p>	<p>Summer 2021</p> <p>Autumn 2020</p>	<p>Performance Indicators.</p> <p>Observation of Languages lessons (once permitted/safe).</p> <p>Evidence of use of Knowledge Organisers in French books and Learning Journals.</p> <p>Evidence of examples of current French and Spanish vocabulary displayed in classrooms.</p>	

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
	<p><b>ASSESSMENT- IMPACT</b></p> <p>Teachers are assessing against Key Performance Indicators on a termly basis using Target Tracker.</p>	All KS2 chn to reach the expected standard within band in French for listening, speaking, reading and writing.	<p><b>1.4.</b></p> <p>Start to use Primary Languages Network 'Puzzle It Out' Assessments for KS2 French to inform KPI judgements on Target Tracker.</p> <p>KS2 staff to update class KPIs for Languages on Target Tracker on a termly basis.</p> <p>KS2 staff to use Primary Languages Network Target Tracker Compatibility sheets to help fill gaps in learning.</p>	<p>SV &amp; Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>Summer 2021</p> <p>Termly</p> <p>Summer 2021</p>	<p>Look at a sample of 'Puzzle It Out' Assessment sheets in French books or Learning Journals.</p> <p>Analysis of Target Tracker KPIs.</p> <p>Analysis of Target Tracker data gaps.</p>	

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
	<p><b>SUPPORT FOR STAFF</b></p> <p><b>-In-house CPD</b></p> <p>Staff meeting has been held to teach staff about how to use the Primary Languages Network website, Click2Teach lessons and associated resources.</p> <p><b>-Supporting Remote Learning</b></p> <p>Primary Languages Network resources feature PowerPoints with embedded sound files and Knowledge Organisers.</p>	<p>Staff to teach Languages confidently on a regular basis for 30 minutes per week in KS2 and 20 minutes per week in KS1 using Primary Languages Network lessons and resources.</p>	<p><b>1.5.</b></p> <p>Use Primary Languages Network website, Click2Teach lessons and resources.</p> <p>Hold staff meeting good practice sessions and send monthly emails to share best practice and quick 'bite size' tips for teaching Languages and how to make links across the Curriculum.</p>	<p>Teachers</p> <p>SV</p>	<p>Summer 2021</p> <p>Monthly emails starting Spring term 2021</p>	<p>Evidence of Primary Network Languages Network resources in French books and Learning Journals (Book look when safe and permitted).</p> <p>Scrutiny of timetables, planning and VLE documents.</p> <p>Minutes of staff meetings and records of emails sent.</p>	

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
			Optional online CPD for staff to improve their French using the 'Upskilling' tool via the Primary Languages Network.	SV & Teachers	Summer 2021	Certificates from optional online CPD.	
	<p><b>ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)</b></p> <p>LKS2 Enrichment Days have featured Languages – French through stories and Polish language and culture.</p> <p>The European Day of Languages is celebrated in the Academy annually with an assembly and classroom language activities.</p>	All chn to be immersed in more than one language and to understand the benefits of learning a language and to gain respect for other cultures.	<p><b>1.6.</b></p> <p>Annual celebration of language learning on the European Day of Languages (26 September) – assembly and language learning activities.</p> <p>Include Language activities as part of Enrichment Days across the Academy.</p>	SV & Teachers	September 2020	<p>Whole school assembly on European Day of Languages.</p> <p>Evidence of planned Languages activities for KS1 and KS2.</p> <p>Photographic or written evidence of chn engaged in European</p>	

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
	<p>Primary Languages Network resources are multi-sensory.</p> <p>Extra-curricular Languages Clubs are offered by La Jolie Ronde (not running currently owing to Covid-19 restrictions).</p>		<p>Use of Primary Languages Network lessons and resources.</p>	<p>SV &amp; Teachers</p> <p>Teachers</p>	<p>Summer 2021</p> <p>Summer 2021</p>	<p>Day of Languages activities.</p> <p>Behaviour logs.</p>	
	<p><b>CELEBRATING DIVERSITY</b></p> <p>Chn are learning two different languages at the Academy (Spanish &amp; French).</p> <p>Chn are starting to learn about different cultures and traditions through their language learning and Primary Languages Network resources.</p>	<p>To use traditional stories, songs, poems and rhymes in the target language once a term to increase chn's understanding and empathy for other cultures.</p> <p>To involve EAL chn and staff in language learning.</p>	<p><b>1.7.</b></p> <p>Use of Primary Languages Network lessons and resources.</p> <p>Involvement of EAL chn in staff in answering register in different target languages.</p>	<p>Teachers</p> <p>Teachers</p>	<p>Summer 2021</p> <p>Spring 2021</p>	<p>Evidence in French books and Learning Journals (Book look once permitted/safe).</p> <p>Timetables and staffing of Enrichment Day sessions.</p>	

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
			Involvement of EAL staff in language activities on Enrichment Days.	SV and Teachers	Summer 2021		
	OUTDOOR LEARNING	To incorporate target language as warm-ups in outdoor PE sessions once every half-term.	<p>1.8.</p> <p>Share ideas of language warm-up games for PE.</p> <p>Incorporate warm-up games in target language into PE lessons.</p>	<p>SV</p> <p>Teachers</p>	<p>December 2020</p> <p>Spring 2021</p>	Scrutiny of timetables, planning and VLE documents.	

## 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
2.	<b>WEBSITE</b>  -Subject Intent  -Promotion of Subject	Website will be current and purposeful throughout the year	<ul style="list-style-type: none"> <li>- Update website regularly with a focus on the curriculum statement about INTENT.</li> <li>- Photos of year groups music sessions.</li> <li>- Examples of what each year group are learning about.</li> </ul>	HM	This will be ongoing throughout the year.	Scrutiny of website	
	<b>TEACHING AND LEARNING 1 – IMPLEMENTATION</b>  -Knowledge-rich Curriculum	85%+ children reaching expected standard in music across all year groups.  (On year group bands)	<ul style="list-style-type: none"> <li>- Use learning walks to ensure coverage of new music curriculum.</li> <li>- Staff meeting time to plan I cans... from whole school plan.</li> <li>- Staff meeting good practice.</li> <li>- Resources provided for staff on the system.</li> </ul>	HM	This will be ongoing throughout the year	Examples of work in learning journals.  Analysis of Target Tracker data	

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
						Examples of work on music display in WA Hall.	
	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.	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	- 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?	HM	Summer 2021	Analysis of Target Tracker data	



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
		<ul style="list-style-type: none"> <li>- listen and appraise a range of music from different traditions from great composers and musicians</li> </ul> <p>KS2</p> <p>By the end of their time at Lindfield children will be able to:</p> <ul style="list-style-type: none"> <li>- play and perform</li> <li>- play a range of instruments</li> <li>- improvise and compose</li> <li>- appreciate and understand a wide range of high-quality live and recorded music</li> <li>- listen and appraise a range of music from different traditions from great composers and musicians</li> </ul>				Pupil progress meetings	
	SUPPORT FOR STAFF	Ensure all children have had access to wide curriculum resources and lessons. Referring directly to national curriculum impact.	<ul style="list-style-type: none"> <li>- Staff meeting to evaluate the resources provided.</li> <li>- Possible further Charanga training to be hosted at Lindfield</li> <li>- Good practice time in staff meeting to share practices across year groups.</li> </ul>	HM All staff	Spring Term	<p>Examples of work in learning journals.</p> <p>Examples of work on music display in WA Hall.</p>	

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)	Taking part in music workshops outside of the school.	<ul style="list-style-type: none"> <li>- Possible work alongside All Saints church.</li> <li>- Link with choir.</li> <li>- Link with West Sussex Music Service.</li> </ul>	HM  SR	Summer Term	Photos and displays around the school and on website.	
	CELEBRATING DIVERSITY	Celebrating a range of musician's key figures.	<ul style="list-style-type: none"> <li>- Check through curriculum.</li> <li>- Analyse the 10 pieces topic and look for a range of key figures.</li> </ul>	HM	Summer	Curriculum scrutiny	
	OUTDOOR LEARNING	<p>Timetable in outdoor area learning.</p> <p>Give teachers time to look at their planning and see where they can make links to the outside environment.</p>	<ul style="list-style-type: none"> <li>- Provide teachers with time, spaces and resources to enable this to happen.</li> </ul>	HM	Summer 2	Learning scrutiny	

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
3.	<b>WEBSITE</b> -Subject INTENT -Promotion of Subject	Website will be current and purposeful throughout the year.           Photos will reflect learning from the academic year 2020-2021.	1.1 Update website regularly making links to the intent/ implementation and impact statements.    Description of and photos of the following:  Black History Month2020  Anti-Bullying Week 2020  Children’s Mental Health Week 2021  Equality Week 2021	SD / FM           SD/ FM	Web Updates: - AUT2 - SPR1 - SUM1       Web Updates: November 2020  November 2020  February 2021  May 2021	Scrutiny of website       Talking to SLT and colleagues about potential improvements.	
	<b>TEACHING AND LEARNING 1 – IMPLEMENTATION</b>	Ensure successful implementation of Jigsaw curriculum	<b>1.2.</b> Plan and film assemblies to introduce the new puzzle piece	SD / FM	2 x Assemblies:	Teachers will be informed via email/staff meeting	

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	across the school by introducing new topics in assemblies and having a certificate assembly to finish the half term.  Ensure all staff are implementing PSHE effectively	topics at the beginning of each half term and an end of term assembly to present certificates.  Due to COVID restrictions assemblies cannot be carried out. Assemblies created to show via teams.  Book look will be completed to ensure all classes complete and engage with activities. Learning walks to ensure Jigsaw Display are relevant and prominent within the classroom.		- AUT2 - SPR1 - SPR2 - SUM1 - SUM2          Spring 1	of upcoming assemblies.  Teachers will provide us with names of who they are awarding a certificate. All teacher will be provided with a link to the assembly which introduces the weeks.  Learning walks + book looks	

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
			Teachers will be informed in briefing about the week about the upcoming book looks and learning walks.	SD/ FM			

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.	1.3. Create a list of books to support the Jigsaw curriculum and themed weeks:  Anti-Bullying Week  Children's Mental Health Week  Equality Week.	SD/ FM	AUT 2  SPRING 1  SUMMER 1	Key texts included on lesson plans and used throughout the year.	
	ASSESSMENT- IMPACT	85% of children working within band.	1.4. Monitor children's progress on Target Tracker.  Provide teachers with the Jigsaw General Exemplification Guidance	SD / FM	AUT2-  Analyze data in AUT2 discuss with teacher if these children are being provided with extra support,	Analysis of Target Tracker data.  Feedback to year groups given.	

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
		Look at the IMPACT across all year groups.	<p>for Teacher to Assess Children's Work.</p> <p>SUMMER 1 – pupil survey about PSHE with the school council. What do they want to learn? What do they take away from PSHE? Etc.</p>		discuss with SENCO.	Completed pupil questionnaires to examine and feedback to staff. What has been raised?	

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 voice with the school council.					
	<p><b>SUPPORT FOR STAFF</b></p> <p>-In-house CPD</p> <p>-Supporting Remote Learning</p>	85%+ children working within band.	<p>1.5. Staff questionnaire – survey monkey about areas of least confidence</p> <p>CPD opportunities</p> <ul style="list-style-type: none"> <li>Inquire about online training opportunities.</li> </ul> <p>Email teachers the link to the Jigsaw PSHE free</p>	SD / FM	<p>SPR 1 – staff questionnaire</p> <p>SUM2 Use this data to explore possible CPD opportunities</p>	<p>Use of PSHE skills in children's lessons and books.</p> <p>Attendance of online courses.</p>	



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 teachers are aware of the Jigsaw Home Learning free resources to use for children learning from home.	home learning Jigsaw Families Stories, Activities and Calm me scripts to access when learning from Home.	SD / FM	November 2020	Link provided to parents in the case of home learning.	
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	Provide teachers with the Jigsaw Summative Assessment: Tracking Pupil Progress sheet.	1.6. Encourage teacher to develop meaningful conversations with children expected to be working beyond based on the 'I cans' on the Summative Jigsaw Assessment Tracking Progress Sheet.	SD / 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 Progress Sheet for working beyond.  Pupil Premium support provided by	

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 Pupil Premium children.	Work alongside Pupil Premium coordinator to highlight any opportunities for additional support in PSHE.	SD/ FM/RC	Spring Term 1	teachers during PSHE lessons.	
		Support SEND Pupils.	Ensure ILPs and CSPs are considered when taking a PSHE lesson.		Autumn Term 2		
		Community Crew to experience	Organise Community Crew activities.			Community Crew activities added to the Community Crew board in the rotunda.	

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.			Summer Term 1		
	CELEBRATING DIVERSITY	Jigsaw topic 'Celebrating Differences' to be taught in Autumn Term 2.  Black History Month	1.7. Ensure Teachers are following the Jigsaw scheme of work.  Photos of Black History Month display, which has already been created by SD, to be taken and uploaded to the PSHE page on the website with a description.  Special assembly to introduce anti-bullying	SD / FM  SD / FM	Autumn Term 2  Autumn Term 2	Collect pieces of work as evidence from KS1 and KS2 from Jigsaw topic.  Black History Month display in school and on website.	

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
		Anti-bullying Week	week. Odd socks day. All children to complete Anti-Bullying lesson and activities.	SD / FM	Autumn Term 2	Anti-bullying whole school display board. Collection of work from the week.  Photographs and book look for evidence from the week.	
		Children's Mental Health Week	Special assembly. Activities throughout the week to support Children's Mental Health Week.		Spring 1	Photographs and book look for evidence from the week.	
		Equality Week	Special assembly. Activities throughout the week to support Equality Week.			Photographs and book look for evidence from the week.	

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
					Summer Term 1		
	OUTDOOR LEARNING	<p>Using outside spaces, when appropriate, to pursue PSHE activities.</p> <p>Quiet / reflection corners to enable time to reflect upon the Jigsaw learning that term.</p>	<p>1.8. Complete 'Connect Us' activities in the playground. Opportunities to be more physically active during 'Connect Us' activities.</p> <p>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.</p>	SD / FM	<p>From Autumn Term 1</p> <p>From Spring Term 1</p>	<p>Photographs of children completing activities outdoors.</p> <p>School learning walk and photos of different zones of regulation spaces with links to Jigsaw resources.</p>	

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
		Opportunities to link mental health and well-being with being outdoors in a natural environment.	Introduce mindfulness using Jigsaw PowerPoint resources. Encourage Mindfulness when using the Forrest School area through activities such as 'Listening Walks.' Work alongside Forest School lead to implement.		From Spring Term 2	Photographs from Forest School activities.	

## PE

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.	<p><b>WEBSITE</b></p> <p>All Sport news is linked from twitter to the front page of the website.</p> <p>Tweets about all sport competitions and festivals throughout the</p> <p>-Subject INTENT</p> <p>-Promotion of Subject</p>	Promoting PE sessions, active learning and the daily run as well as competitions and festivals	<p>1.1.</p> <p>-Send over sport news to the website after each event</p> <p>-Tweet about each event</p> <p>-Photograph PE sessions and put in newsletter and twitter.</p> <p>-Each class to have PE evidence on the website each term.</p>	<p>SO /KM</p> <p>All Staff</p>	Ongoing		
	<p><b>TEACHING AND LEARNING 1 – IMPLEMENTATION</b></p> <p>-Knowledge-rich Curriculum</p>		1.2.	SO /KM	Spring		

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
	<p>All teachers are using the Real PE scheme of work along with the PE Hub.</p> <p>The skills map was redesigned and development of skills mapped across each year group. All staff are following this.</p> <p>Evidence of PE sessions to be included in each year groups learning journals.</p>	<p>All teachers continue to deliver one session of Real PE a week.</p> <p>All chn taking part in the daily run 3 times a week.</p> <p>Chn are given the opportunity to explore new sports through the curriculum and</p>	<p>Keep all subscriptions to Real PE and PE Hub up to date.</p> <p>Make sure all staff are aware of the skills map. Uploaded on the P Drive and emailed out.</p> <p>Promote the daily run in school. Link to the cross country competition.</p> <p>Research experience days. Invite community links in to run taster sessions.</p> <p>Take part in MSA virtual competitions and festivals.</p>				



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
	We received Platinum in the School Games Mark	<p>possibly through experience days.</p> <p>Remain at platinum for the Schools Games Mark.</p> <p>Targetted support at the lower ability children.</p> <p>More KS1 chn attending clubs 60% across the year.</p>	Lunch time change for life club. Jumpstart Jonny in classrooms, festivals and activities aimed at lower ability children.				
	TEACHING AND LEARNING 2 - IMPLEMENTATION  -Including Reading Opportunities		1.3.	SO/ KM	Spring		

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
	<p>Use of Real PE Challenge cards for children to read</p> <p>Physical phonics is happening in KS1</p> <p>Look in to texts around sports people and links to science in healthy bodies.</p>	<p>Children to be using challenge cards and written questions in PE lessons.</p> <p>Integrate active learning with reading - comprehension in KS2 or phonics in EYFS / KS1</p>	<p>Make all staff aware of the challenge cards in their real PE packs.</p> <p>Show all staff the knowledge organisers for different PE topics on PEhub.</p> <p>Speak with BC about physical phonics and ask all KS1 / EYFS to embed this in to weekly planning. Look in to extra outdoor slots for people to use.</p>				
	ASSESSMENT- IMPACT	Teachers to identify less active, LA and GD chn in PE and communicating details to SO	1.4. Real PE assessment document set up for each year group.	SO	Ongoing		

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
	<p>Develop how we assess in PE and look to include all statements in one document away from Target Tracker.</p> <p>GD and LA children to be identified</p>	<p>Teachers to be confident in assessing in PE.</p> <p>GD children to have opportunities for challenge.</p> <p>LA to have support and extra opportunities available to them.</p>	<p>Staff to send SO assessment document at the end of each term.</p> <p>SO to check GD and LA children on assessment document and on Target Tracker.</p>				
	<p>SUPPORT FOR STAFF</p> <p>-In-house CPD</p> <p>-Supporting Remote Learning</p>	<p>Staff to be trained/ receive refresher training on Real PE, Sport Specific areas and key skills, virtually and in house / off site.</p>	<p>1.5. Staff offered CPD sessions from MSA.</p> <p>PE co-ordinator to look in to other CPD sessions with Sussex</p>	SO	ongoing		

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
	CPD Sessions available through Mid Sussex Active.	<p>Staff to feel confident teaching PE.</p> <p>Staff to develop leaders and carry out personal challenges within PE sessions</p>	<p>Cricket and other local communities.</p> <p>PE co-ordinator to attend CPD sessions and feedback to all staff.</p> <p>PE Co-ordinator to remind staff of the importance of personal challenge during staff meeting.</p> <p>Staff to receive Real PE training materials</p>				
	<p>ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)</p> <p>Competitions for more able children</p>	Sports Crew to experience leadership across the school and across other schools.	<p>1.6.</p> <p>Regular meetings with the children to discuss their ideas.</p>	KM	ongoing		

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
			Children to receive training from Mid Sussex Active.				
	CELEBRATING DIVERSITY	<p>Celebrating successes of many different sports people.</p> <p>Children to celebrate the successes of themselves and each other.</p>	<p>1.7.</p> <p>Assemblies</p> <p>PE certificates</p> <p>Continuous assessment</p>	<p>SO/KM</p> <p>All Staff</p>			
	OUTDOOR LEARNING	Using outdoor space and 'active' sessions across the curriculum.	<p>1.8.</p> <p>Providing a wide variety of resources to facilitate outdoor learning across the curriculum</p>	All Staff/ SO	Spring		

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
		<p>For children to be moving more</p> <p>For as many PE sessions to be happening outside</p>	<p>Each class to have at least 2 hall slots / outside slots for PE.</p> <p>For teachers regularly update when they are NOT using outdoor space so others can use it.</p>				

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.	<b>WEBSITE</b>  -Subject INTENT  -Promotion of Subject	1. Website will be current and purposeful throughout the year  2. Photos will reflect learning from the academic year 2020-2021	Update website regularly  Update photos on the website.	MF	Web Updates:  - AUT1  - SPR1  - SUM1	Scrutiny of website  Talking to SLT and colleagues about potential improvements.	
	<b>TEACHING AND LEARNING 1 – IMPLEMENTATION</b>  -Knowledge-rich Curriculum	1.100%+ children working within band.  2.Plot out learning/knowledge being taught in the RE curriculum across each year group – starting with Year 5.	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 2 Book look focus on matching I cans to Discovery scheme. How are we doing?  SPR2 Book look and learning walk and focus on	Learning walks + audits  Analysis of Target Tracker data  Feedback to year groups given:  - Children who need to be focused on (not at ARE)	

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
					vocabulary being used against knowledge organisers.	<ul style="list-style-type: none"> <li>- Gaps in the progression of skills document.</li> <li>- Ways forward (refer to subject folder)</li> </ul>	
	<b>TEACHING AND LEARNING 2 - IMPLEMENTATION</b>  -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	SPR2 Book look and learning walk and focus on vocabulary being used against knowledge organisers.	Learning walks + audits  Feedback to year groups given: <ul style="list-style-type: none"> <li>- Children who need to be focused on (not at ARE)</li> <li>- Gaps in the progression of skills document.</li> <li>- Ways forward (refer to subject folder)</li> </ul>	



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
	ASSESSMENT- IMPACT	1.100%+ children working within band.	<p>Monitor children's progress on Target Tracker</p> <p>Look at the IMPACT across all year groups.</p> <p>Pupil voice with the school council.</p>	MF	<p>AUT2 – analyse previous year data and provide colleagues with a list of children not currently at ARE.</p> <p>SPR 2 – pupil survey about RE with the school council. What do they want to learn? What do they take away from RE? Etc.</p> <p>SUM2 – allows staff to input a couple of data</p>	<p>Analysis of Target Tracker data</p> <p>Completed pupil questionnaires to examine and feedback to staff. What has been raised? Possible assemblies/workshop linked to this?</p>	

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
					drops for myself to examine in detail.		
	<p><b>SUPPORT FOR STAFF</b></p> <p>-In-house CPD</p> <p>-Supporting Remote Learning</p>	<p>1.100%+ children working within band.</p> <p>2.Provide staff with CPD opportunities stemming from previous survey results.</p>	<p>Staff questionnaire – survey monkey about areas of least confidence</p> <p>CPD opportunities</p> <ul style="list-style-type: none"> <li>Inquire about training opportunities.</li> </ul>	MF	<p>AUT 1 – Staff questionnaire</p> <p>AUT2 – Staff training resources</p>	<p>Use of RE skills in children’s lessons and books.</p> <p>Attendance of courses</p>	
	<b>ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)</b>	1.Develop an enrichment group to target children across the year groups.	Recommence Community Crew.	MF	SPR 2 Develop the ‘Community Crew’ to provide children across KS2 with opportunities for cultural capital.	<p>Photos and displays around the school</p> <p>Assemblies – child led.</p> <p>1 visit throughout the year:</p> <p>- St Pauls</p>	

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
					Throughout the year enquire with local places of interest about possible visits.	<ul style="list-style-type: none"> <li>- Mosque</li> <li>- Evangelical church</li> </ul>	
		1.Run RE focused assemblies to celebrate diversity and major events – Harvest, etc.	Celebrate major festivals with an assembly, etc.	MF	OCT – Harvest	Celebrate major festivals with an assembly, etc.	
		1.Invite local places of worship into school to carry out assemblies	Church assemblies taking place every two weeks <b>after Covid.</b>	MF	Keeping in contact with Val from the church every term.	Displays and newsletter updates	
	CELEBRATING DIVERSITY	1. Celebrating assemblies – religious events	Record assemblies for the school.	MF	Spring 2	By the end of the year, at least one pre-recorded assembly by a visitor.	

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
		throughout the year.  -Easter  -Passover	Ask about the possibility of the church recording an assembly for Easter.				
	OUTDOOR LEARNING	1.Examples (at least 1) of RE being taught using the outside environment.	Provide teachers with spaces and resources to enable this to happen. This will include outdoor mats and rugs.	MF	Summer 2	Learning scrutiny	

## 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
1.	<p>WEBSITE</p> <p>-Subject INTENT</p> <p>Subject intent on the website.</p> <p>-Promotion of Subject</p> <p>Lindfield Lab showcasing extra curricular Science across the school.</p>	<p>Showcasing work from Early Years all the way to Year 6 across the school.</p> <p>Clearly demonstrating the progression of skills being made across the school.</p> <p>Website will be current and purposeful with up to date photos.</p>	<p>1.1. Using Science week to promote the subject across the school</p> <p>Website to be updated regularly with current photos uploaded.</p>	RO/SG	This will be ongoing throughout the year.	<p>Scrutiny of the website.</p> <p>Regular discussions with SLT and members of the staff.</p>	
	TEACHING AND LEARNING 1 – IMPLEMENTATION	100% of children reaching expected standard in Science	1.2. Staff meetings to inspire teachers to teach Science in	RO/SG	This will be ongoing	Regular book looks with a specific focus.	

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
	<p>-Knowledge-rich Curriculum</p> <p>Science to be taught in creative and inspiring ways.</p>	across all year groups.	an innovative way – not through worksheets.		throughout the year.	<p>Analysis of Target Tracker data.</p> <p>Introduce famous Scientist days.</p>	
	<p>TEACHING AND LEARNING 2 - IMPLEMENTATION</p> <p>-Including Reading Opportunities</p> <p>- Research high quality books to support teachers in the teaching of topics.</p>	Research being used in lessons to support learning and to provide a deeper knowledge of topics.	1.3. Invest in new non-fiction books which link to topics.	SG/ROB	Spring Term	Book looks and planning	
	<p>ASSESSMENT- IMPACT</p> <p>Ensure that I can's are linked to the National Curriculum and are purposeful.</p>	100+ of children reaching expected standard in Science across all year groups.	1.4. Monitor children's progress on Target Tracker, ensuring statements match our curriculum map.	SG/ROB	Summer Term	<p>Analysis of Target Tracker data</p> <p>Pupil progress meetings</p>	

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
	<p><b>SUPPORT FOR STAFF</b></p> <p>-In-house CPD</p> <p>-Supporting Remote Learning</p> <p>- Staff meeting to address the sequencing of lessons and the practical side. To showcase what high quality Science teaching looks like.</p>	<p>Lessons follow a clear sequence.</p> <p>Learning builds upon prior knowledge and skills.</p>	<p><b>1.5.</b> Science staff meeting based around a sequence of lessons for their year group.</p> <p>A staff meeting to review the science curriculum, allowing time for each year group to look at their termly topics.</p>	SG/ROB	Spring Term	<p>Planning</p> <p>Book looks</p>	
	<b>ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)</b>	A range of opportunities available for ALL children to access	<b>1.6.</b> Building a relationship with Cumnor House for GD children. –	SG/ROB	Summer Term	Displays around the school	

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
	Science club  Science Ambassadors	extra curricular activities.	Postponed due to COVID.			Evidence on website	
	CELEBRATING DIVERSITY	Displays to reflect a range of children's work.  Each class to research a famous Scientist from around the world for a class display.	1.7. Invest in some non-fiction books about famous Scientists.  Plan in research time.	SG/ROB	Summer Term	Learning walk  Display board in each classroom	
	OUTDOOR LEARNING	Teachers will feel confident in using the outside space for Scientific learning.	1.8. Timetable in outdoor area learning.  Give teachers time to look at their planning and see where they can	SG/ROB/MF/EC	Summer Term	Photographs demonstrating the way in which an outside space is being utilised	



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
			<p>make links to the outside environment.</p> <p>Use planters around the school to enhance curiosity about the world.</p>				