

Academy Improvement Plan for Curriculum Subjects

For

Lindfield Primary Academy

2020-21

Final Evaluation July 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.	<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 2021 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>	ongoing	<p>Art work published on website.</p>	<p>Drawing Week – Autumn 2020 successfully published on website and showcases work from all year groups across the school.</p> <p>Positivity Project was displayed around the school, on Twitter and on website.</p> <p>Website clearly outlines states our curriculum intent.</p> <p>Increased promotion of Art within the Academy</p> <p>Opportunity to promote the value of the subject</p>

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	<p>TEACHING AND LEARNING 1 – IMPLEMENTATION</p> <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>All teachers continue to deliver one session of Art a week.</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>1.2.</p> <p>Continue use of Access Art progression document in whole school plan.</p> <p>Sketchbook scrutiny</p>	AB	Autumn 2021	Sketch book scrutiny	<p>Staff respond to sketchbook feedback, areas of development to be made clear.</p> <p>Sketch book look to gain evidence of areas of strength when teaching art.</p>
	TEACHING AND LEARNING 2 - IMPLEMENTATION	Ensure that all teachers are planning and teaching art in line	<p>1.3</p> <p>Sketch book look and a planning scrutiny of</p>	AB	ongoing	Evidence of current art planning on Learning	Staff understand how the art they are teaching links to existing knowledge and scaffolds more understanding,

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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.	skill, appreciation to that prior knowledge. Teachers are aware that teaching children about art and artists can be a valuable reading opportunity for children.
	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.	Ensure that children develop their skills in the process of producing art	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	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 and learning from the starting point to final piece. The 'story' of the art.

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			Teachers to re-think displays. Rather than 30 similar pictures, teachers should display the journey that has taken place, inc, preliminary sketches and ideas.			in sketch books and in photo form.	
	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.	Work on walls and on displays show clear progression through the school. Greater awareness of how the children feel about their art, what they have done and what they have learned from the experience. Link to Recovery Curriculum and children's zone survey.

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		<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>SUPPORT FOR STAFF</p> <p>-In-house CPD</p> <p>-Supporting Remote Learning</p>	<p>Staff to be provided with access to the materials, equipment and resources required to deliver quality first teaching.</p> <p>Teachers to be supported well in art events such as the Drawing Week in October</p>	<p>1.5.</p> <p>'Drawing Week' to model quality art activities for all year groups</p> <p>Make resources available and appropriate for teaching needs.</p>	<p>AB /</p> <p>CM /</p> <p>All staff</p>	<p>ongoing</p>	<p>Feedback from teachers.</p> <p>Evidence in sketch books.</p>	<p>Teachers feel confident that have the support and the tools needed to plan and deliver high quality art lessons.</p> <p>Teachers to feel that they can get advice, support and ideas from the art coordinator to support them in their teaching of art.</p>

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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	Greater promotion of art Enhancement of the children's skills and knowledge by potentially building links with secondary schools.
	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	Greater diversity embedded in the art curriculum. Diversity: Year 6 African printing, Year 5 Greek tiles, Muslim art in the form of Mehendi designs etc. In addition, PHSE wellness and well-being links through Positivity Art Project Feb 2021 Art for all children, art that can be accessed equally by all.

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						teaching of art.	
	OUTDOOR LEARNING	<p>Using outside spaces, when appropriate, to pursue art activities.</p> <p>These activities may include; taking inspiration from nature eg. Early years: Leaf Man, Autumn Walk, Anthony Goldsworthy.</p> <p>Or they may for the purpose of enjoying working on an art piece in an outdoor space.</p>	<p>1.8.</p> <p>Create purposeful drawing spaces for children to sit and rest their books.</p> <p>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.</p>	AB / MF	By summer	<p>Evidence of outside learning through drawings in sketch books.</p> <p>Photos of classes involved in art based outdoor learning activities</p>	<p>Great enjoyment of art, greater appreciation of the outdoor environment and increased sense of wonder at the world around them.</p> <p>Children will gain knowledge and appreciation that art is a pursuit that can take place anywhere!</p>

COMPUTING

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2.	Whole Academy WEBSITE -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.	Autumn term website audit completed. Staff have made many changes following changes to expectation of content. Year group pages updated. Hit on pages not yet audited (COVID)
	TEACHING AND LEARNING 1 – IMPLEMENTATION -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	Teachers are bridging gaps in learning (COVID) when new topics are introduced. Teachers are

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	<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>adapting the curriculum map to facilitate remote learning.</p> <p>Some use of knowledge organisers to support learning (eg key vocab and images introduced at the start of each lesson).</p> <p>Not sure if we are going to do a knowledge rich curriculum document.</p> <p>TT gap analysis to happen last week of term.</p>
	TEACHING AND LEARNING 2 - IMPLEMENTATION	Increased use of IT to support reading.	-Use of iPads to engage reluctant readers	All	Ongoing	Learning / reading journals	Introduction of Bug Club and Reading Eggs provide good

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	<p>-Including Reading Opportunities</p> <p>Children visit websites to gain knowledge about specific subjects.</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>			<p>Pupil conferencing</p> <p>Teacher conferencing</p> <p>TT data</p>	<p>support during remote learning.</p> <p>Computing Knowledge organizer not yet used with VIPERS. (not a COVID priority)</p>
	<p>ASSESSMENT- IMPACT</p> <p>Teachers using TT for assessment</p>	More accurate use of the steps within bands	Focus within staff meeting	RA / All	Autumn 2?	Termly TT gap analysis	Move to Autumn term – building on recovery curriculum
	<p>SUPPORT FOR STAFF</p> <p>-In-house CPD</p> <p>-Supporting Remote Learning</p>	Staff are confident to teach the computing curriculum	<p>-Use of PurpleMash to support home learning.</p> <p>Use of snipping tool to support instructions.</p> <p>- Support staff when requested</p>	<p>All</p> <p>RA</p> <p>RA</p>	Ongoing	High quality work in learning journals	<p>Learning journals not yet reviewed (Shielding).</p> <p>Teachers seem confident at present teaching the curriculum – will also follow up after TT discussion.</p>

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	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	All children are supported and challenged in computing lessons.	<p>-Use of good practice in SEND document to support children in lessons.</p> <p>-PP / identified SEN targeted to become Digital Leaders (E Safety)</p> <p>Enrichment opportunity for More able (Covid)?</p>	All RA	Termly	TT data	<p>TT data looks good.</p> <p>Would like to have conferences with staff about what they're doing to support groups.</p> <p>Digital leaders not able to happen this year (Covid)</p>
	CELEBRATING DIVERSITY	Children and staff are aware of diversity within computing and all children know they could pursue this career.	<p>-Computer Science Week (7th-14th Dec) focus on diverse mix of computer scientists in assembly.</p> <p>-Look into display pictures / info pages of diversity in computing around the school.</p>	All	Autumn 2 Spring 1	Evidence of diversity in computing around the school.	<p>Computer Science week not celebrated this year (Covid).</p> <p>Not a priority following Covid – restricted mobility across the school.</p>
	OUTDOOR LEARNING	Opportunities are taken to develop computing skills in the outdoor environment.	-investigate ways computing lessons can be taken outside: Speak to outdoor lead.	RA	Spring	Evidence in learning journals	Not yet achieved (remote learning)

DT

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1.	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/CM	July 2021	A gallery of current DT work will be on the Academy Website.	Images for a gallery have been sourced but photo permissions need checking. To be continued.
	TEACHING AND LEARNING IMPLEMENTATION Knowledge rich curriculum The DT skills progression at Lindfield continues to	All staff to be confident in teaching DT in order for all children to reach expected levels. To ensure a consistent approach across the school to ensure a progression of skills and knowledge. Children progressively acquire, use and apply a growing bank of	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/CM	December 2020 and ongoing throughout the year.	Target Tracker analysis Book scrutiny Planning scrutiny	Key vocabulary for each learning experience has been established and shared via the curriculum map and resources created for teachers.

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	evolve. New learning opportunities have been written and established in Year 4. The profile of DT needs to be raised.	vocabulary organised around topics.					This should continue to be reviewed and updated throughout the year ahead reflecting and responding to changes that have occurred throughout 20-21.
	TEACHING AND LEARNING2 Implementation including Reading Opportunities We are currently developing 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 organiser 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.	Curriculum map for DT has been updated to include enquiry questions, key vocabulary and links to other subjects. Differentiated knowledge organisers have been created for Food, Nutrition and

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							<p>Technical knowledge throughout the school. These will be added to Spotty Folders.</p> <p>Knowledge organisers for structures to be created, which will be continued 2021-2022.</p>
	<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 review the DT in Years 5 and 6.</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 ensure coverage and progression.</p>	JR/ CM	July 2020	100% of Target Tracker Statements will be assessed at WT/ A or M for all children.	<p>Several learning sequences were very difficult to manage with Covid restrictions due to their practical nature and the necessity of equipment sharing.</p>

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							<p>97% of children reached the expected level in KS1 and 57% in KS2.</p> <p>There is a continuing scrutiny of learning in Years 5 and 6.</p>
	<p>SUPPORT FOR STAFF</p> <p>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</p>	<p>The Whole School Design and Technology plan will continue to be updated with quality endpoints in Designing and Technical skills.</p> <p>Staff to be able to continue to use building resources and</p>	<p>Work with Y5 and 6 to ensure guidance and resources are in place to provide quality Designing and Technical endpoints.</p> <p>Establish planning and resources enabling Textiles in Year 3 to take</p>	JR/ CM	March 2021	<p>100% of Target Tracker Statements will be assessed at WT/ A or M for all children.</p> <p>Evidence collected showing quality of products and experiences.</p>	<p>Guidance and resources have been provided for using hacksaws.</p> <p>There has been collaboration with Year 2 and updating of all DT learning.</p> <p>Year 6 sequence of lessons have been written.</p>

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	reviewed and developed.		place without Parent Helpers.				<p>Establishing resources to support the teaching of structures to be completed.</p> <p>The Grow Your Own Potatoes scheme is now established in Year 5.</p> <p>Sequence of lessons to be written for and in collaboration with Year 5.</p>
	<p>ENRICHMENT (MORE ABLE/PUPIL PREMIUM)</p> <p>Enrichment afternoons, workshops are challenging due to COVID restrictions.</p>	The academy will sign up and participate in industry led STEM challenges.	<p>Sign up for BP STEM challenges</p> <p>Involve specific year groups/ whole school/ able pupils / with various</p>	JR/ CM	July 2020	Evidence collected showing quality of products and experiences.	<p>Industry led STEM challenges and possibilities for potential enrichment activities will be explored during</p>

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			challenges and competitions.				the Autumn term 2021.
	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 food comes from and Fairtrade.</p>	JR/HD/ JA	July 2022	<p>Display of Design Heroes.</p> <p>Fairtrade Assemblies</p> <p>Food Miles teaching established.</p>	<p>Suitable location for the display to be established.</p> <p>Children have taken part in Fairtrade week. New learning has been successfully established in Years 3 and 4 promoting Fairtrade and increasing children's awareness of the impact of Food Miles.</p>
	OUTDOOR LEARNING We are developing the use of outdoor	Children to be using outdoor areas to display, test, make and evaluate products.	Staff meetings to share good practice using	JR/CM	July 2021	Evidence collected showing	Growing has taken place in Year 5 as well

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	<p>learning across all the creative curriculum.</p> <p>An outdoor timetable has been established for Year groups to use the woodland area.</p>		<p>outdoor learning including DT.</p> <p>Encourage, share and consider resources and COVID restrictions for outdoor DT units: Bird feeders displayed (Y 1) Shelter Building (Y 6) Farm Visit (EYFS)</p>	MF, EC, JR and key target group		outdoor DT experiences.	<p>as outdoor Business Week.</p> <p>Year 1 have been able to use their own outdoor space to display and evaluate their bird feeders.</p> <p>Shelter building was not possible this year due to Covid restrictions.</p> <p>The visit to Oathall Farm was cancelled due to a rise in Covid cases. To review during 20-21.</p>

GEOGRAPHY

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3.	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	The web site has been updated to include all current subject information. Photos have been added.
	TEACHING AND LEARNING IMPLEMENTATION 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. Eg link with Year 4 staff to share an	SG/JA	This will be ongoing throughout the year.	Geographical focussed activities integrated into planning Planning scrutiny showing cross curricula links Development of geographical skills	Through developing the Geography knowledge rich curriculum with staff in staff meetings, the sequence of lessons for acquisition of knowledge/ vocabulary has been mapped in each year group. This will

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		To ensure all curriculum map folders are up to date and show sequence of knowledge and vocabulary.	<p>example of a line of enquiry showing links with Geography Curriculum.</p> <p>Review curriculum folders and identify areas to be refreshed with staff in terms of knowledge and vocabulary. Update year group folders.</p>	<p>SG/JA</p> <p>SG/JA</p>	<p>Spring 2021/Ongoing</p> <p>Autumn/Spring/Summer terms</p>	<p>Book scrutiny</p> <p>Evidence of geographical displays</p>	<p>need to be monitored, reviewed and further developed in the upcoming academic year.</p> <p>Monitoring of Geography displays in areas outside classroom has taken place.</p> <p>Curriculum map has been updated as an online resource.</p>

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	<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 Geographical</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>	SG/JA/ staff	Ongoing throughout the year.	Introduction of Collins Geography scheme to support with enquiry based learning.	<p>Use of knowledge organisers has been promoted and are saved on the p drive.</p> <p>School focus on Vipers has increased opportunities for reading to develop Geographical knowledge and understanding</p>

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		knowledge and understanding	Use of VIPERS to deepen reading skills.				eg Volcanoes Year 3
	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>	Monitoring of target tracker statements has taken place. Teaching staff have updated pupil progress and coverage on Target tracker. This will enable gaps in learning to be identified and planned for with future learning.
	SUPPORT FOR STAFF In house CPD	For all children to reach the expected standard in	For staff to produce a Knowledge organiser for each	SG/JA	Ongoing throughout the year.		Staff meetings have taken place to develop a

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	Supporting remote learning	Geography across all year groups	<p>unit of work, 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>SG/JA</p> <p>SG</p>		Active use of resources - photos	<p>knowledge rich curriculum for each year group –see above.</p> <p>Website links identified to extend children in their home learning.</p>

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			<p>Staff questionnaire –about areas of least confidence</p> <p>-CPD opportunities</p> <p>Consider online opportunities</p>		SPR 1 – staff questionnaire	<p>Provision of teaching resources, access to CPD</p> <p>as appropriate</p> <p>Attendance on courses</p>	<p>To be considered following the setting up of the knowledge rich curriculum.</p> <p>EC has attended a course on changes in the Early Years curriculum relating to Geography.</p>

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	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	An enrichment afternoon for all children (whole school focus-if COVID restrictions allow) For planning/pupil work to show evidence of extension/challenges for more able.	Develop an enrichment session to target children across year groups.	SG/NG and SLT SG	Summer Term -To be determined by the school diary	Photos and displays around the school Book Scrutiny	This has not happened due to COVID restrictions.
	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 (Climate Crisis) 22.02.21 – 7.03.21	SG	March 2021	Use of assembly links to support the weeks. Displays, evidence in books.	Celebration of Fairtrade Fortnight was promoted through home learning, with children invited to send in any photos of work. Work including examples from all year groups has been

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							displayed in school.
	OUTDOOR LEARNING	<p>All children to work outside, linked to Geography, in each unit of work.</p> <p>Development of fieldwork/map skills</p>	<p>Staff meeting time for teachers to map out opportunities to teach Geography outside.</p> <p>Each year group to develop a fieldwork focus linked to a unit of work and the supporting target tracker statement.</p>	SG/Staff		<p>Displays, evidence in books, more children outside.</p> <p>Evidence of planned fieldwork/map skill opportunities seen on learning journeys/ learning journals/displays.</p>	<p>Collecting of ideas has begun – ongoing.</p> <p>Collection of ideas has begun. To be introduced to staff in the new academic year, for inclusion in the knowledge rich curriculum.</p>

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.	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.	CW	This will be ongoing throughout the year.	Scrutiny of website.	Ongoing
	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 (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.	Complete – Due to Covid restrictions it has not been possible to progress with Phunky foods coming in to give assemblies. Nor has it been possible to continue with Captain's table. However these activities will resume as soon as COVID restrictions allow,

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			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.	Ongoing
	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.	Ongoing
	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	Complete

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	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.	Carried over due to Covid restrictions.
	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.	Carried over due to Covid restrictions.
	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.	Complete with focus on healthy foods in Year 1 and science lessons on plants we eat.

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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
	<p>WEBSITE</p> <ul style="list-style-type: none"> -Subject Intent -Promotion of Subject 	<p>Website will be current and purposeful throughout the year. It will reflect and celebrate the teaching and learning of our History curriculum</p> <p>Photos will reflect and communicate</p>	<p>-To continue to review and update teaching and learning of History and communicate through the new website.</p> <p>-Update website regularly including examples of good practice and experiences across the school.</p>	JA	<p>Web Updates:</p> <ul style="list-style-type: none"> - AUT2 - SPR1 - SUM1 <p>This will be ongoing throughout the year.</p>	Scrutiny of website	<p>Website is currently being updated to reflect our review of the curriculum within year groups</p> <p>Remote learning has been supported by key websites and key texts.</p>

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		learning from the academic year 2020-2021	-Key texts will be shared on the website.				
	TEACHING AND LEARNING IMPLEMENTATION Knowledge rich curriculum	All children to reach expected standard in History across all year groups	-To revisit and refine the lines of enquiry in History to ensure vocabulary and sequencing of skills. This will be reflected in our medium term plan. Staff to reflect on lines of enquiry and embed in learning journey LINK WITH CURRICULUM KEY TARGET	JA JA	This will be monitored throughout the year. Spring 2021/Ongoing	Target Tracker Planning scrutiny showing cross curricula links Development of Historical skills shown on planning Book scrutiny	Impact has been introduced in the refinement of our Learning Journey continues to support year groups and subject co-coordinators plan a range of experiences for our children, which can be tracked along TT statements. A document has recently been introduced to staff to help them consider the range of skills and experiences given to all children. A knowledge rich document highlights the

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			<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>-Review curriculum folders and identify areas to be refreshed with staff in terms of knowledge and vocabulary. Update year group folders.</p>	JA/SG	<p>Spring 2021</p> <p>Autumn 2020/.Spring2021/Summer 2021</p>	<p>Evidence of Historical displays</p> <p>Learning walks</p> <p>Pupil voice</p> <p>Staff meeting</p>	<p>specific knowledge content and support the learning of key concepts, knowledge and vocabulary</p> <p>This will support the progress of children.</p> <p>Staff meeting focused on up to date documents in all curriculum folders to support the sequence of knowledge and vocabulary.</p> <p>Close links have been made to Geography and a document has been written to help show the links for staff to use in their planning.</p>

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		To ensure all curriculum map folders are up to date and show sequence of knowledge and vocabulary.				Updated curriculum folders. Medium term planning	
	TEACHING AND LEARNING2 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	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	JA/VS and Key Target Group All staff	October 2020	Medium term planning Knowledge tables to support planning	Key texts have been added to the learning journey to ensure opportunities for reading in historical contexts.

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		<p>deepen their understanding.</p> <p>For children to use knowledge organisers and vocabulary banks (word mats and display) to deepen their understanding.</p>	<p>outlined on INSET day. in the wider curriculum.</p> <p>For staff to produce a knowledge organiser for each unit of work embracing coverage of History, as appropriate.</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>Updated Curriculum folders.</p> <p>Displays and photos</p> <p>Evidence on Learning journeys</p> <p>Learning journal scrutiny</p>	<p>Staff are using word mats and knowledge organisers to deliver</p> <p>High quality lessons. Review of these ensure the best way to support children's learning and understanding.</p> <p>We have focused on the use of knowledge rich documents to support and deepen children' historical learning with a focus on key vocabulary and knowledge.</p>

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		For children to be given regular reading opportunities to develop their Historical knowledge and understanding		JA/MH		<p>Learning Through Stories displays and planning.</p> <p>Implementation of key texts to stimulate children's curiosity</p>	<p>Historical texts are used during Guided Reading sessions and the use of VIPERS supports the acquisition of new vocabulary.</p> <p>Learning Through Stories display has been updated and supports our cross-curricular learning. Key texts support children's learning and the development of key knowledge and vocabulary. Year 4 have changed their topics to encourage an enquiry-based approach to children's learning of History. Evidence of this</p>

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							displayed on our Learning Through Stories display.
	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>	Home learning has had an impact on monitoring progress in all the aspects of the curriculum but planning has supported evidence that coverage has been good in all year groups. A book scrutiny of learning journals has also supported this.
	<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	For staff to produce a Knowledge organiser for each History unit of work,	JA	Ongoing throughout the year.	Introduction of Collins History scheme to support with enquiry based learning.	INSET day and staff meetings have been given to staff to dedicate time to planning sequences of lessons and to focus on key vocabulary.

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			<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>-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>	<p>Online resources have been purchased to support the teaching and learning of historical units of work. 2 new units have been introduced and effectively carried out of an enquiry based approach in Year 4 and 6. Pupil voice has also been carried out with all children enjoying the new units of work. Staff enthusiasm was also a major part of the success of these units being delivered. They have supported the focus on key knowledge and vocabulary.</p> <p>PLEASE REFER TO CURRICULUM KEY TARGET</p>

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							Early Years staff have attended online courses to support with their understanding of historical enquiry in the Early Years setting.
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	To plan for opportunities to enrich, develop/support More Able/SEND and PP children in their historical learning.	<ul style="list-style-type: none"> -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/RC	Summer 2021	Photos and displays around the school	<p>Remote learning- websites have been sent out to parents to support More Able in History.</p> <p>Learning sequences are part of the knowledge rich curriculum.</p>
	CELEBRATING DIVERSITY	A rich and diverse curriculum taught throughout the school and	Plan for Black History Month. Whole School Focus. Link with PSHE.	JA/SD/VS	Autumn 2020	Use of assembly links	Black History Month celebrated and links with PSHE made.

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		children's work promoted through displays and the website.	Update History medium term plan to reflect a diverse curriculum. For each year group to plan for significant key events and people.	All year groups	Ongoing throughout the year	Displays, evidence in books.	
	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.	

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
i	<p>WEBSITE</p> <p>-Subject INTENT</p> <p>Subject INTENT has been published on the website.</p> <p>-Promotion of Subject</p> <p>Languages website pages include some photographs and examples of children's learning.</p>	To update Languages website pages once a term with photographs and examples of chn's learning across the Academy.	<p>1.1</p> <p>Expand gallery of photos of chn engaged in language learning across the Academy.</p> <p>Upload examples chn's MFL learning across the Academy</p>	SV	Termly	Scrutiny of Languages website pages.	<p>-There is a range of chn's language learning and photos on website.</p> <p>However, not updated termly owing to Covid.</p> <p>Web team prioritized VLE and Remote Learning.</p>

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	Languages website pages include information about the KS1 and KS2 curriculum and Enrichment Day.		Update the Enrichment Day and European Day of Languages pages.	SV & Teachers SV	Termly December 2020		<p>-Web team has deleted erroneous content and photos on Languages web pages.</p> <p>-The European Day of Languages page updated with text and photos.</p> <p>-Enrichment Days have not happened this academic year owing to Covid.</p>
	<p>TEACHING AND LEARNING 1 – IMPLEMENTATION</p> <p>-Knowledge-rich Curriculum</p> <p>Chn discover and learn two different languages at the Academy – Spanish in KS1 and French in KS2.</p> <p>Language learning incorporates 4 strands - listening, speaking,</p>	To teach Languages 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>1.2.</p> <p>Consistently use the Primary Languages Network (PLN) scheme of work and resources across the Academy to ensure progression with chn's learning in</p>	Teachers	Summer 2021	<p>Book look to ensure coverage of the Primary Languages Network curriculum.</p> <p>Evidence of examples of current French and Spanish vocabulary displayed in classrooms</p>	<p>-Evidence of KS2 providing Languages lessons on the VLE as part of LPA's Remote Learning offer and regular curriculum provision.</p> <p>-Year 4 have embedded PLN</p>

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	<p>reading and writing in Spanish and French.</p> <p>Chn learn about French and Spanish culture through modern and traditional stories, songs, poems and rhymes, plus visitors to the Academy.</p>		<p>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	Monthly emails starting Spring term 2021.	<p>during Learning Environment Walks.</p> <p>Minutes of staff meetings and records of emails sent to staff.</p>	<p>curriculum and resources.</p> <p>-New pink French books dedicated to MFL will be introduced for all children in KS2 from September 2021 to enable coverage and progress to be monitored more effectively (currently, Year 3 & 4 have a French book but Year 5 & 6 stick work in their Learning Journals).</p> <p>-Emails sent to staff in January (re Remote Learning resources on PLN) and July (how to fill Target Tracker gaps with PLN resources).</p> <p>-No best practice slot in staff meeting</p>

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							owing to Covid lockdown.
	<p>TEACHING AND LEARNING 2 - IMPLEMENTATION</p> <p>-Including Reading Opportunities</p> <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>	<p>All chn to confidently read and understand words, phrases and simple writing in French and Spanish.</p>	<p>1.5</p> <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>Teachers</p>	<p>Summer 2021</p> <p>Summer 2021</p>	<p>Analysis of Target Tracker Key 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>	<p>-PLN lessons and resources incorporate reading and phonics focus in target language.</p> <p>-Knowledge Organisers saved to the P drive to support reading skills and vocabulary acquisition in French.</p> <p>-Year 4 regularly using Knowledge Organisers as part of Remote Learning Languages offer via PLN and in classroom lessons.</p> <p>-New Collins French dictionaries purchased and are</p>

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				SV	Autumn 2020		<p>now in all KS2 classrooms to support chn's independence with the meaning of new vocabulary.</p> <p>-Evidence of French vocabulary displayed in some KS2 classrooms.</p>
	<p>ASSESSMENT- IMPACT</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>1.4.</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>SV & Teachers</p> <p>Teachers</p>	<p>Summer 2021</p> <p>Termly</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>-Staff updated KPIs for French in Autumn 2 and Summer 2.</p> <p>-Data to be analysed after deadline of 7 July.</p> <p>-Email sent to staff about how to fill Target Tracker gaps using PLN resources.</p>

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			KS2 staff to use Primary Languages Network Target Tracker Compatibility sheets to help fill gaps in learning.	Teachers	Summer 2021	Analysis of Target Tracker data gaps.	-PLN Target Tracker Compatibility sheets saved on P drive for staff use.
	<p>SUPPORT FOR STAFF</p> <p>-In-house CPD</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>-Supporting Remote Learning</p> <p>Primary Languages Network resources feature PowerPoints</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>1.5.</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</p>	<p>Teachers</p> <p>SV</p>	<p>Summer 2021</p> <p>Monthly emails starting</p>	Evidence of Primary Network Languages resources in French books and Learning Journals (Book look when safe and permitted).	<p>-Evidence of Year 4 using Primary Languages Network resources on the VLE as part of LPA's Remote Learning offer and regular curriculum.</p> <p>-Other year groups teaching Languages as part of Remote</p>

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	with embedded sound files and Knowledge Organisers.		<p>'bite size' tips for teaching Languages and how to make links across the Curriculum.</p> <p>Optional online CPD for staff to improve their French using the 'Upskilling' tool via the Primary Languages Network.</p>	SV & Teachers	Spring term 2021	<p>Scrutiny of timetables, planning and VLE documents.</p> <p>Minutes of staff meetings and records of emails sent.</p>	<p>Learning offer (scrutiny of VLE).</p> <p>-From September 2021, staff will have access to Premium membership of PLN that includes complete video lessons and accompanying resources to boost staff confidence.</p> <p>-Emails sent to staff in January (re Remote Learning resources on PLN) and July (how to fill Target Tracker gaps with PLN resources).</p> <p>-No best practice slot in staff meeting owing to Covid lockdown.</p>
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	All chn to be immersed in more	1.6.				

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	<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> <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>than one language and to understand the benefits of learning a language and to gain respect for other cultures.</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> <p>Use of Primary Languages Network lessons and resources.</p>	<p>SV & Teachers</p> <p>SV & Teachers</p> <p>Teachers</p>	<p>September 2020</p> <p>Summer 2021</p> <p>Summer 2021</p>	<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 children engaged in European Day of Languages activities.</p> <p>Behaviour logs.</p>	<p>-A whole school assembly held to celebrate European Day of Languages on 26 September 2020 highlighting the benefits of language learning.</p> <p>-KS1 completed Primary Languages Network activities in Spanish (colours of the rainbow) and KS2 wrote a rainbow poem in French.</p>
	CELEBRATING DIVERSITY	To use traditional stories, songs, poems	1.7.			Evidence in French books and Learning	-PLN resources used by staff for planning

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	<p>Chn are learning two different languages at the Academy (Spanish & French).</p> <p>Chn are starting to learn about different cultures and traditions through their language learning and Primary Languages Network resources.</p>	<p>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>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>Involvement of EAL staff in language activities on Enrichment Days.</p>	<p>Teachers</p> <p>Teachers</p> <p>SV and Teachers</p>	<p>Summer 2021</p> <p>Spring 2021</p> <p>Summer 2021</p>	<p>Journals (Book look once permitted/safe).</p> <p>Timetables and staffing of Enrichment Day sessions.</p>	<p>include traditional stories, songs, poems and rhymes.</p> <p>-Some classes are answering register in different languages.</p> <p>-Some whole school assemblies have focused on other cultures and traditions.</p> <p>-Enrichment Days delayed owing to Covid-19 lockdown.</p>
	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</p>	SV	December 2020	Scrutiny of timetables, planning and VLE documents.	Delayed owing to Covid-19 lockdown.

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			language into PE lessons.	Teachers	Spring 2021		

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
4.	WEBSITE -Subject Intent -Promotion of Subject	Website will be current and purposeful throughout the year	<ul style="list-style-type: none"> - Update website regularly with a focus on the curriculum statement about INTENT. - Photos of year groups music sessions. - Examples of what each year group are learning about. 	HM	This will be ongoing throughout the year.	Scrutiny of website	Intent updated but needs updated photos of each year group.
	TEACHING AND LEARNING 1 – IMPLEMENTATION	85%+ children reaching expected standard in music across all year groups. (On year group bands)	<ul style="list-style-type: none"> - 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. 	HM	This will be ongoing throughout the year	Examples of work in learning journals.	Data evidence of this. Need to continue as some gaps

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	-Knowledge-rich Curriculum		- Resources provided for staff on the system.			Analysis of Target Tracker data Examples of work on music display in WA Hall.	due to lockdown learning not being conducive with music sessions.
	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	Some year groups have used this year.

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	ASSESSMENT-IMPACT	<p>KS1</p> <p>By the end of their time at Lindfield children will be able to:</p> <ul style="list-style-type: none"> - 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 <p>KS2</p> <p>By the end of their time at Lindfield children will be able to:</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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	<p>Analysis of Target Tracker data</p> <p>Pupil progress meetings</p>	Need to assess the gaps from this years learning due to pandemic.
	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"> - Staff meeting to evaluate the resources provided. - Possible further Charanga training to be hosted at Lindfield 	<p>HM</p> <p>All staff</p>	Spring Term	Examples of work in learning journals.	Begun

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			<ul style="list-style-type: none"> - Good practice time in staff meeting to share practices across year groups. 			Examples of work on music display in WA Hall.	
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	Taking part in music workshops outside of the school.	<ul style="list-style-type: none"> - Possible work alongside All Saints church. - Link with choir. - Link with West Sussex Music Service. 	HM SR	Summer Term	Photos and displays around the school and on website.	<p>Unable to mix bubbles due to covid pandemic.</p> <p>Summer school project performance instead.</p>
	CELEBRATING DIVERSITY	Celebrating a range of musician's key figures.	<ul style="list-style-type: none"> - Check through curriculum. - Analyse the 10 pieces topic and look for a range of key figures. 	HM	Summer	Curriculum scrutiny	<p>Evidence seen in history of music sessions.</p> <p>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
							given to all staff.
	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"> - Provide teachers with time, spaces and resources to enable this to happen. 	HM	Summer 2	Learning scrutiny	No time in staff meetings for this, this year.

PSHE

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. 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	SD / FM SD/ FM	Web Updates: - AUT2 - SPR1 - SUM1 Web Updates: November 2020 November 2020	Scrutiny of website Talking to SLT and colleagues about potential improvements.	The website has been updated with photos and a description from Black History Month, Anti-bullying week and Children's Mental Health Week which can be found in the PSHE webpage. The updated anti-bullying policy has been added to 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
			Equality Week 2021		February 2021 May 2021		<p>school website. New policy called 'preventing bullying' to replace the 'anti-bullying' policy.</p> <p>The updated RSE policy has been added to the school website and share with the Governors.</p>
	<p>TEACHING AND LEARNING 1 – IMPLEMENTATION</p> <p>-Knowledge-rich Curriculum</p>	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.	<p>1.2. Plan and 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.</p> <p>Due to COVID restrictions assemblies cannot be carried out. Assemblies</p>	SD / FM	<p>2 x Assemblies:</p> <ul style="list-style-type: none"> - AUT2 - SPR1 - SPR2 - SUM1 - SUM2 	<p>Teachers will be informed via email/staff meeting of upcoming assemblies.</p> <p>Teachers will provide us with names of who they are awarding a certificate. All teacher will be provided with a link to the assembly</p>	<p>Subject coordinators have pre-recorded assemblies for the introduction of Celebrating Differences. There was a pre-recorded assembly for certificates at the end of term for Celebrating</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 all staff are implementing PSHE effectively	<p>created to show via teams.</p> <p>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.</p>		Spring 1	<p>which introduces the weeks.</p> <p>Learning walks + book looks</p>	<p>Differences. Pre-recorded assembly for 'changing me' shared with the whole school. Teachers were reminded to hand out certificates at the end of the 'changing me' topic.</p> <p>Due to Covid-19 restrictions a book look has not been possible. This will be postponed until Autumn Term 1 2021.</p>

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			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.	A list of books that have been used for anti-bullying week and Children's Mental Health week has been created and stored in the PSHE coordinator folder on the p-drive for Teachers to access.
	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	Analysis of Target Tracker data. Feedback to year groups given.	Analysis of Target Tracker to be conducted after the completion of the Summer Term 2 data. Attainment summaries have been printed and stored in the PSHE

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			for Teacher to Assess Children's Work.		extra support, discuss with SENCO.		<p>coordinator folder. The data showed all children in Y6 are working at the expected level. The data also showed that 90% of children are working at the expected level in Year 1 with 6% working beyond the expectation. 96% of children are working within the expected level in Year 2. This data was captured in July 2021.</p> <p>Summer 1 – send pupil survey about</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>Look at the IMPACT across all year groups.</p> <p>Pupil voice with the school council.</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.			Completed pupil questionnaires to examine and feedback to staff. What has been raised?	PSHE with the school council. This will be a priority for September 2021.
	<p>SUPPORT FOR STAFF</p> <p>-In-house CPD</p> <p>-Supporting Remote Learning</p>	85%+ children working within band.	1.5. Staff questionnaire – survey monkey about areas of least confidence	SD / FM	<p>SPR 2 – staff questionnaire</p> <p>SUM2 Use this data to</p>	Use of PSHE skills in children's lessons and books.	<p>SPR 2 Teachers to be sent survey monkey about areas of least confidence.</p> <p>Summary of</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
			CPD opportunities <ul style="list-style-type: none"> Inquire about online training opportunities. 		explore possible CPD opportunities	Attendance of online courses.	<p>findings to be reported during staff meeting and action implemented. This will be a priority for September 2021. PSHE lead completed online training courses provided by the National College (Primary PSHE A Deep Dive into Implementation) Completed by FM</p> <p>Links to the Jigsaw PSHE free home learning resources sent to teachers.</p> <p>Extra activities to support well-being</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.	Email teachers the link to the Jigsaw PSHE free 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.	including links to resources and websites provided via the document created by Nick.
	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.	Email Teachers the Jigsaw summative assessment tracking pupil progress sheet to complete. Speak to MF in Autumn term 2021.

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>Support Pupil Premium children.</p> <p>Support SEND Pupils.</p> <p>Community Crew to experience leadership across the school.</p>	<p>Work alongside Pupil Premium coordinator to highlight any opportunities for additional support in PSHE.</p> <p>Ensure ILPs and CSPs are considered when taking a PSHE lesson.</p> <p>Organise Community Crew activities.</p>	SD/ FM/RC	<p>Spring Term 1</p> <p>Autumn Term 2</p>	<p>Pupil Premium support provided by teachers during PSHE lessons.</p> <p>Community Crew activities added to the Community Crew board in the rotunda.</p>	<p>Organise Community Crew in September 2021 depending on current restrictions in place for health and safety. Speak to MF about previous activities and organisation. Speak to RC about support for PP children.</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
		Black History Month	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.		Autumn Term 2	Black History Month display in school and on website.	school website. A whole school display has also been created.
		Anti-bullying Week	Special assembly to introduce anti-bullying 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.	A whole school display board has been created with examples of work and photos from the week. The whole school took part on 'Odd Socks Day'. Power Point DF created with Website links to

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		Children's Mental Health Week	Special assembly. Activities throughout the week to support Children's Mental Health Week.		Spring 1	<p>Photographs and book look for evidence from the week.</p> <p>Photographs and book look for evidence from the week.</p>	<p>'Place2Be' shared with Teachers to put on their Year Groups' VLE. The children took part in activities and set as home learning tasks. Pre-recorded assembly shared with the whole school and sent to home learners.</p> <p>Opportunities to reinforce equality promoted in each PSHE lesson. Equality week will be a priority area to focus on in Spring 2 2022. Speak to VS.</p>

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		Equality Week	Special assembly. Activities throughout the week to support Equality Week.		Summer Term 1	Photographs and book look for evidence from the week.	

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	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> <p>Introduce mindfulness using Jigsaw PowerPoint resources. Encourage</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>	<p>Photos of zones of regulation spaces and jigsaw displays taken from a range of classrooms and printed for subject coordinator folder.</p> <p>Photos of children taking part in Forest School taken and printed for subject coordinator's folder.</p> <p>Mindfulness activities set as home learning activities and in school activities.</p>

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		Opportunities to link mental health and well-being with being outdoors in a natural environment.	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.	Outdoor learning is promoted to parents via the activities set. Yoga, mindfulness, PE and listening walks are examples of activities set to promote well-being. Links to supportive websites including Chatter Pack and Point provided to parents.

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>WEBSITE</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>New followers on twitter.</p> <p>Engagement on social media from parents</p> <p>Twitter and website up to date.</p>	<p>Twitter and website remain linked.</p> <p>We have gained 40+ new followers since December.</p> <p>Would like more content from lessons</p>
	TEACHING AND LEARNING 1 – IMPLEMENTATION		1.2.	SO /KM	Spring	Number of teachers logging in regularly is increased	The Jasmine platform has a high level of teachers

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	<p>-Knowledge-rich Curriculum</p> <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</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>Check weekly planning for PE plans</p> <p>Subscriptions renewed</p> <p>More children being active throughout the day which can be seen through heat maps.</p>	<p>logging on – it is used daily.</p> <p>The PE hub planning is on weekly plans.</p> <p>Heat maps are to be completed after lockdown as children are not in school.</p> <p>All classes are providing physical activities and promoting the Sussex School Games.</p> <p>Experience days – on hold.</p>

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	We received Platinum in the School Games Mark	<p>the curriculum and 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>	<p>Take part in MSA virtual competitions and festivals.</p> <p>Lunch time change for life club. Jumpstart Jonny in classrooms, festivals and activities aimed at lower ability children.</p>				<p>Year 4 received a 6 week block of cricket coaching</p> <p>We took part in the Summer Games and came first in the county for Sports Hall Athletics.</p> <p>We entered the Dance competition</p> <p>We have a Year 2 and 4 tennis festival</p> <p>Good participation in the clubs which started again in the Summer Term</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
	TEACHING AND LEARNING 2 - IMPLEMENTATION -Including Reading Opportunities Use of Real PE Challenge cards for children to read Physical phonics is happening in KS1 Look in to texts around sports people and links to science in healthy bodies.	Children to be using challenge cards and written questions in PE lessons. Integrate active learning with reading - comprehension in KS2 or phonics in EYFS / KS1	1.3. Make all staff aware of the challenge cards in their real PE packs. Show all staff the knowledge organisers for different PE topics on PEhub. 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.	SO/ KM	Spring	Observations /audits of what teachers are using and when. What is working well?	All year groups have challenge cards. SO to explain importance of challenge cards in PE sessions. KS1 – physical phonics EYS – started physical phonics

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	<p>ASSESSMENT- IMPACT</p> <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 identify less active, LA and GD chn in PE and communicating details to SO</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>1.4. Real PE assessment document set up for each year group.</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>	SO	Ongoing	Assessment data completed.	<p>Extended our Real PE subscription to involve the Assessment wheel allowing a quicker and more streamline assessment in PE.</p> <p>Will be rolled out to staff after PE staff meeting.</p> <p>Real PE challenges</p> <p>Differentiated PE lessons.</p>

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	<p>SUPPORT FOR STAFF</p> <p>-In-house CPD</p> <p>-Supporting Remote Learning</p> <p>CPD Sessions available through Mid Sussex Active.</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>Staff to feel confident teaching PE.</p> <p>Staff to develop leaders and carry out personal challenges within PE sessions</p>	<p>1.5. Staff offered CPD sessions from MSA.</p> <p>PE co-ordinator to look in to other CPD sessions with Sussex 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>	SO	ongoing	Number of staff on CPD courses and which ones were attended.	<p>Refresher training postponed due to covid but SO available for training in how to use the program.</p> <p>CPD opportunities for online course are still distributed</p> <p>Xfit games developed leaders within PE session and personal challenge across the whole school.</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>ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)</p> <p>Competitions for more able children</p>	<p>Sports Crew to experience leadership across the school and across other schools.</p> <p>All lessons to be differentiated appropriately and the correct level of challenge available for each pupil.</p>	<p>1.6.</p> <p>Regular meetings with the children to discuss their ideas.</p> <p>Children to receive training from Mid Sussex Active.</p>	KM	ongoing	<p>Sport crew to run one competition a term.</p> <p>Sessions available for LA chn one lunchtime a week with selected children to attend.</p> <p>Sport crew to attend training session.</p> <p>Sport crew to produce challenges for the whole school</p>	<p>Cross country competition was held in school for every child.</p> <p>Lunch session on hold due to covid</p> <p>Sport leaders selected and have started setting challenges for the school.</p> <p>They helped to lead tennis festivals for year 4,5 and 2.</p> <p>Year 4 helped to run Sports Week.</p> <p>Sports Day was held over a week to</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
							manage Covid restrictions.
	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. Assemblies</p> <p>PE certificates</p> <p>Continuous assessment</p> <p>Sportsmanship and respect promoted in all lessons</p>	<p>SO/KM</p> <p>All Staff</p>		<p>Chn to be introduced to a range of sporting figures when looking at specific sports in PE.</p> <p>Children to recognize when others are doing something well and are able to explain what it is they did well and praise them.</p>	<p>In progress</p> <p>Celebration assemblies and awards given to competition winners and chn who are progressing with their own personal challenge.</p> <p>Teachers are using Real PE and embedding a culture of support and encouragement in sport.</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
	OUTDOOR LEARNING	<p>Using outdoor space and 'active' sessions across the curriculum.</p> <p>For children to be moving more</p> <p>For as many PE sessions to be happening outside</p>	<p>1.8.</p> <p>Providing a wide variety of resources to facilitate outdoor learning across the curriculum</p> <p>Each class to have at least 2 hall slots / outside slots for PE. For teachers regularly update when they are NOT using outdoor space so others can use it.</p>	All Staff/ SO	Spring		<p>All year groups have outside and hall space allocated for every week.</p> <p>Brain breaks are happening across the school helping children to remain active.</p> <p>Jumpstart Jonny is being used from EYFS-Year 6 daily.</p>

RE

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
5.	WEBSITE -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.	SUM2 – Website is current and purposeful, when children return to school, I will update with new photos.
	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	Use of Discovery curriculum to guide learning journey for children. Using history curriculum example, plot out knowledge	MF	SPR2 Book look focus on matching I cans to Discovery scheme. How are we doing?	Learning walks + audits Analysis of Target Tracker data	SUM2 – I am planning on doing a book look at the end of the summer term.

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
		across each year group – starting with Year 5.	rich curriculum for RE being taught in each year group.		SUM1 Book look and learning walk and focus on vocabulary being used against knowledge organisers.	Feedback to year groups given: <ul style="list-style-type: none"> - Children who need to be focused on (not at ARE) - Gaps in the progression of skills document. - Ways forward (refer to subject folder) 	
	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	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"> - Children who need to be focused on (not at ARE) - Gaps in the progression of 	SUM2 – I’m in the process of updating and sending out RE knowledge organizers – will be completed by new academic 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
						skills document. - Ways forward (refer to subject folder)	
	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</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>	<p>Previous year data analysed in Autumn 2020 – refer to separate data analysis. New analysis in Autumn 2021.</p>

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					take away from RE? Etc. SUM2 – allows staff to input a couple of data drops for myself to examine in detail.		
	SUPPORT FOR STAFF -In-house CPD -Supporting Remote Learning	1.100%+ children working within band. 2.Provide staff with CPD opportunities stemming from previous survey results.	Staff questionnaire – survey monkey about areas of least confidence CPD opportunities <ul style="list-style-type: none"> Inquire about training opportunities. 	MF	AUT 1 – Staff questionnaire AUT2 – Staff training resources	Use of RE skills in children’s lessons and books. Attendance of courses	In staff meetings the use of target tracker has been explained for RE. Class teachers have been given a list of requirements regarding displays within classrooms. Progression of skills document

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							has been shared with colleagues.
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	1. Develop an enrichment group to target children across the year groups.	Recommence Community Crew.	MF	<p>SPR 2 Develop the 'Community Crew' to provide children across KS2 with opportunities for cultural capital.</p> <p>Throughout the year enquire with local places of interest about possible visits.</p>	<p>Photos and displays around the school</p> <p>Assemblies – child led.</p> <p>1 visit throughout the year:</p> <ul style="list-style-type: none"> - St Pauls - Mosque - Evangelical church 	<p>Normally, Wednesday assemblies have included several guest speakers. Community Crew is now up and running, visiting local businesses and places of worship. They have reported back to the school in these assemblies. This will resume post Covid restrictions.</p>

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		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 after Covid.	MF	Keeping in contact with Val from the church every term.	Displays and newsletter updates	
	CELEBRATING DIVERSITY	1. Celebrating assemblies – religious events throughout the year. -Easter -Passover	Record assemblies for the school. Ask about the possibility of the church recording an assembly for Easter.	MF	Spring 2	By the end of the year, at least one pre-recorded assembly by a visitor.	AUT2 – Hanukah assembly recorded and shared amongst the classes and Easter assembly.

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	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	Ongoing – PTA funding request underway.

SCIENCE

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1.	WEBSITE -Subject INTENT Subject intent on the website. -Promotion of Subject	Showcasing work from Early Years all the way to Year 6 across the school. Clearly demonstrating the	1.1. Using Science week to promote the subject across the school Website to be updated regularly	RO/SG	This will be ongoing throughout the year.	Scrutiny of the website. Regular discussions with SLT and members of the staff.	Started Lindfield Laboratory club – postponed due to COVID.

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	Lindfield Lab showcasing extra curricular Science across the school.	<p>progression of skills being made across the school.</p> <p>Website will be current and purposeful with up to date photos.</p>	with current photos uploaded.				<p>Website clearly outlines states our curriculum intent.</p> <p>Website has been updated to include more recent photos.</p>
	<p>TEACHING AND LEARNING 1 – IMPLEMENTATION</p> <p>-Knowledge-rich Curriculum</p> <p>Science to be taught in creative and inspiring ways.</p>	100% of children reaching expected standard in Science across all year groups.	1.2. Staff meetings to inspire teachers to teach Science in an innovative way – not through worksheets.	RO/SG	This will be ongoing throughout the year.	<p>Regular book looks with a specific focus.</p> <p>Analysis of Target Tracker data.</p> <p>Introduce famous Scientist days.</p>	<p>Science being taught in different ways. Ongoing - Teachers have been directed to various online resources to help them during remote learning.</p> <p>More green pen opportunities allowing children to</p>

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							<p>be reflective. - postponed due to Covid</p> <p>Analysis of Target Tracker to be conducted after the completion of the Spring Term 2 data.</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>Evidence that books are being used to support children's understanding.</p> <p>Book week March 2021 is going to be linked with Science to further promote the use of books within Science.</p>
	ASSESSMENT- IMPACT	100+ of children reaching expected standard in Science	1.4. Monitor children's progress on Target Tracker, ensuring statements	SG/ROB	Summer Term	Analysis of Target Tracker data	I can's that demonstrate the skills that are being

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	Ensure that I can's are linked to the National Curriculum and are purposeful.	across all year groups.	match our curriculum map.			Pupil progress meetings	<p>taught in the lesson.</p> <p>Analysis of Target Tracker to be conducted after the completion of the Spring Term 2 data.</p>
	<p>SUPPORT FOR STAFF</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>1.5. 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>	<p>Science lessons will follow a clear sequence which will be evident in the children's books.</p> <p>New Knowledge Rich curriculum document introduced which will allow for clear sequencing of 6</p>

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							high quality lessons every half term. Staff meeting undertaken Feb 2021 to promote Science within school and introduce the review document.
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM) Science club Science Ambassadors	A range of opportunities available for ALL children to access extra curricular activities.	1.6. Building a relationship with Cumnor House for GD children. – Postponed due to COVID.	SG/ROB	Summer Term	Displays around the school Evidence on website	Children will gain more hands on opportunities within Science labs. - Postponed due to COVID.
	CELEBRATING DIVERSITY	Displays to reflect a range of children's work.	1.7. Invest in some non-fiction books about famous Scientists.		Summer Term	Learning walk	Children will see the world as a diverse place and

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		Each class to research a famous Scientist from around the world for a class display.	Plan in research time.	SG/ROB		Display board in each classroom	celebrate differences.
	OUTDOOR LEARNING	Teachers will feel confident in using the outside space for Scientific learning.	<p>1.8. 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> <p>Use planters around the school to enhance curiosity about the world.</p>	SG/ROB/MF/EC	Summer Term	Photographs demonstrating the way in which an outside space is being utilised	Outside learning opportunities become a natural progression in the teaching and learning of Science. Increased use of forest schools.

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