

**Academy Improvement Plan
For
Lindfield Primary Academy
2020-21
Term 4 Evaluation**

KEY TARGET ACTION PLAN 2020-21

KEY TARGET ACTION PLAN 1 2020-21

To embed a reading for pleasure culture as a core part of every child's day by ensuring a rigorous approach to early reading and strengthening learners' confidence to become keen and capable readers.

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To embed a reading for pleasure culture as a core part of every child's day by ensuring a rigorous approach to early reading and strengthening their confidence to become keen and capable readers.	1. Books and reading are an important part of our curriculum.	To place books and reading at the core of our curriculum and for all children to be keen and capable readers, able to talk about what they like to read, able to choose books that they enjoy and are age- and interest-appropriate and to be able to make connections between their own reading experiences and our curriculum.	1.1 To raise the profile of books and reading even further by: -tweeting class readers regularly -posting regular book reviews on website and around academy - regular communication with parents to support reading for pleasure at home	MH VS SLT	Throughout the year	<ul style="list-style-type: none"> • Timetables • Planning and learning journeys • Quality and quantity in reading diaries • Evidence in reading journals • Rich reading environments in class 	Class readers have been tweeted and an author has responded twice. (Ongoing) Lindfield Story time – first recordings have been made, will be put on website. 4 reading newsletters have been sent so far this year with recommendations and suggestions on how to engage children with reading at home. Received positive feedback from parents. (Oct, Dec 2020 Jan, March 2021)
			1.2 Adopt use of reading diaries from YR to Year 6, for children to record their home reading - diaries to be adapted to suit the needs and interest of the age group, -checked every Friday across the school	All staff	Throughout the year		Reading diaries used across whole academy. Evidence of regular reading for pleasure and what children are reading.
			1.3 To build time for children to read independently, read aloud and be read to during the school day	All staff	Throughout the year		Reading timetables show that there are regular opportunities for children to read for pleasure during the week and all

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			1.4 To be teachers as readers – teacher and TAs to post regular book reviews outside rooms - teacher and TAs to share their own reading experiences with children	All staff	Throughout the year and updated regularly	<ul style="list-style-type: none"> Online assessment as part of reading programs Engagement will be tracked online 	<p>teachers are reading to children on a (mostly) daily basis.</p> <p>Book reviews posted for Autumn term.</p> <p>Remind staff about Spring term reviews.</p>
			1.5 To ensure that a reading program is in place that can be used to support, encourage and track reading in the event of a partial or full lockdown scenario: Reading Eggs, Readingeggspress and Bug Club To ensure that teachers are confident with working with both programs	MH RC	October 2020 November 2020		<p>ReadingEggs set up and was used by most children during lockdown. Positive feedback from children and parents</p> <p>Bug Club set up – follow up INSET with staff in Jan 2021 to roll out across academy. Lexia has been set up. MH, JR, BC, LD, BO'B attended training in Jan 2021.</p> <p>Lower achievers in Year 3 have all been tested on Lexia and have started the program for intervention.</p> <p>One child in Reception assessed as an extension possibility</p>
			1.6 Reading challenges: Summer reading bingo Christmas reading challenge	All staff	Throughout the year	•	<p>Christmas reading challenge sent out 01/12/20, good uptake across all year groups. Assess again in Jan 2021</p>
			1.7 Celebrate and enthuse children by regular bookish events like World Book Day, National Poetry Day and author visits	All staff MH	Throughout the year	•	<p>World Book Day was celebrated remotely. Digital book tokens sent out.</p>
			1.8 Ensure that all classes are rich reading environments with well-stocked shelves and obvious reading areas where	All staff	Ongoing	• Photos of reading environments	<p>Good reading environments in most classrooms. Space and Covid has placed some restrictions on this.</p>

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			reading and books are celebrated				
			1.8 Subscription to LiteracyShed+ to support teachers with ideas, models and planning for high quality VIPER reading sessions	MH	Subscription by October 2020 Use in class November 2020	<ul style="list-style-type: none"> • Evidence in reading journals • Planning 	Subscriptions in place and set up. Follow up with staff in Jan2021 regarding use and efficacy. Good uptake by teachers and was effectively used for reading comprehension sessions for home learning.
			2.1 To build mindfulness reading sessions into each week to support children to self-reflect, identify their own feelings and develop empathy for the feelings and experiences of others through the medium of reading	MH NG All staff	Throughout the year	<ul style="list-style-type: none"> • Evidence in reading journals • Reflections in reading diaries 	Reading timetables shows several opportunities for mindfulness reading sessions across the week.
			2.2 To support children in book choices that will encourage and stimulate conversations around empathy and self-reflection	MH NG All staff			Teachers have all chosen suitable books as class readers – September 2020 Book choices updated in March 2021.
			2.3 To make purposeful book choices for adult-lead reading that support discussions around empathy and self-reflection	All staff			Book Nook order of diversity books in October 2020, books now in library and in classrooms. 'Reading Shed' has been set up in Year 1 outside area.

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			2.4 To make books available that will encourage conversations and challenge preconceptions	MH			Outside 'Book Nook' set up in Reception outdoor learning area PTA has purchased reading pods for each year group. Once installed it will be an outdoor reading zone for each year group.
			2.5 To create outdoor spaces where children can read in small groups or individually – investigate waterproof cushions and picnic rugs for year groups - Garden outside Year 6 area to be turned into a sensory garden and reading area.	MH MF			
	3. Staff have a good understanding of how to teach explicit and systematic phonics.	All teachers and TAs trained in RWINC and using phonics because every child can learn to read with the right teaching and support.	3.1 All new teachers and TAs to attend Read Write Inc. refresher training.	BC JR	October/ November	Attendance registers	JR completed RWINC training for Year 3 staff. BC has offered some training to RC. Further training for RC, JA and FM to happen in January. Resources currently being collected and centralised. Audit to happen in January
			3.2 Audit and refresh RWINC resources and investigate possibility of a permanent member of staff to monitor resources	BC and MH	November	1 staff member per year group to monitor and feedback to BC	
			3.3 Use IRIS as a means to share good Read Write Inc teaching practice whilst Covid-19 makes team teaching unviable	BC	November and continued throughout the year	Through survey regarding confidence in teaching phonics. Teacher to share IRIS clips of phonics teaching to demonstrate good practice,	Started - Teachers have used Iris to reflect on their own practise. Still to record some sessions to share with staff.

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						assure quality, advise and target training.	Ongoing
			3.4 Disseminate updated training materials	BC	Throughout the year	Phonics staff survey	Survey yet to be completed
			3.5 Encourage staff to identify key areas they need further explanation in.	BC and MH	Initial measure in September Cont. throughout the year	Staff survey on confidence in the teaching of phonics Phonics results	Yr 2 phonics screening showed 94% passed in Autumn 2020. Yr 1 completed practise phonic screening – results yet to be analysed.
			3.6 Further develop links in the community to provide training for local nursery schools – on hold because of Covid restrictions	BC and MH	When possible due to Covid restrictions	Undertake an evaluation to assess its impact in the teaching of phonics.	To be continued- Links made with Lindfield Montessori
			3.7 To continue to implement the trust's coaching approach using Iris technology to film and share teaching clips.	MH/HM	Throughout the year		
	4. Regular assessment in reading and phonics takes	To maintain rigorous phonics assessment and put early interventions in	4.1 Maintain the rigorous assessment schedule of 6-8 weeks.	All staff	Throughout the year		Autumn term NFER assessments completed by Y3-5 SATs assessment completed by Y6 RWI Autumn 1 assessment completed in Y1, 2 and 3. Assessment 2 complete by YR, 1, and 2.

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	place across all year groups	place to ensure fast catch up.	4.2 Further improve timings of assessment to ensure groups match children's current levels in September- after the holiday break (Groups on hold because of Covid restrictions)	All staff	Throughout the year		All children in KS1 and Yr 3 completed assessment at end of September. Star Assessments have been completed for Year 2-6 in March 2021 Further dates for Star assessments to be confirmed.
		Assessment every 6-8 weeks by class teachers.					
		1:1 Rwinc intervention for the children not making expected progress	4.3 Identify children not making expected progress and provide rapid one to one support and ensure data is triangulated so that children receive the correct interventions	BC All staff	Throughout the year		YR 3 children identified for RWI intervention. Many children also receiving recovery interventions as well. YE children identified have also been assessed on Lexia and are starting intervention sessions 2-3 times per week Term 2 data for KS1 collected and will be triangulated to ensure correct children are receiving interventions. Term 4 data being collected and triangulated.
		Communication with parents regarding decodable texts being used in school.	4.4 Track chn who didn't pass the phonics screening in years 1 and 2 and provide intervention and re-assess to develop a culture of fast catch up.	All staff			These children are being tracked and are receiving reading fluency and/or Lexia interventions.

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		Fluency interventions in place for children who have moved beyond phonics but need to build on reading pace, prosody and comprehension.	4.5 Replenish new book scheme in all year groups- books to match children's phonological knowledge and development	BC MH			Over £1000 books spent on replenishing book band books. Phonetic books purchased to match levels
							Books in Y2 to Y6 being scanned onto AR system to inform parents and children of correct level books to read. £1000 from Trust to be spent on purchasing more AR books once enough books have been scanned for us to judge which levels we need more books for.
			4.6 Expand supply of RWInc books to enable chn to take home books matched to their phonics learning each week. * Investigate ditty photocopiable materials	BC	November March May July		Additional books purchased for Reception classes for them to take home a copy of the text they have been learning in school.
			4.7 Audit how staff currently assess reading.	MH		Results of audit	Staff use RWInc phonics assessments, NFER and SATs Teacher assessment Star assessments have been used in all classes from Year 2-6
			4.8 Staff to share formats used for formative assessment in guided/group/individual reading	MH		Results of audit	
			4.9 Introduce Reading Fluency intervention across KS2	MH	October		Fluency interventions up and running in Y2-6 Investigate more fluency resources – Twinkl have published more resources suitable for LA year 3

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							phonics readers, ReadingEggs have printable comprehension pages suitable for fluency sessions. Introduce and explain reading fluency interventions to TAs w/o 05/10/20
	5. Most children achieve 'working at' at end of KS1 and KS2 based on results from end of year 2018 ADD RESULTS from 2018 SATs for KS1 and KS2	All children to achieve at least national average attainment and progress scores. Aspirational targets for attainment and progress- above national averages	5.1 Expand success of Early Years reading meeting to key stage one parents	BC	The end of the academic year	Parent feedback survey	
			5.2 Use half termly planning scrutinies to ensure learning objectives and steps to success are specific and linked to TT	SMT	Throughout the year	End of year results	Book look 08/12/20 with JA and NG Scrutiny of planning done regularly over home learning period
			5.3 Use half termly 'book looks' to ensure coverage of skills.	JA/VS/MH	Throughout the year	End of year results	Book look 08/12/20 with JA and NG
			5.4 Use of IRIS to showcase good practice and improve teaching of reading	All teachers	Throughout the year	End of year results	2 IRIS film sessions undertaken by most staff in Autumn term with a focus on Book Talk
	6. Achievements of pupil premium children in reading and writing are encouraged and celebrated.	Opportunities to enrich and improve learning are continuously provided.	6.1 Continue to stretch, challenge and support PP children in reading and writing.	RC All staff	Throughout the year	End of year results Planning and book scrutiny with a focus on more able pp	Lucy Thompson worked specifically with PP children in R, Y5, Y6 on reading and does 1:1 sessions with PP children. Looking into more sessions in other year groups.

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		Children celebrated through work on display and in assemblies when possible.	6.2 Continue to provide opportunities to enter competitions and celebrate achievements in and outside of school	MH	Throughout the year	End of year results Pupil voice	
			6.3 Focused support provided for pupil premium chn in phonics and reading	Year1/2/6 teachers – RC/CL	Throughout the year	End of year results	
	7. Pupils’ contextual understanding is developed through exposure to interesting, authentic literature across the curriculum.	For reading to continue to enhance understanding and specific subject vocabulary in other subjects and to further develop pupils’ contextual understanding through exposure to interesting, authentic literature across the curriculum.	7.1 Reading and engagement survey	MH/JA/SG	Throughout the year	Planning Book looks Learning Journeys	Book look 08/12/20 with JA and NG showed that reading session and VIPERS skills being used effectively to support cross-curricular learning.
			7.2 Maintain good practice and joined up working-Learning through stories.	JA MH			
			7.3 Refresh use of KWL grids in Geography, History and Science to highlight current knowledge and where reading research can enhance understanding.	JAsh			
			7.4 Strengthen links with Oathall and continue book group to support year 6 readers and transition (On hold because of Covid restrictions)	MH			
			7.5 Continue to refresh and develop the key topic texts used across the curriculum and match these to pupils reading levels in lower ks1 so chn can read research independently.	JAsh MH			

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			7.6 Specific subject word banks and definitions created in History, Geography and Science.	JA MH			All staff subscribed – October 2020 INSET to explore subscriptions - November 2020
			7.7 Subscription to Vocabulary Ninja to enhance use of topic related vocabulary in all classes to support children with memorizing, understanding and making connections between topics, reading and writing (RecC)	MH	October	Topic vocabulary on display and word banks available	
	Ongoing but some aspects on hold due to Covid19 restrictions						
	8. To improve access to the library to further develop a love of reading	All year groups have access to the library.	8.1 Re-in state library monitors	LM/HB/RC		Pupil voice	
			8.2 Continue story telling sessions	LM/HB/RC		Pupil voice	
			8.3 Develop environment to further promote library use -Replenish non-fiction texts -Re-arrange book shelves to create a working space and a cosy library area re-plan- assess suitability of current furniture -Rota for use for all classes -Review magazine subscriptions	LM/HB/RC		Pupil voice	Get quotations for new library furniture and refurbishment. Decide on library layout. Contact SLS for support

All staff subscribed – October 2020
INSET to explore subscriptions - November 2020

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			8.4 Maintain displays that celebrate quality texts across a range of genres, including a balance of old and new classic texts (Wind in the Willows, Shakespeare, Secret Garden, Alice in Wonderland, Lion the Witch and the Wardrobe, Winnie-the-pooh, Black Beauty, Peter Rabbit, The Railway children, The Hobbit, Velveteen rabbit), texts celebrating diversity, poetry, non-fiction across the curriculum and new and popular authors.	LM/HB/CH MH/BC			Spreadsheet in place to track what teachers are reading to track variety and genres and ensure progression
	Additional targets to support readers as writers and writers and readers.						
	9. Aim to be in the top 10% of schools-GD.	Meeting National standards for greater depth writers	9.1 Introduce writing non-negotiables across the school to ensure year-on-year progression of skills	MH All staff	November 2020 Ongoing	Planning Book looks	Non-negotiables introduced 02/11/20 Staff wrote child-friendly versions for use in class. In-house standardisation and moderation in Jan 2021
			9.2 Revise year group coverage of writing purposes across the curriculum and how skills are transferred between different genres and text types to enable year 6 to concentrate on developing individual writing styles and voice.	MH All staff	January 2021 Ongoing	Book looks End of year results	Revised and updated Jan 2021

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			9.3 Keep spelling in focus and continue to adapt Babcock sessions to more closely match it to TT statements. Research spelling websites- spelling frame and spelling shed.	MH	Ongoing	Book looks End of year results	Ongoing
			9.1 Develop use of dialogue	MH Year 6 teachers		In house and locality moderations End of year results	Ongoing

KEY TARGET ACTION PLAN 2 2020-21

To continue to embed the sequence of deep knowledge and vocabulary learning across our creative curriculum.

FOCUS: Science, Geography, History, DT and Outdoor learning.

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	1. To continue to review the Curriculum map and update in terms of the 3 I's.	All subject leaders to review existing curriculum statement and update new format on website. The Academy has an effective curriculum. However, we continue to strive to improve the systematic sequencing of skills and embrace	Subject leaders to continue to review and update their curriculum subjects and communicate through the new website. Update website regularly including examples of good practice and experiences across the school. To further develop the understanding of knowledge in terms of Disciplinary knowledge and Substantive knowledge, particularly in History, Geography and Science. This will be outlined on INSET day. Staff to specifically	All Subject leaders All staff and SLT VS, NG, JA and all staff and coordinators	December 2020	Scrutiny of website and shared with staff. For all children reaching expected standard in all foundation subjects across all year groups	Website being updated and reviewed so all year groups have a format to communicating information.

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	To include the Recovery Curriculum in our curriculum map	vocabulary development across all subjects	<p>think in terms of knowledge in the wider curriculum.</p> <p>To polish our existing curriculum to prepare children for lifelong learning and provide links with the community. Year groups to work together in staff meetings to share good practice.</p> <p>To ensure classrooms reflect the richness of vocabulary and knowledge across all subjects and units of work.</p> <p>Make links with Reading as a key area of focus across all subjects.</p> <p>To look at the Recovery Curriculum across year groups</p>	<p>RA to refresh Computing skills in a staff meeting.</p> <p>Emphasis on vocabulary</p>	<p>INSET on 23rd October</p> <p>INSET day/staff meetings to share Geography and Science</p> <p>Ongoing</p>	<p>Learning Walks</p> <p>Coaching triads and Iris sessions</p> <p>Book scrutiny and</p>	<p>INSET day focus on Substantive knowledge using History as a model document.</p> <p>The first book scrutiny took place on 8th December with MH and NG, looking at English and cross-curricular links. Good coverage of the wider curriculum evidenced and consistency across year groups is strong. New topics introduced are having a strong</p>

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		The curriculum map has embraced the Recovery Curriculum and identified key areas to address,	<p>Reflect on current practice and discuss the year group focus in terms of 1. Relationships</p> <p>2. Community. 3. Transparent Curriculum. 4. Metacognition. 5. Space</p>				<p>Learning Journey Scrutiny</p>	<p>influence using pupil voice.</p> <p>NG presented staff meeting on Recovery curriculum. All year groups recorded reflections on the five areas and shared with all staff</p>

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					October 2020		
	2. To raise the profile of DT across the school.	<p>All staff to be confident in teaching DT in order for all children to reach expected levels.</p> <p>To ensure a consistent approach across the school to ensure a progression of skills and knowledge.</p> <p>Children progressively</p>	<p>To fine-tune our existing curriculum and highlight the endpoints we continue to aspire to in terms of DT teaching and learning across the school.</p> <p>Coordinator to review plan to ensure a sequence of knowledge and vocabulary for each year group. Staff meeting to communicate updates and</p>	<p>JA/VS/JR/CM</p> <p>JR to work with Year 4 on updating their new curriculum</p>	<p>January 2020 and ongoing throughout the year.</p> <p>Staff meeting.</p>	<p>Target Tracker analysis</p> <p>Book scrutiny</p> <p>Learning Walks</p> <p>Planning scrutiny</p>	<p>Raise profile of DT and support teachers understanding of DT teaching at LPA.</p> <p>Links made with the History Enquiry unit of work in Year 4.</p>

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		acquire, use and apply a growing bank of vocabulary organised around topics. (IMPLEMENTATION)	teaching of the different strands. Focus on knowledge and vocab.				Book scrutiny	
		To continue to ensure children are equipped with the necessary skills for life in the wider world. (IMPACT)	To share with staff a unit of work to show sequence of knowledge and skills.					

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3. To ensure all staff are confident in the sequence of deep knowledge and vocabulary learning in all subjects		For children to continue to develop their love of learning and to embrace new knowledge and vocabulary to deepen their understanding.	For staff to produce a Knowledge organiser for each unit of work in all foundation subjects, starting with History, Geography and Science. Staff meetings to dedicate year groups to collate this.	JA/VS and subject coordinators		Target Tracker analysis	Vocabulary and key knowledge mapped out across the year groups in History.
		For all children to reach expected outcomes and beyond across all curriculum subjects.	For children to use knowledge organisers and vocabulary banks to deepen their understanding.			Book scrutiny	An example shared in a staff meeting of how the knowledge links to the skills in a Historical unit of work. Who was the boy behind the golden mask?
			Ensure children have access to vocabulary through word mats and on display around the classroom.			Learning Walks Planning scrutiny	This will provide a model for Science and Geography. Science knowledge rich documents completed. Links between the History and Geography curriculum will be clearly set out in the Knowledge rich

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								documents to provide links and to ensure sequences of learning. E.g., History Enquiry Why was Ancient Egypt the “Gift of the Nile”? Prior knowledge identified from Geography curriculum to support learning sequences A start has been made with the Geography knowledge rich documents....the aim is to provide a clear example for staff to follow and set out their year group areas of knowledge.
	4. To promote outdoor learning	Make links with Maths, English and	Staff meeting x 2 to share good practice using outdoor learning.		MF, EC, and key target group	Spring 2021/Ongoing	Book scrutiny	

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	across all the creative curriculum.	the creative curriculum	<p>Strive to The Green Tree award as an Academy. Link with Eco Warriors.</p> <p>To create a sensory garden around the Year 6 area.</p> <p>Have a Reading Nook that can be used as a link for other curriculum areas. Developing a Year 2 area and an Early Years outside area. Look at Year 3 outside area to promote links with Science</p> <p>Introduce picnic blankets for every year group</p> <p>Using picnic tables as a resource to enable outdoor learning opportunities.</p>		Ongoing		<p>Learning Walks</p> <p>Planning scrutiny</p> <p>Pupil voice</p>	

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			<p>Each year group to have a planter. Link with Scientific vocabulary.</p> <p>Extend provision for Forest Schools to include Early Years</p> <p>To provide a timetable for Year groups to use the forest school area.</p>		<p>Spring 2021</p> <p>Summer 2021</p>		
	5. To review and update our Teaching and Learning policy to promote knowledge and vocabulary development across the creative curriculum and to	To revisit the lines of enquiry in Science, Geography and History to ensure Key vocabulary and sequencing of skills are taught	<p>Coordinators to work with staff to map out units of work.</p> <p>Year 4 staff to share an example of a line of enquiry. (History)</p> <p>Also to make links with Geography Curriculum.</p>	<p>All staff</p> <p>JA and Year 4 staff</p>	Spring 2021/Ongoing	<p>Target Tracker analysis</p> <p>Book scrutiny</p> <p>Learning Walks</p>	A staff meeting focused on the enquiry based approach in History and an example of a unit of work shared by Year 4 staff. Links made between skills and knowledge and a cross curricular approach

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	embrace outdoor learning.	<p>To review Art medium term plans</p> <p>To ensure all curriculum map folders are up to date and show sequence of knowledge and vocabulary.</p> <p>Teaching and learning policy is updated to show</p>	<p>Share the updated ART skills progression map with knowledge and vocabulary. Share the process of Art 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>	<p>SG/JA</p> <p>AB</p> <p>JA/VS and subject Coordinators</p>		<p>Planning scrutiny</p> <p>Sketch book and learning journal scrutiny</p>	<p>initiated by a Big Question.</p> <p>New master curriculum folders are in the process of being updated.</p>

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		further developments.	<p>Review Teaching and Learning policy to continue to reflect Rosenshine's Principles in Action.</p> <p>Share with staff the 4 strands of Rosenshine's model.</p> <ol style="list-style-type: none"> 1. Sequencing concepts 2. Questioning 3. Reviewing material 4. Stages of practice. 		JA/VS	Spring 2021/Ongoing		

KEY TARGET ACTION PLAN 3 2020-21

Wellbeing and Worth

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
			survey, ILP meeting changes (relationships) (transparent curriculum)	JR	Every half term		<p>Zones Day in all classes</p> <p>Pupil conferencing for most lacking in resilience</p> <p>Anxiety Assembly sent virtually during second school closure</p> <p>Autism Awareness Week Assembly March + parent voice</p> <p>2 x coffee mornings held Autumn Term – one focused on Wellbeing project-very positive feedback</p>

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	<p>-Intervention Programme focused on use of 'Learning Sequences' in previous year but gaps need to be assessed post Covid lockdown so interventions tweaked to close identified gaps</p> <p>-Some TA's using and confident in use of Learning Sequences but this needs enhancing through math's vocab training</p> <p><u>(Supporting leaders)</u> (transparent curriculum)</p>	Any identified gaps in PP meetings at the beginning of the year are closed quickly	<p>2.1 Children assessed gently to see gaps and staff confident to set up the learning sequence (transparent curriculum)</p> <p>2.2 interventions clearly tracked on provision map</p> <p>2.3 Learning Sequences shared with parents so they can be reinforced at home (transparent curriculum)</p> <p>2.4 New reading fluency intervention established</p> <p>2.5 IRIS coaching from math's coordinator re math's language</p>	<p>All teachers</p> <p>JR</p> <p>JR/JS</p>	<p>Every term but evidence gathered</p> <p>End of term 6</p>	<p>Evidence from PP meetings 3x year</p> <p>Provision maps</p> <p>TA's confidently using the learning sequences</p>	<p>PP meeting 1 notes and actions</p> <p>Year group interventions organized to be offered remotely.</p> <p>Aut - Provision maps from every year group identify gaps and targeted support. Updated Spring</p> <p>Parent View gained through questionnaire –</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
							review home learning offer for SEND children
	Children and families need to feel even more involved in the target setting process and teachers confident to chair these 'coaching' discussions <u>(Supporting leaders)</u> (community) (metacognition)		<p>3. 1 IRIS and coaching session to explore use of coaching children to be part of their target setting (relationships)</p> <p>3.2 GROW model introduced with staff to use with children on SEN register/PP.</p> <p>3.3 Children involved in ILP meetings – sharing their one GROW target and discussing their targets and their progress (metacognition)</p>	JR/HM	End of term 2	<p>Evidence in IRIS filming – during home schooling by CT – GROW coaching filmed</p> <p>ILP's contain the GROW target</p> <p>Observing children talking about their targets in their ILP meetings – Summer term</p>	<p>Template for GROW model of ILP pupil voice trailed by enquiry group</p> <p>EEF template used to evaluate best practice interventions</p> <p>CSP/ILP staff meeting – one GROW target included – March 2021</p>

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	<p>Unique character introduced previous year – Unique Oct. We want to embed this further and see difference celebrated and children having high self-esteem.</p> <p>Many opportunities offered for the different ways children learn including outside/picnic benches to allow small group/talk work in covid times (Outdoor learning).</p>	<p>Parents report children are proud and happy to share what they are good at and what they need to work on.</p> <p>Community is connected and unique qualities of people in our wider community are celebrated.</p>	<p>4.1. Assemblies to re-boot uniqueness – Lindfield Life letter to bring people in ‘virtually’ (community)</p> <p>4.2 Unique project in summer term to make outside ‘There is only one you’ unique stone path as part of sensory garden. Actual space for children to calm, reflect and read (Space)</p> <p>4.3 Parents aware, involved, and connected through the unique project (Community)</p>	<p>JR</p> <p>JR/MF</p>	<p>Oct 2020</p> <p>Term 4/Term 6</p>	<p>Use of stickers and child voice</p> <p>Opening ceremony</p>	<p>Unique Octo re introduced – Assembly Oct 2020</p>

KEY TARGET ACTION PLAN 4 2020-21

MATHS-To continue with the outstanding coverage and outcomes for our pupils

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.	1.1. Update website regularly.	JS	Ongoing	Up to date website	Ongoing
		Film and upload calculation strategy clips onto the website	1.2. Upload clips of children modelling good practice of calculation strategies from Years 1-6.	JS	Spring Term	Videos on website	Some completed but none uploaded
		Information on EYFS on website	1.3 Section on use of resources in EYFS maths on website	SO	January	Info on website	Ongoing, information is being sent to the web team as we cover a unit of work.
2	TEACHING AND LEARNING IMPLEMENTATION	85%+ of children reaching expected standard in Maths across all year groups.	2.1 Booster groups from Years 2, 5, 6. Catch up groups 3,4,5,6	JS/Year groups	Set up in Autumn for Autumn 2 and beyond	End of Keys stage assessments and Target tracker	Started paused due to covid. Plan to restart in 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
			2.2 Lesson drop ins	JS/LM	1 x am Learning Walk – Summer Term	End of Keys stage assessments and Target tracker	Not undertaken due to Covid.
			2.3 Book Scrutiny – (including Fluency Time and TTR sheets) to be conducted every term.	JS/VS/ LM/ NG/SO	Spring Term	End of Keys stage assessments and Target tracker	Completed for Autumn Term – recovery curriculum/consistent use of White Rose curriculum was evident throughout
			2.4 Times Table Rockstars to be monitored as a ‘paper’ exercise once a week in Years 3&4.	JS/ Year 3&4 teachers	Monitored as part of the book scrutiny 3x per year.	End of Keys stage assessments and Target tracker	Ongoing – no times table screening this year however we will conduct informal assessment to check progress as last year.
			2.5 Monitoring maths content on the VLE.	JS/LM	Ongoing	End of Keys stage assessments and Target tracker	Completed for Autumn Term and Spring Term – good quality and quantity throughout period of home learning. White Rose videos used to support the pictorial and abstract.

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			2.6 Record a 'Maths Update' clip and signpost the clips on the Four Functions/Calculation strategies for each year group on the website.	JM/LM	February	End of Keys stage assessments and Target tracker	Not undertaken due to lockdown. This videos require children to be trained which was not possible remotely.
3	ASSESSMENT – IMPACT	85%+ of children reaching expected standard in Maths across all year groups.	3.1 Monitor White Rose assessments every term and look at the effectiveness of teaching fluency and problem solving	JS/LM	Spring Term and Summer Term	End of Keys stage assessments and Target tracker	Change in strategy due to new priorities due to lockdown. See new section.
			3.2 Monitor intervention groups on Target Tracker to evaluate effectiveness of interventions.	JS/CW/ VS	Aut/Spring/ Summer Term	End of Keys stage assessments and Target tracker	All children monitored – particularly due to lockdown. Deep evaluation will take place once Spring 2 data has been inputted as this data will be more robust due to formal assessments.

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			3.3 Pupil Voice Focus Groups – all years	JS/LM	Autumn Term	Review of focus - report	Not undertaken due to Covid
			3.4 Pupil Voice Questionnaires	JS	Spring Term	Analysis of response	Conducted March 2021 – results to be analysed.
4	SUPPORT FOR STAFF	85%+ of children reaching expected standard in Maths across all year groups.	4.1 Staff Meeting on the Ready to Progress Criteria	JS/LM	Autumn Term	Children across the academy to be confident in 'ready to progress criteria' at end of year	Completed 17/12/20 Update for staff 16/3/21
			4.2 Two further Staff Meetings including: White Rose Training Outdoor learning	JS/LM	Spring and Summer Term	Staff confidence	Priority for Spring Term switched to RTP criteria focus. 16/3/21 Outdoor learning in Summer Term.
			4.3 White Rose webinars for teachers and TAs.	JS	Throughout the year.	Staff confidence	Some undertaken

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			4.4 Resources – purchase new resources to support mastery teaching following audit.	JS/LM	Autumn Term	Resources purchased and used	Some resources purchased – Year and EYFS in particular
			4.5 Local Maths Hub Working Group – Continuing Mastery	JS/LM	November	TBC – introduction meeting in November	First meeting November 2020, second meeting February 2021
5	RECOVERY CURRICULUM	85%+ of children reaching expected standard in Maths across all year groups.	5.1 Implement White Rose premium resources as medium/short term plans across EYFS, KS1 and KS2. Recovery/recap sessions are integrated throughout the plans.	JS	Autumn Term ongoing	Target tracker and end of key stage assessments	Implemented Autumn Term 2020
			5.2 Online maths tutors (Third Space Learning) for children making below expected progress.	JS/RC/ Class Teachers	Autumn Term ongoing	Target tracker and end of key stage assessments	Implemented Autumn Term 2020

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>5.3 Booster Groups from Years 2, 5 & 6</p> <p>Catch up groups – maths a significant focus – 3,4,5 & 6</p>	JS/ Class Teachers	Autumn Term ongoing	Target tracker and end of key stage assessments	Started, paused due to Covid – will return in Summer Term.
			<p>5.4 Gaps in content identified by class teacher through White Rose end of block assessments. Teachers to re-plan their Summer Long Term plan as a result. Prioritising gaps identified, RTP criteria and number.</p>	JS/Class Teachers	End of Easter holidays	RTP criteria assessments in Summer Term	Staff meeting on this held and year groups spoken. Will be completed by start of Summer Term.

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6	OUTDOOR LEARNING	All children in KS1/EYFS working outside in maths every week. All children in KS2 working outside in maths every month	6.1 In maths staff meeting teachers to map out opportunities to teach maths outside.	JS/LM/MF/EC/SO	Spring Term	Displays, evidence in books, more children outside	Not started – priority for Spring Term – paused due to Covid. Priority for Summer Term. Some year groups have started.
			6.2 Check evidence in maths books (photos etc.) and display	JS	Spring Term	Displays, evidence in books, more children outside	Focus of Summer Term book look
7	SEND	Teachers to be confident in assessing gaps and designing Learning Sequences for LA/SEN children	7.1 Hands on Maths interventions to be monitored.	JS	Autumn Term	Accelerated progress from SEN children	Feedback from staff is very positive as they focus on key foundation concepts such as place value using concrete resources. More books purchased as a result to allow further opportunities.

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
		TAs to be more confident with their use of mathematical language to support learners and run interventions.	7.2 JS/JR to run TA training on language used in mastery.	JS/JR	Autumn Term	More confident TAs	Priority for Summer Term
8	YEAR FOUR TIMES TABLES ASSESSMENT	Lindfield to be 5%+ higher than national on Times Table Screening	8.2 JS to liaise with Year Four throughout the year. Raise the profile through TTR, discrete lessons, certificates battles etc.	JS/ Y4 Team	Throughout the year.	Screening scores in Summer	Ongoing – no times table screening this year however we will conduct informal assessment to check progress as last year.
9	EARLY YEARS	88% to meet their maths ELG	9.1 White Rose planning to be consolidated throughout the year	SO/JS	Throughout the year.	End of year assessments	Ongoing

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		All children to know the number rhymes for formation to 10 by Spring Term. Parents to use these at home.	9.2 Number rhymes and formations to be started earlier and shared with parents	SO/JS	Autumn Term	End of year assessments	Ongoing – number formation was sent home during lockdown and referred to throughout. Children are using these daily.
		All children to complete at least one independent Maths activity each week.	9.3 Use of key text to stimulate enthusiasm and encourage children to complete discovery tasks independently	SO/JS	Ongoing	End of year assessments	Ongoing – a range of texts have been used. Children are competing independent activities which link to the text.

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		88% to meet their maths ELG	9.4 Create a separate maths medium term learning journey	SO	Autumn and ongoing	End of year assessments	Ongoing
10	COACHING/IRIS	Improved use of mathematical language across the academy	10.1 Focused IRIS coaching session on maths with key highlight on use of language	JS/LM/SO/HM	Spring Term	All teachers to complete 2 IRIS sessions	Focus for Spring Term's IRIS –paused due to lockdown. Will be switched Autumn 2021.