



Ravenscote Junior School

SCHOOL DEVELOPMENT PLAN

2023-2024



Engage. Enrich. Excel



Key targets for Improvement

2023 - 2024

The key targets for this academic year are:

1. Attainment & progress

For 80% of children to achieve the expected attainment standard in reading, writing and maths combined.

For all children to achieve more than expected progress (7+ steps) from their year group baseline, in writing.

For all children to achieve at least expected progress (6 steps) from their year group baseline, in maths and reading.

Pupil progress meetings with class teachers, AHT and Inclusion AHT ensure that the progress of all children is discussed and those who need additional support to ensure expected (or greater) progress have interventions and adaptations in place. We are able to use a variety of methods to monitor and measure progress throughout the year: teacher formative assessment, summative assessment, lesson monitoring, pupil conferencing, case studies, live marking records, Venn diagrams and books. This information enables us to have a rounded view of the progress children are making and therefore the attainment they will achieve. We will track which children are achieving expected attainment across the three areas: reading, writing and maths to ensure that appropriate support is in place.

2. Greater Depth Standard

To increase the number of children achieving Greater Depth within the Expected Standard in reading, writing and maths.

Ensure all children are challenged throughout their KS2 journey, and are tracked, monitored and have adaptations in place to increase the number of children achieving the greater depth standard. We are able to use a variety of methods to monitor and measure progress throughout the year: teacher formative assessment, summative assessment, lesson monitoring, pupil conferencing, case studies, live marking records, Venn diagrams and books.

3. Inclusion

To refine and develop adaptations within the Connected Curriculum to ensure all children, including vulnerable learners, are equipped with the opportunities and skills needed to be successful learners.

Our intent is to ensure that the challenges children may face do not impact their access to learning and therefore we will provide the opportunities, resources, adaptations and skills that the children need to achieve their very best. We continue to deliver fantastic personal development, behaviour and welfare education and this is recognised by all stakeholders. Behaviour is good and we must continue to ensure the language of 'Ready, Respectful and Safe' is used to ensure expectations are consistently clear. We have a strong focus on the wellbeing of both children and adults to ensure that everyone is in the best possible position for a learning environment which enables learners to thrive.

4. The Connected Curriculum

To ensure connections across learning are made seamlessly and retrieval of knowledge is embedded in all lessons.

The Ravenscote skills are embedded in all lessons and discussed throughout. Children are able to connect to their previous learning and build upon their knowledge every day. Exposure to the Ravenscote skills enable children to be able to recall, relate and remember their knowledge whilst developing a set of lifelong learning skills.

1. Attainment & progress

Intent: For 80% of children to achieve the expected attainment standard in reading, writing and maths combined.

For all children to achieve more than expected progress (7+ steps) from their year group baseline, in writing.

For all children to achieve at least expected progress (6 steps) from their year group baseline, in maths and reading.

Pupil progress meetings with class teacher, AHT and Inclusion AHT ensure that the progress of all children is discussed and those who need additional support to ensure expected (or greater) progress have interventions and adaptations in place. We are able to use a variety of methods to monitor and measure progress throughout the year: teacher formative assessment, summative assessment, lesson monitoring, pupil conferencing, case studies, live marking records, Venn diagrams and books. This information enables us to have a rounded view of the progress children are making and therefore the attainment they will achieve. We will track which children are achieving expected attainment across the three areas: reading, writing and maths to ensure that appropriate support is in place.

Success Criteria – what will be the impact by the end of the action plan? – What will be better?

- 80% of children achieve the expected attainment standard in reading, writing and maths combined. In 2022, RJS achieved 54% and in 2023, this increased to 65%. 80% will be 21% higher than the National average in 2023.
- Teachers take ownership and initiative of the school's assessment systems in place and use these to maximise children's progress in their class.
- Venn diagrams identify target children for combined attainment.
- Teachers know their children, including their knowledge and understanding which they can apply and their gaps in knowledge within the year group curriculum.
- Teachers have high expectations of all children and consistently challenge every child.
- Regular reporting will enable progress to be tracked regularly, inclusion reviews will form part of the pupil progress meetings and where necessary be as a separate meeting for children SEND. Combining these meetings will enable a shared responsibility and will highlight the children on the inclusion register.
- As a school, we define progress as the progress a child makes from their starting point. In a year, 6 points on our scale is expected, 7+ is more than expected. Data will be examined alongside quality assurance documents.
- The quality of teaching will be monitored through appraisals and in school improvement reviews and learning walks.
- Appraisal observations will use the whole school lesson and environment reflection spreadsheet to monitor teaching.
- Teachers will use the whole school lesson and environment reflection spreadsheet to reflect on their own teaching.
- Vulnerable groups will continue to progress at a greater rate than the average, addressing gaps from previous learning. These pupils will be identified by SLT and targeted with one to one tuition and interventions. All pupils' targets will be reviewed and adjusted if necessary and reported in pupil progress meetings.
- All staff will share responsibility for quality in all areas of teaching and learning; shared responsibility resulting in a deeper understanding of teaching and learning at RJS for all.
- Teachers will model writing exceptionally well, to enable children to be exposed to the writing skills they will develop.
- Quality of teaching and learning will be monitored half termly through visits to classrooms and around the school by HT and DHT. AHTs and Year Leaders will report their findings from weekly learning walks to the HT.
- The ScholarPack assessment system will support teaching and learning so that children with gaps can be easily identified and addressed.
- Teachers will pull reports from ScholarPack for their use in teaching.

- Standardised scores entered into ScholarPack will be used to monitor estimated progress measures across the school, feeding into assessment summary reports and Venn diagrams to track combined.
- Live marking will be used to develop children's ownership and understanding of their own achievements, progress and targets.
- Live marking will be used by teachers to support children's progress and fully understand their achievements and next steps.
- AHTs and YLs will take ownership of the combined data knowledge for their year group and report this back regularly to HT and DHT.

Actions (implementation)	Lead person	By When	Resources Time/£ and Source	Monitoring Who, How often, When and How
Teachers review data at baseline, CP2, CP4 and CP6 and plot a Venn diagram which shows which children are on track to achieve WRM combined.	CTs	RJS data deadlines	4 x staff meeting time (£5,200)	AHTs to monitor year group at 4 data deadlines and report to HT and DHT. AHTs support CTs to create adaptations and interventions for the children in their class.
Year 6 children are exposed to SATs papers regularly throughout the year, including to form a baseline assessment.	Y6 CTs and Y6 AHT	Week one and then half termly	n/a	Y6 AHT, HT and DHT look at impact of use of SATs papers through look at progress data.
AHTs/YLs carry out a weekly learning walk in their year groups during AHT time. Feedback findings to SLT.	AHTs/YLs	Weekly	Allocated AHT time	HT to gather feedback in SLT meetings, weekly. Discuss findings and make plans for support.
Half termly pupil progress meetings. All children are discussed and interventions put in place.	AHTs	Half termly	PPA time at baseline, CP3, CP5 and CP6. 4 x supply teacher at CP2 and CP4 (£1,680)	At baseline, CP3, CP5 and CP6, teachers discuss their data with their AHT. At CP2 and CP4, CTs with AHT, DHT and Inclusion AHT. HT monitor impact. HT to attend all Y6 pupil progress meetings
Scholar Pack is completed regularly to evidence formative assessment in reading, writing and maths; it is also updated termly with summative data in these subjects. Teachers use this data to inform planning and interventions.	Class teachers	Formative - ongoing Summative - in line with end of term data deadlines	n/a	CTs will assess children formatively as appropriate intervals during each term, such as at the end of a unit. CTs will input summative assessment termly (and year 3 teachers will input baseline data). SLT will ensure this data is input and DHT will analyse to share with governors.
English and maths curriculum to be informed by assessment.	English and maths subject leaders	Termly	Subject release time (£2,520)	English and maths subject leaders to use reports on Scholar Pack and Assembly Analytics to unpick strengths and areas for development, based on the attainment and progress children are making each term. They will use this to drive

				focus within lessons and in interventions in English and maths.
To ensure all children entitled to pupil premium funding are targeted in writing lessons at least once a week.	SLT	Ongoing	n/a	Subject planners to allocate targeted lessons for PP focus and this to be monitored in monitoring timetable
Dedicated writing moderation to take place to ensure robust and consistent assessment in place.	English subject leaders, English SLT links, CTs	Termly	Termly staff meeting (£1,950)	English subject lead and SLT links to moderate the moderation to confirm consistency.
Jane Considine consultancy. Writing lead and SLT link to write target questions to speak with Jane about to develop our teaching of writing. To include modelling, GDS and consistency.	GT RS	Autumn term	3 hours (£799) Subject release time	SLT link for writing (RS) to work with GT (writing lead) to write an agenda for the consultancy session. This can be in 2 1.5 hour sessions. RS to feedback to AW prior to the consultancy to ensure we have our questions covered.
All teachers to receive modelling writing training in line with the Jane Considine sentence stacking approach and following consultancy with Jane.	GT	Autumn term	Staff meeting (£1,300)	SLT to all attend the staff meeting so that modelled writing can be observed and monitored by all members of SLT.
Actions within the writing action plan to be reviewed by SLT on a half-termly basis.	GT SLT	Half termly	n/a	SLT to monitor the actions within the writing action plan are being embedded/completed.
RB to act in a trained moderator capacity to support assessment of end of KS2 writing.	DHT (RB)	By end of KS2 statutory assessment deadline	DHT time Year 6 teacher PPA (£315)	DHT (RB) to lead moderation sessions with Year 6 teachers using end of KS2 statutory assessment frameworks.
Book looks to ensure a consistent approach to Live marking and feedback and that all teaching staff are following the policy.	SLT	Half termly	In SLT monitoring schedule	Half termly book looks and live feedback teacher reflection sheets monitoring by SLT to ensure consistency across the school
The quality of teaching will be monitored through appraisals and in termly school improvement reviews and learning walks.	SLT	Termly + ongoing learning walks	AHT time and dedicated HT and DHT leadership time	AHT to carry out learning walks weekly in their year groups. HT and DHT to be invited to attend these. Appraisal observations to take place termly. School improvement review to take place with CEO.
Teachers will use the whole school lesson and environment reflection spreadsheet to reflect on their own teaching.	Class teachers	Ongoing	n/a	Teachers to reflect on their teaching and environment regularly and as part of their PPA time, in order to be prepared for observations and learning walks.

Quality of teaching and learning will be monitored half termly through visits to classrooms and around the school by HT and DHT.	HT and DHT	Half termly	HT/DHT time SLT meetings	HT and DHT to carry out half termly lesson monitoring and feedback to the whole school.
Live marking will be used to develop children's ownership and understanding of their own achievements, progress and targets.	Class teachers	Ongoing	n/a	Live marking is embedded to enable children to understand where they are showing understanding and to support them to progress. Children have ownership of their learning.

2. Greater Depth Standard

Intent: To increase the number of children achieving Greater Depth within the Expected Standard in reading, writing and maths.
Ensure all children are challenged throughout their KS2 journey, to increase the number of children achieving the greater depth standard.

Success Criteria – what will be the impact by the end of the action plan? – What will be better?

- 20% (31) of children will achieve greater depth combined (RWM). In 2023, 3% of children achieved this in our end of KS2 SATs.
- 40% (62) of children will achieve greater depth in reading. In 2023, 36% of children achieved this in our end of KS2 SATs.
- 30% (46/47) of children will achieve greater depth in writing. In 2023, 8% of children achieved this in our end of KS2 SATs.
- 35% (54/55) of children will achieve greater depth in maths. In 2023, 21% of children achieved this in our end of KS2 SATs.
- 40% (62) of children will achieve greater depth in SPaG. In 2023, 36% of children achieved this in our end of KS2 SATs.
- Connections across learning and the practice of retrieval of knowledge will enable children to know more, do more and remember more at a greater depth standard.
- Teachers have a deeper understanding of the knowledge and skills children need to achieve GDS across RWM and SPaG.

Actions (implementation)	Lead person	By When	Resources Time/£ and Source	Monitoring Who, How often, When and How
GDS to be highlighted on Venn Diagrams for combined.	Class teachers	Termly (data deadline document)	Within staff meeting time used in previous action (none additional)	AHTs/ YLs to monitor year group at 4 data deadlines and report to HT and DHT. AHTs/YLs support CTs to create adaptations for further challenge.
Pupil progress meetings to have a GDS focus for all subjects	AHTs	Half termly	Within pupil progress meeting in previous target	At baseline, CP3, CP5 and CP6, teachers discuss their data with their AHT. At CP2 and CP4, CTs with AHT, DHT and Inclusion AHT. HT monitor impact. HT to attend all Y6 pupil progress meetings
PP children receive additional intervention for GDS	Inclusion AHT	Weekly	Teacher 0.1 every week	Inclusion AHT to monitor the effectiveness of the GDS PP group. Inclusion AHT is the appraiser of PP teacher.

SLT monitoring focus on GDS	SLT	Half Termly	SLT meetings	HT to ensure that AHTs/YLs are monitoring impact in year group and review findings in SLT meetings. HT and DHT to focus on GDS within a learning walk each half term.
Teachers gain additional understanding of teaching content to achieve GDS in reading, writing and maths through staff meetings	Writing lead (GT)	Autumn 1	Staff meeting (£1,300)	AHTs/YLs work with team to look at GDS and how every lesson provides challenge. Lessons monitored by AHTs/YLs and HT and DHT.
Jane Considine consultancy - discuss further modelling for writing GDS	Writing lead (GT)	Autumn	Teacher release & 3 hour consultancy (£799)	Writing lead and SLT link for English to discuss GDS in depth as part of consultancy with Jane Considine. Impact of this monitored by HT in teacher training and lesson observations.
Staff meeting for modelling writing including GDS expectations	Writing lead (GT)	Autumn	Staff meeting (£1,300)	DHT and HT observe staff meeting and see impact in teaching.
Maths groups 1 and 2 - GDS focus	Set 1 & 2 teachers	Ongoing	n/a	Appraisal observations and summative assessment outcomes.
Working with local secondary schools / sixth forms for GDS workshops	Subject leaders	Contact in autumn term	n/a	SLT links for each subject will monitor that subject leaders are contacting secondary schools/ sixth forms for workshops. SLT will monitor this.
Children attending call-backs during assembly times, to include those who are GDS.	Class teachers	Ongoing	n/a	AHTs/YLs monitor that GDS call-backs take place in their year group. This will feed into pupil progress meetings – which are attended by HT/DHT.
Adapted instruction in the classroom to provide advanced content and enrichment activities for students.	Class teachers	Ongoing	n/a	Monitored in lesson observations by SLT. SLT add their findings to the SLT QA Google Sheet. This is monitored by AW.
Enrichment programs for further engagement: Blue Peter reading challenge, 500 word writing competition and others.	English leads (KG & GT)	Ongoing	n/a	RS (English SLT link) to support KG and GT to find appropriate GDS challenges for English.
School 'Spelling Bee'.	GT RS	Summer term	Certificates/prizes	GT to organise a whole school Spelling Bee. RS to support and monitor.

3. Inclusion

Intent: To refine and develop adaptations within the Connected Curriculum to ensure all children, including vulnerable learners, are equipped with the opportunities and skills needed to be successful learners.

Our intent is to ensure that the challenges children may face do not impact their access to learning and therefore we will provide the opportunities, resources, adaptations and skills that the children need to achieve their very best. We continue to deliver fantastic personal development, behaviour and welfare education and this is recognised by all stakeholders. Behaviour is good and we must continue to ensure the language of 'Ready, Respectful and Safe' is used to ensure expectations are consistently clear. We have a strong focus on the wellbeing of both children and adults to ensure that everyone is in the best possible position for a learning environment which enables learners to thrive.

Success Criteria – what will be the impact by the end of the action plan? – What will be better?

- The inclusion register identifies all children who may face additional challenges: those with SEND, entitled to Pupil Premium funding, children looked after previously, children looked after, children with or previously with a social worker, children who are young carers and children who are in the early stages of learning English.
- CT's know this key group within their class and set appropriate targets termly.
- AHT's know this key group within their year group and support CT's with target setting, adaptations and interventions.
- All staff use Quality First Teaching strategies for all children.
- Children's wellbeing is a high priority for all staff and children are happy, feel safe and are able to thrive.
- Interventions and adaptations are reviewed to evaluate effectiveness and plan next steps.
- Pupils on this register make better than expected progress from their starting points.
- Governors have a clear understanding of pupil premium expenditure and impact.
- All children have access to a named Wellbeing Adult.
- Our equality objectives are at the heart of our culture and curriculum.
- 2024 data will illustrate that pupils on this register make better than expected progress.
- Pupils on this register have more opportunities both socially and academically as a result of higher profile recognition.
- Children entitled to pupil premium funding will have additional opportunities both within the curriculum and extra curricula.
- The RJS Learning Language is embedded across the school for all children to learn the skills of a Ravenscote child.
- All children access a broad and balanced curriculum.
- Appropriate adaptations are seen in all areas of the Connected Curriculum and are highlighted by learning walks.

Actions (implementation)	Lead person	By When	Resources Time/£ and Source	Monitoring Who, How often, When and How
Class teachers will meet with the Inclusion AHT termly to discuss pupils on the Inclusion Register and set appropriate targets and discuss progress made against current targets.	Inclusion AHT	Termly	HLTA availability 5 times a week to enable cover for meetings	Inclusion AHT to lead meetings and monitor implementation of agreed targets through inclusion learning walks, pupil conferencing and data analysis.

Children entitled to pupil premium funding are given first priority for extracurricular clubs. This includes being specifically targeted if not attending any clubs and being offered additional clubs.	Inclusion AHT / LR	Termly	n/a	Inclusion AHT to monitor which clubs children entitled to pupil premium attend and actions taken to ensure attendance.
To ensure all staff know who the pupils on this register are, so they can help support their needs at every opportunity around the school, on the playground, in different lessons and in clubs.	Inclusion AHT	By half term	n/a	SLT will ask questions when monitoring on learning walks. Inclusion register with children's pictures will be taken on all learning walks to highlight vulnerable learners and adaptations in place.
Monitoring of teaching and learning to focus on the experiences of children on the inclusion register as a reflection on whole school achievement.	SLT Subject leaders	Ongoing	HT and DHT time AHT/YL release time Subject leader release time	Pupil conferencing, appraisal observations, learning walks and book looks will be conducted by SLT and subject leaders.
Class teachers to set and review targets for all children on the inclusion register. These will then be reviewed termly in pupil progress meetings.	SLT Class teachers	Ongoing	Staff meeting time for setting and reviewing targets. (£2,600) Pupil progress meetings during release time and management time.	Termly staff meetings to reflect on progress and then review in pupil progress meetings.
Pupil progress meetings will ensure that all children on the inclusion register are making expected or greater progress and include interventions for those who need support.	AHTs	Termly	4 x supply teachers twice a year (CP2, CP4) (£1,680) Allocated AHT, DHT, HT time	CTs with AHT, DHT/HT and Inclusion AHT. Pupil progress meetings take place each term.
To complete a clear Pupil Premium report and share with Governors and EEEA CEO and upload to our website.	Inclusion AHT	September	Inclusion AHT allocated time.	To complete at the start of term. Meet with HT to discuss and complete on 12th September. Share with Governors at September LAC meeting.
To ensure learning support assistants are equipped and trained to provide quality support.	Inclusion AHT	Ongoing	Half termly training for all LSAs. (£2,128)	Annual training plan to reflect current need.

			Inclusion AHT allocated time	
To liaise with outside agencies to ensure advice is sought.	Inclusion AHT	Ongoing	Inclusion AHT allocated time CTs and LSAs as necessary	When the process of assess, plan, do and review requires outside support.
To review the progress of high needs pupils to ensure provision is targeted	Inclusion AHT CTs	Ongoing	Inclusion AHT allocated time CTs released for reviews (£1,630)	EHCP reviews will be held for each EHCP pupil
To access external provisions for pupils whose needs are not being fully met in the school.	Inclusion AHT	Ongoing	Inclusion AHT allocated time	Provision reviewed and progress monitored to ensure provision is meeting needs.
To implement and review the effectiveness of interventions run by LSAs, measuring the impact of work including pupil voice.	Inclusion AHT alongside LSAs SLT CTs	Termly	Inclusion AHT allocated time	Interventions and adaptations will be set up during the target setting process.
Pupil conferencing to look at the wellbeing of those on the inclusion register.	Inclusion AHT / DHT	Termly	Inclusion AHT allocated time	Report findings to SLT and inclusion link governor. DHT to monitor those children who have or previously have had a social worker.
Interventions and additional opportunities are timetabled fluidly to ensure all children have access to a broad and balanced curriculum.	Inclusion AHT/ CTs / specialist teachers	Termly	n/a	Class teachers to ensure the children in their class are not consistently missing the same area of the connected curriculum. Inclusion AHT to monitor children's access to a broad and balanced curriculum.
Parents are informed termly of the progress pupils on the inclusion register have made towards their personal targets and those targets set for the following term.	Inclusion AHT/CTs/ LR	Termly	Inclusion AHT allocated time	Inclusion AHT to lead meetings and monitor implementation of agreed targets through inclusion learning walks, pupil conferencing and data analysis.

4. The Connected Curriculum

Intent: To ensure connections across learning are made seamlessly and retrieval of knowledge is embedded in all lessons.

The Ravenscote skills are embedded in all lessons and discussed throughout. Children are able to connect to their previous learning and build upon their knowledge every day. Exposure to the Ravenscote skills enable children to be able to recall, relate and remember their knowledge whilst developing a set of lifelong learning skills.

Success Criteria – what will be the impact by the end of the action plan? – What will be better?

- Class teachers embed the Ravenscote skills and opportunity to retrieve knowledge into all lessons.
- Class teachers recognise what children in their class know, do and remember in all subjects within the Connected Curriculum.
- Class teachers identify gaps in what children know, do and remember.
- Class teachers implement adaptations to support children where gaps are identified.
- Class teachers can explain how assessment in each subject is structured and effective.
- Subject leaders ensure that MTPs allow for connections across the curriculum.
- Subject leaders monitor and improve effective assessment in their subject area.
- Subject leaders can explain how they have led assessment effectively in their subject and the impact of this on children’s progress.
- Assessment for Learning techniques are used throughout lessons.
- The Live Marking policy is embedded effectively across the school, in all subjects.
- Skills maps are used effectively for children to assess their own learning.
- The Ravenscote skills are embedded across the school in all subjects.
- Knowledge Organisers are embedded across the Connected Curriculum to present what children know and to be an aid for what they remember.

Actions (implementation)	Lead person	By When	Resources Time/£ and Source	Monitoring Who, How often, When and How
Staff meeting which establishes expectations on expectations in the curriculum on class teachers and subject leaders.	HT/DHT	18 th September	Staff meeting (£1,300)	SLT links monitor implementation throughout the year. SLT assess impact through learning walks and quality assurance of assessment.
Teacher reflection sheets are reviewed regularly. Half termly by AHTs and in all learning walks by HT/DHT.	SLT	Half termly	n/a	SLT quality assure the teacher reflection sheets within SLT meetings. AHTs present to SLT half termly to include their quality assurance of Live Marking.
Teachers read and provide feedback on every piece of work completed by a child.	Class teachers	Ongoing	Through Live Marking (no cost)	AHTs ensure teachers in their team are reviewing all work completed by children, by adhering to the Live Marking policy. AHTs feedback findings to SLT.
Monitor planning to ensure that learning is adapted to the needs of all children in every class.	SLT	Half termly and in appraisals	n/a	During learning walks and appraisal observations, SLT to ensure that planning has been clearly adapted for the needs of the children.

All teachers recognise AFL, Live Marking, Skills Maps and Knowledge Organisers as assessment in the wider curriculum.	DHT	12 th September	Staff meeting (£1,300)	Regular discussions with teachers take place in deep dives, appraisals, learning walks and team meetings to ensure clarity and understanding of assessment in the wider curriculum.
Time is planned into every lesson for children to practise retrieval techniques.	Class teachers	Ongoing	n/a	Subject leaders and SLT will monitor planning and this has been added to the lesson visit monitoring checklist for SLT observations.
All teachers use our Interactive Learning Tools for engagement and as Assessment for Learning strategies.	Class teachers	Ongoing	n/a	SLT will monitor the implementation of Interactive Learning Tools will be seen in learning walks and observations to enhance the learning experience and for AFL.
Teachers use Assessment for Learning techniques throughout lessons.	Class teachers	Ongoing	n/a	SLT monitor use of AFL in lessons. AHTs ensure AFL techniques are discussed in team meetings so that teachers have a wide range of skills for assessment for learning.
Teachers ensure the Live Marking policy is adhered to and is promoting progress in their classroom.	Class teachers	Ongoing	n/a	AHTs monitor that class teachers are adhering to the Live Marking policy. HT/DHT monitor the AHT monitoring.
Lessons are planned with the Skills to Succeed taken from the Skills Maps.	Class teachers	2 nd September ongoing	n/a	AHTs monitor within year group and feedback to SLT. Appraisal observations. HT & DHT monitor through learning walks and quality assurance.
Teachers refer to Skills Maps at the start of lessons to connect prior knowledge to the learning.	Class teachers	2 nd September ongoing	n/a	AHTs monitor within year group and feedback to SLT. Appraisal observations. HT & DHT monitor through learning walks and quality assurance.
Children reflect on the skills in their Skills Maps at the end of every lesson, marking skills with a coloured dot.	Class teachers	2 nd September ongoing	n/a	AHTs monitor within year group and feedback to SLT. Appraisal observations. HT & DHT monitor through learning walks and quality assurance.
Teachers use Live Marking techniques to visually monitor the self-assessments in Skills Maps and plan how they will support children who are not feeling confident.	Class teachers	2 nd September ongoing	n/a	AHTs monitor within year group and feedback to SLT. Appraisal observations. HT & DHT monitor through learning walks and quality assurance.
Teachers use conferencing to address misconceptions and gaps in knowledge after reflecting on the learning from the previous lesson.	Class teachers	2 nd September ongoing	n/a	AHTs monitor within year group and feedback to SLT. Appraisal observations. HT & DHT monitor through learning walks and quality assurance.

Teachers plan time into every lesson for Knowledge Organisers to be added to.	Class teachers	2 nd September ongoing	n/a	AHTs monitor within year group and feedback to SLT. Appraisal observations. HT & DHT monitor through learning walks and quality assurance.
Teachers develop a culture in which children independently seek to add to their Knowledge Organisers.	Class teachers	2 nd September ongoing	n/a	AHTs monitor within year group and feedback to SLT. Appraisal observations. HT & DHT monitor through learning walks and quality assurance.
Children regularly refer back to the facts kept in their Knowledge Organisers to connect to their next stage of learning.	Class teachers	2 nd September ongoing	n/a	AHTs monitor within year group and feedback to SLT. Appraisal observations. HT & DHT monitor through learning walks and quality assurance.
Teachers refer back to Knowledge Organisers from children's previous learning to allow children to make connections.	Class teachers	2 nd September ongoing	n/a	AHTs monitor within year group and feedback to SLT. Appraisal observations. HT & DHT monitor through learning walks and quality assurance.

Long term Targets/ objectives/ projects

Projects completed 2022-2023

New low-level wooden fencing around the school paths
Fire doors replaced around the school (CIF bid)
Year 3 canopy repaired
Quite area resurfaced, drains cleared
Outdoor classroom – Raven Haven
Pathways replaced with tarmac around the school
Outdoor shelter for PE lessons to continue outside

Long term projects 2023 onward

	Priority	Status of project
• To complete the 'new door' project by replacing any remaining old-style doors	1	All fire doors complete
• To continue replacing the children's desks with desks with trays in (2021-2025)	2	Year 3 and 4 complete
• To revamp and improve the pond & garden areas to be incorporated more into the curriculum	3	In progress
• To carry out an air conditioning programme around the school between 2023-2025	4	In progress - start with the hall
• To change the bannisters on the staircase up to year 6, to match the wood of the new doors	5	
• To add a canopy outside the hall (by year 3) to extend the eating area for lunch time	6	
• To look at converting the garden area next to the computing suite to enable more office space	7	