

# The Wickford Church of England School Improvement



## Plan 2018-19



### **Always More**

“With God's power working in us,  
God can do much, much more  
than anything we can ask or  
think of” Ephesians 3:20



HEARTS ACADEMY TRUST

## The Wickford Church of England School Improvement Plan 2018-19



Welcome to the school improvement plan 2018-19. The plan was constructed with parents', pupils', staff and Governors' contributions in mind. Information was gathered in a range of ways through:

- \*Pupil talk time
- \*staff meetings and discussions
- \*Parent questionnaires
- \*Data analysis
- \*Staff observations and questionnaires
- \*Trust feedback, thoughts and vision
- \*Governor meetings and questionnaires
- \*Informal discussions
- \* Local and National agendas
- \* During the school day on Thursday 19<sup>th</sup> July at Pleshey - Christian retreat Centre



## Main achievements and successes 2017-18

Outstanding outcome during the SIAMS inspection.

The strong emphasis on the 'fullness of life', encouraging our children to work hard, play hard and embroider wonderful memories.

Strong Christian spirit nurturing children and working together for the love of all. The school bond has been high.

Continued high level of collaboration across the Trust, a praised 'HEARTS Curriculum' and collaborative working.

Attendance target of 97% was almost met — 96.9%

Excellent end of FS attainment —82.4% GLoD, above national levels.

Improved percentage of children exceeding in all areas in FS: 13%

Improved, outstanding Year 1 phonic score: 97%, significantly above national.

Increased RWM combined score of 87%, significantly higher than national results!

Succession of leadership across the Trust and within the school, a belief and recognition of potential.

Continued investment in staff through lesson study, this approach continues to be embedded in the school to develop teaching and learning. Focus during regular CPD evenings on staff development and training by highly skilled members of the Trust.

Successful NQT year for one teacher.

Cross school sporting opportunities, children working together to compete and enjoy physical activity.

Continued focus on art with specialist days - sharing of art work within the local community—local business and church exhibitions /John Lewis, Chelmsford, displayed high quality examples of our work in their latest art competition.

High profile of art in the school—art mosaic, work linking art and emotion—happy pebbles, the 'end of year art exhibition' and visit to the Tate Britain.

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**"Wholehearted and loving commitment to the school's Christian values results in excellent outcomes for all, including for the most vulnerable pupils and families." SIAMS 2018**



Retained music specialist/drumming teachers have been booked for a fifth year.

Renewed Artsmark recognising the renewed energy of the art profile in the school.

Thriftwood experience across the Trust—an amazing event challenging children and helping them to explore and try new things.

The children who attend Little Teds, our Pre-School, attain highly as they progress through the school.

Continued 'Master class' / Most Able workshops for children across Wickford and the Trust.

The profile of esafety across the school: children, staff and parents raised with the awareness from the Breck Foundation.

100% of feedback from parents regarding this impact.

High level of charity/fundraising focus for the Breck foundation £1004.17

**"The school offers life in all its fullness to all pupils and this, in turn, develops in them a love of life, resilience and the ability to learn very well from both success and from failure." SIAMS 2018**

The development of the grounds with the garden/dome of spirituality giving space in a busy day to be still, quieter and calm.

The careful planning and execution of 'Careers Day' giving our children aspiration for the future.

Profile of reading increased, the reading at home being supported at greater levels and praised accordingly. The Little Library based on the school playground for reading at break and swapping books from home.

Healthy schools Awards renewed—recognising quality of provision commended.

Memory making days, giving our children fullness of life —grandparent read afternoon, swimming pool day, countless trips, experience days and dress up days galore!

Relationships and place in the community strengthened with visits to the Grange Residential Home, choir performances in town.

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**"The head of school, very well supported by the executive headteacher, board trustees and governors, leads a highly effective staff team which is committed to 'every child being loved' in school." SIAMS 2018**



## The Wickford Church of England School Development Plan 2018 - 2021

School Development area	Development focus 2018/19	Development focus 2019/20	Development focus 2020/21
Leadership and Management Renew Investors in People - end of the year?	<p>To develop the new leadership team, building succession within the school.</p> <p>Ensure successful completion of the middle leader course, developing knowledge and practice of early leadership responsibilities and aspiration for the future.</p> <p>Develop succession and ensure qualification of SENCo gained by aspiring leader.</p> <p>Continue to be committed to the successful induction and training of our Local Advisory Board.</p> <p>Plans and preparation for primary status.</p> <p>Primary status strategic planning in place for LandM.</p>	<p>Primary leadership structure in place.</p> <p>Succession plan to be in place, supporting Trust development.</p>	
Teaching, learning and assessment	<p>To lead the staff into outstanding practice.</p> <p>To follow the lesson study approach developing practice with support from Directors of Learning and Lead practioners.</p> <p>Continue to focus on 'groups 'of children for</p> <p>To ensure to expect the closing of the gap in attainment for PP children to match non-PP.</p> <p>To continue to reflect the high expectations of all subjects in the presentation of learning in the environment, in books and within conversations with the children.</p> <p>To ensure the profile of reading, the quality of text considered and the highlighting of new vocabulary is raised in all subjects.</p> <p>As part of a rolling plan, add two Smart Boards to Key Stage One classes, developing experience of using up to date technology and improving learning opportunities.</p> <p>Forestry skills to be introduced to Foundation Stage.</p> <p>Tanzania links to be reviewed and a three year action plan made.</p>	<p>Key Stage 2 curriculum to be in place for year 3. Focus upon outcomes for first year of success.</p>	

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	<p>To develop memory and assessment in foundation subjects.</p> <p>Planning a Key Stage 2 curriculum.(?)</p>		
Behaviour, attendance and safety	<p>Aim to reach the 100% attendance target. Review procedures, initiatives and incentives.</p> <p>Continue to monitor our safeguarding procedures rigorously, distributing responsibility for this throughout leadership.</p> <p>Updating of training for CEOP ambassadors.</p> <p>Ensuring compliance with GDPR regulations.</p> <p>Ensure the high expectations of behaviour is maintained at all times, focusing on 'Respect' as it is modelled and as it is expected of all.</p> <p>Raise 'pupil voice' further within the school / LAB meetings.</p>	<p>Designated training updates</p> <p>Careful planning and use of the school grounds to integrate year 3 and share space.</p> <p>Further access points to the school to be in place, catering for building work and additional numbers.</p>	
Buildings and Premises	<p>Ensure electrical works are reviewed, prioritised and actioned.</p> <p>Repaint the kitchen.</p> <p>Implement any plans for the Primary status and all building improvements will be in view of this — this covers playground/markings/redcoration and improvement to the Victorian building.</p> <p>The surface of the ball court to be repaired or costs investigated regarding it being replaced.</p> <p>Develop the hall as a space for reflection and school focus.</p> <p>Windows to the Victorian building - ongoing capital Bids.</p>	<p>Primary buildings to be in use and a phased plan to be in place if need be for further development/management of the growth in numbers.</p> <p>Playground space to be managed to cater for larger numbers.</p> <p>Windows to the Victorian building - ongoing capital Bids.</p>	<p>Development to Little Teds site - investigation and proposal.</p>



## Focus for 2017/18



We will focus upon high expectations of 'respect' in all aspects of self development, school life and relationships with others.

As an outstanding, Christian school we will strive to give and be more:

**"With God's power working in us, God can do much, much more than anything we can ask or think of" Ephesians 3:20**

'Always more' will be remembered in all that we do.

Our charity focus will be to support the medical research of DIPG— in honour of Olivia. We will work as a school to raise funds to support this important work., forming a fundraising party to work collaboratively with both Hilltop schools and where possible promote fundraising support across Wickford as a town.



*Always more to find out*

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## Charity focus

**Subject:** Fundraising 18-19

School focus	Led by	Charity	Monitored by
Improving awareness of DIPG, Diffuse, Intrinsic, Pontine Glioma. Raising funds to support the medical research into finding a cure for this cancer.	SLT and computing lead. Fundraising group set up between The Wickford CofE and Hilltop schools in the HEARTS Trust.	In Olivia's name - TBC	Local Advisory Board

**School aims** - £2000 This is a small school and all funds raised will go to support this charity.

Fundraising Event to raise funds for school/whole Trust charity		Success criteria	Amount achieved	Action group	Timing	Purpose
Strategy	SLT at entrance points before the Big Breakfast	£75		SLT	Autumn 1	In Olivia's name - TBC
	Children at exit points after Christmas concerts	£150		SLT	Autumn 2	
	Christmas cake sale	£75		Whole staff	Autumn 2	
	Class based ideas for fundraising to be planned by the children.	£200 aim		Whole staff	Spring 1	
	Easter cake sale	£75		Whole staff	Spring 2	
	Easter Parade - bonnets and hats!	£75		Parents/whole staff	Spring 2	
	A percentage of the summer fete profits.	£200 proposed		FACES	Summer 2	
	Children at exit points after Summer concerts	£150		SLT	Summer 2	
	A percentage of Freeze Pop Friday sales	£150 proposed		FACES	Summer 2	
	Mrs Boswell's Bakes - Recipe book	£200 proposed		Whole staff	Summer 2	

The plan to be drawn up by the committee and in close working with FACES Trust wide event -?? Parachute jump? Walk? Business enterprise?

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Talk time/pupil voice plan timetable 2018-2019

Month	Subject	Adults leading
September	Lunchtimes and Dinners Respect	Jackie, Louise, Polly Louise, Karen S
October	English	Lucy, Annie
November	Clubs	Louise,
December	History/Geography Respect - lunchtimes	Faye, Sharon W Louise, Karen S (to be repeated end of Spring 2 and Summer 2)
January	Collective Worship/Holy Space	Emma, Bex
February	Computing - Esafety	Hannah, Marion
March	MFL Respect - moving around the school	Sophie, Laura, Marion (?) Louise, Karen S
April	PE Foundation Stage/Forestry skills	Polly Faye, Julie - BT to oversee
May	The Arts/Music Maths	Sophie, Joanne Annie, Lucy
June	Science International School	Chloe, Faye, Bex
July	Lunchtime and dinners Charity focus	Jackie, Polly Emma, Bex

Pupils to attend LAB meetings. Half termly CW evaluations to also be conducted.

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# Development Plan for 2018-19



## Subject: Behaviour, attendance and safety

TARGET What needs to be done?	STRATEGY How will it be done?	SUCCESS CRITERIA How will we know we have achieved the target?	ACTION GROUP Who is involved?	TIME SCALE Start and finish time.	COSTS/ TIME/ RESOURCES What will we need to do it?	MONITORING Who is responsible? Data sources?	EVALUATION Who? When? And who reported to?				
To reach our attendance target of 100%  2017 -18:96.9% 2016-17: 97.1%% 2015-16: 96.6%	Closely monitor attendance of pupils - weekly (if need be), termly and whole-year. Awards for good attendance - certificate for highest attending class given in sharing assembly. Special badges awarded termly for good attendance. This matches hall display. Contact family members of absent pupils Persistent absence is challenged - letter followed by meeting, followed by referral to EWO (pending threshold) School meetings for children below 90%	100% target will be met. The number of children attending school 100% of each term to increase compared to last year. For example: <table><tr><td>2017</td><td>2018</td></tr><tr><td>Autumn: ++ of 100% certificates awarded.</td><td>Autumn: ++ of bronze badges</td></tr></table>  Persistent absence will be challenged and with an aim to reduce.	2017	2018	Autumn: ++ of 100% certificates awarded.	Autumn: ++ of bronze badges	CW PP LJ	All year	£500 - badges	LAB	LJ/ Local Advisory Board/ directors/ CEO
2017	2018										
Autumn: ++ of 100% certificates awarded.	Autumn: ++ of bronze badges										
To continue to monitor safeguarding procedure rigorously, distributing responsibility for this throughout leadership.	SLT and YGL to play their roles to ensure that safeguarding procedures are in place. DSL to report to across trust team and practice to be adjusted accordingly. One Drive document to be accessed by LJ, BT, AB, CW.	Monitoring will reflect the distributed leadership is taking place and safeguarding concerns are dealt with in a timely fashion.  One Drive based access to the monitoring to be updated and evidence folder to record key examples.	All staff/ Leaders to monitor.	Throughout academic year	n/a	DSL and Deputy DSLs	LJ/ Local Advisory Board/ Exec Head.				
To ensure compliance with the new General Data Protection Regulations (GDPR).	Trust level to cascade relevant information as required.	All practices are compliant with GDPR.	LJ CW PP All staff	Ongoing	n/a	LJ /LAB	Local Advisory Board				
CEOP Ambassadors to be updated in their knowledge and practice.	CEOP leader to attend update training as needed.	CEOP Ambassador skills to be current and relevant.  CEOP Ambassadors to cascade knowledge to staff, parents and children as planned.	HS MM	Autumn 1	£477.60	LJ/LAB	LJ/ Local Advisory Board				

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To ensure that high expectations of behaviour is maintained at all times, focusing on 'Respect' as it is modelled and as it is expected of all.	<p>Consistent use of the triangle/sun or cloud both positive and negative.</p> <p>Classroom rules to be implemented within the first week, respect to be a key part of this.</p> <p>Use of the HEARTS values display to reward children whom are displaying the values above and beyond.</p> <p>TAs and other adults who teach on Thursdays to observe class teacher to clarify expectations as necessary.</p> <p>Lunch time systems reviewed (PSHE) to cascade expectations and sit as a 'family'. Staff to support when eating lunch alongside.</p> <p>Lunchtime supervisors to proactively use triangle if needed, also remembering to be positive.</p> <p>Year 2 children to continue as play leaders to support play.</p>	<p>Children will know what is expected of them.</p> <p>All adults will engage with the behaviour policy following shared review of this. Key times: moving around the school/lunchtimes and lining up at the end of breaks.</p> <p>Lunchtime table Heads to model behaviour.</p> <p>Midday Assistants to report any incidents needed to class teachers at end of playtime sessions. Midday Assistants to also praise good behaviours and highlight those as needed.</p> <p>Talk Times to reflect class understanding of 'Respect' - the understanding of what to means to be respectful shown, examples of?</p> <p>Key display: How can you be respectful today?</p> <p>Play leaders to be recognised and embedded in termly play activities.</p> <p>Well done cards and other forms of positive reinforcement to be used.</p>	All staff	Ongoing	£100 - well done cards/stickers.	Year group leaders SLT LJ	Local Advisory Board
To raise 'pupil voice' further within the school.	<p>Additional Talk Times planned to focus on key areas: Respect Lunchtime procedures Collective Worship evaluation Representatives to attend LAB meetings. Talk Times for subject areas to feed into termly up dates.</p>	<p>Talk Time minutes will reflect pupil voice and input into new procedures and plans.</p> <p>Subject action plans to evidence where pupil voice has had input or recognised impact in a clearer way.</p> <p>LAB minutes will record pupil voice/noting impact and area for continued improvement.</p>	All staff	Ongoing	n/a	LJ/SLT	Local Advisory Board
To work with the local PCSO to tackle road issues.	Parents to be reminded in newsletters - focus on parking safely. Parking element of	Parents encouraged to park legally: Free standing signs purchased.	All staff	Autumn 1 - ongoing if necessary	£500 - free standing signs to keep double yellow and zig zag	LJ/SLT The children to know the	Local Advisory Board

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	<p>newsletter – 2 reg numbers recorded = reported to police the third time.</p> <p>Children to engage with the council on the power of the positive word: measuring pot hole depth/encourage the lines to be repainted/photographing those parked illegally, Parking signs purchased 'thank you for not parking here'.</p>	<p>Lines repainted. Pot holes filled.</p> <p>Number of complaints from parents/local community to be reduced.</p>			clear.	importance of parking legally, the importance of white lines and pot hole free road!	
To develop succession within the leadership of safeguarding.	<p>AB to complete full safeguarding training.</p> <p>AB/BT to work closely with LJ, monitoring safeguarding in a distributed manner, evidencing and evaluating practice.</p>	<p>AB to complete qualification and be recognised as a Deputy Safeguarding Leader.</p> <p>AB job description to reflect job role.</p> <p>Safeguarding monitoring to reflect outstanding practise.</p>	AB	Autumn 1  Monitoring – ongoing.	£145.00	LJ DR	Local Advisory Board

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## Development Plan for 2018-19



### Subject: Building and premises

TARGET What needs to be done?	STRATEGY How will it be done?	SUCCESS CRITERIA How will we know we have achieved the target?	ACTION GROUP Who is involved?	TIME SCALE Start and finish time.	COSTS/ TIME/ RESOURCES What will we need to do it?	MONITORING Who is responsible? Data sources?	EVALUATION Who? When? And who reported to?
To ensure electrical works are reviewed, prioritised and actioned.	Works highlighted at the latest review to be prioritised and actioned.	Electrical works will be complete and in line with advice from Electrical review/Fire Service.	JB, LJ		£600.00	LJ	Local Advisory Board
Alarm system to be fully linked to WFP - alarm company. Alarm systems to undergo regular checks.	WFP to connect to current system. WFP to carry out regular checks.	The alarm system to be linked to alarm company and be fully functioning. Fobs to be working on all Key Holders bundle.	WFP alarm company. JB LJ	Autumn 1	£1800 £509.36	LJ	Local Advisory Board
To repaint kitchen.	Builders/ Contractors to quote price and complete work	All walls and ceiling in kitchen will be repainted.	JB, LJ	February half term.	£2500	LJ	Local Advisory Board
Implement any plans for the Primary status and all building improvements will be in view of this — this covers playground /markings/ redecoration and improvement to the Victorian building.	Working with LA / contractors/ local community to seek positive outcome and potential opening of Year3 in Sept 2018 pending LA approval.	Year 3 children will be on role at C of E situated in appropriate building space.  1 additional class base will be in place by September 2019 as part of on-going growth.	LJ/ SC/ DR	On going	Cost being paid by Local Authority	LJ/ Local Advisory Board/ DR	Directors of Trust
The surface of the ball court to be repaired or costs investigated regarding it being replaced.	Contractors to be investigated for: Repairs to the current surfacing or artificial grass.	The ball court to be fully functioning for continuous use in all weathers.	CW, JB, LJ	Autumn 1	TBC	LJ	Local Advisory Board
Develop the hall as a space for reflection and school focus.	The school hall to have focus on Bible stories/the word of God from stories read in art form. To children to be part of the process of working as a large group to make a piece of art,	A large school art piece to be in place.  For art to bring to live stories heard. The children being able to discuss the story and reflect as appropriate.	SH, ED All staff	Autumn 2	£1250 (Curriculum cost centre). 50% paid for by FACES PTA.	LJ	Local Advisory Board

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	reflecting the Bible and this to be on display during Worship.	The hall environment to be reviewed on a rolling plan – as a focus for Worship as stimulus to Collective Assemblies.					
To ensure high expectations of the presentation of the outside and inside learning spaces and buildings to be a focus.	<p>All staff to play a role in the general up-keep of the school through designated areas.</p> <p>Ground keepers to be monitored.</p> <p>Cleaning standards to be monitored</p> <p>YGL to monitor year group learning areas and address as required</p> <p>Holiday times/ additional twilight hours to be carefully managed to ensure maximum impact.</p> <p>JB/AB to work closely with SLT on hiring of an apprentice to support in this work.</p>	<p>School is presented in an outstanding fashion to all people who enter the premises.</p> <p>The school to support in the investment of an apprentice, considering succession.</p>	<p>All staff</p> <p>Apprentice: PP</p>	Ongoing	Apprentice costs already part of budget.	LJ	Local Advisory Board

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# Development Plan for 2018-19



## Subject: Teaching, learning and Assessment

TARGET What needs to be done?	STRATEGY How will it be done?		SUCCESS CRITERIA How will we know we have achieved the target?	ACTION GROUP Who is involved?	TIME SCALE Start and finish time.	COSTS/ TIME/ RESOURCES What will we need to do it?	MONITORING Who is responsible? Data sources?	EVALUATION Who? When? And who reported to?
Targets for R, W, M and GLD	Subject	Target	STRATEGY How will it be done? High expectations! Rigorous PM process for all staff Outstanding curriculum, planning and evaluation of learning. Lesson study/team teaching/CPD support from DoL/LP Focused, individual support and target planning 100% Good teaching - striving for 100% outstanding.					
	GLD	85%, Exceeding 14%						
	Phonics	93%						
	Year 2							
	R	93% GD>40%						
	W	88% GD>33%						
	M	93% GD>40%						
To ensure the profile of reading, the quality of text considered and the highlighting of new vocabulary is raised in all subjects.	New language in text to be taught demonstrated and explored to ensure full understanding. Vocabulary to be seen in recorded work and heard in discussions to be listed in the success criteria and part of the self/peer evaluation process. Lesson plenary to evaluate use of language and understanding. The quality of books/texts to be of the highest standard.  High quality, current texts to be available in reading corners/library.  Children to be inspired excited by new books - see English plan. <a href="http://www.madeleinelindley.com/ecommerce/signature-collections/dazzle-boxes/">http://www.madeleinelindley.com/ecommerce/signature-collections/dazzle-boxes/</a>		Monitoring will reflect the raised profile of extended vocabulary.  Monitoring of lessons will experience and observe the extended use of vocabulary and the teaching involved.  CCL work will continue to be evident, underpinning learning from other subject areas.  Evaluation of books available will be made - replacements ordered and schemes topped up where needed. Topic loans to be updated and library reviewed.  Up to date reading materials to be part of the termly plan of a 'collection of books. Each collection is appropriate for the year group, age and interest. The latest and best children's books to be selected with care, knowledge and understanding of children's literacy development.	LS and SLT to review the reading resources available.	Ongoing	TBC  £2500	LJ AB BT	LJ and Local Advisory Board
To reflect the high expectations.	SLT and subject leaders to monitor subjects and support staff as required.		High expectations will be evident in all subjects in the presentation of learning, in the environment, in books and in	All staff	On-going throughout academic	n/a	LJ AB BT	LJ and Local Advisory Board

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	Staff meeting/CPD meeting focus SLT to monitor.	conversations with children.		year			
To ensure all lessons are good, striving towards all being outstanding. To embark and follow the lesson study approach to developing practice.	Strong year group leadership, with the support of LP/DoL to model and expecting outstanding levels of teaching and learning. PMR targets lifting teaching and learning. Staff accountability increased. Early Teachers (x3) on training - leadership. CPD training focusing on Trust identified elements of teaching/learning. Staff will work in small groups/triads to support the growth of teaching and learning. Staff will be involved in the Teach Meet opportunities.	Monitoring will reflect high levels of teaching.  Monitoring should show 50% outstanding, striving towards 100% outstanding.  Teacher and TA PMR show that targets will be achieved.  CPD calendar/PMR training opportunities adjusted and informed for the coming term pending monitoring results.  Staff will report positively on opportunities given for improvements and personal development.	All staff Year group lead teachers Lead Practitioners Directors of learning SLT	Action immediately - ongoing throughout the year.  Lesson study and research model outlines time scale and approach.	Staff meetings and focused support and training on pedagogy.	LJ AB BT	Local Advisory Board
Boys and PP focus	Ensuring continuous and HQ provision for this groups to ensure gaps are closed	Boys and girls in line PP and non PP attainment and progress in line	All staff	Ongoing	Resources	LJ AB BT	Local Advisory Board
Development of outdoor learning.	Outdoor learning/forestry skills to be introduced to FS with links to other years. Staff to be fully compliant with First Aid requirements. BT to monitor effectiveness of outdoor learning and Talk Time to be used to understand children's evaluation too. Little Teds 30 hour children to be incorporated in whole school enrichment activities.	FM paediatric outdoor trained.  Team to apply for outdoor learning grants.  Outdoor learning to happen weekly for FS,  Talk Time to reflect positively on the impact and experience. Monitoring to reflect outstanding provision and impact on learning. Monitoring to also show evidence on other elements of FS curriculum. Case study!	FM, Teds staff, BT.	Ongoing throughout year	FACES to support with costs for outdoor clothing needed. £350. 50% by PTA.  Outdoor paediatric course: £140	LJ AB BT	Local Advisory Board
Tanzania links to be purposeful and planned with a vision.	Tanzania links to be reviewed and a three-year action plan made.  Planning for fundraising to be in place for staff members to visit Tanzanian school.	An action plan to be in place.  FACES PTA to be part of the fundraising plan to send teachers to Tanzania.	FM All staff	Autumn 1 - action plan.	n/a	LJ AB BT	Local Advisory Board

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		Talk Time to reflect impact of this link.					
To work across the Trust to review and align SEN systems and processes	AB/LJ to work alongside Trust SENCos and Impetus facilitator to review and evaluate Trust procedures and policies.	Trust SEN systems will see practice and vision shared, becoming consistent and uniformed.  Outstanding practise shared and adapted.	AB/LJ	Ongoing	Time already allocated within budgets	DR	Trustees
To develop memory and assessment skills.  To have the opportunity to research, recall learning/subject knowledge and where possible apply to other learning in different curriculum areas.	Recall fact sheets of basic information displayed in the classrooms, used and referred to by adults.  Mini quizzes/fact recall opportunities at the start of lessons: cowboy/sheriff/hot seating/true/false, Use of interactive board, apps such as Kahoot to baseline test and improve as the term moves on.	Core learning questions displayed in the room for research opportunities.  DoLs ensuring that they have included learning the facts and opportunities to revise in the MTPlans . Children call recall learning and demonstrate good core knowledge.  T to share opportunities of how this has been tackled in autumn term CPD	DoL Whole staff	Autumn term - ongoing throughout with regular evaluation of success		LJ AB BT	LJ and Local Advisory Board

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## Development Plan for 2018-19



### Subject: Leadership and Management

TARGET What needs to be done?	STRATEGY How will it be done?	SUCCESS CRITERIA How will we know we have achieved the target?	ACTION GROUP Who is involved?	TIME SCALE Start and finish time.	COSTS/ TIME/ RESOURCES What will we need to do it?	MONITORING Who is responsible? Data sources?	EVALUATION Who? When? And who reported to?
<p>To develop the new leadership team, building succession within the school.</p> <p>Ensure successful completion of the middle leader course, developing knowledge and practice of early leadership responsibilities and aspiration for the future.</p> <p>Successful induction and development of new Little Teds leader.</p>	<p>Effective modelling of exemplary practice from all tiers of the structure.</p> <p>In house support and training from a variety of stake holders.</p> <p>Attending middle leader/subject training with Impetus Education.</p> <p>PMR targets identified.</p>	<p>The leadership of the school will remain as outstanding.</p> <p>Staff will feel supported and led by more experienced colleagues/line managers.</p> <p>The succession of the school will be developed and leadership distributed.</p> <p>Successful validation interview at the end of the training.</p> <p>Courses with professional qualifications as validation will be applied for at the end of academic year 2018/19,</p>	LJ, DR, SLT, MB LAB.	Ongoing throughout the year.	<p>Timetable planned so the shadowing /learning together /training and working alongside each other can happen.</p> <p>£546 - proportion of Impetus package.</p>	LJ/DR	Local Advisory Board
New staff to be inducted and upskilled to Trust pedagogy and policy.	<p>New staff inducted successfully. Staff to attend CPD training.</p> <p>Team teaching/guidance with planning and lesson evaluation modelled and supported.</p>	<p>Staff confident in their roles and middle leaders up skilled.</p> <p>Feedback from SLT/Director of Learning positive and supportive - guiding PMR procedure and target setting.</p> <p>Successful PMR will aim to embarking on NPQSL 2019/20</p>	LJ AB BT RT	Autumn 1	n/a	LJ AB BT	Local Advisory Board
Completion of NPQSL, Safeguarding qualification for relevant staff.	<p>HS to complete the NPQSL successfully.</p> <p>AB as deputy safeguarding lead.</p>	<p>Support with coursework form mentors and SLT, monitoring and support from class teachers</p>	HS AB	NPQSL - October 2018	<p>Class cover for training courses</p> <p>£1250 - last year budget</p> <p>£145.00</p>	BT, LJ	Local Advisory Board

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Develop succession and ensure qualification of SENCo qualification gained by aspiring leader.	AB to complete SENCo course.  Working alongside Trust SEN leaders 2018/19 to develop consistency.	Support with coursework form mentors and SLT. Cross Trust SENCo leaders accessible too.	AB	SENCo - Ongoing through the year.	£1162	LJ/DR	Local Advisory Board
Continue to be committed to the successful induction and training of our Local Advisory Board.	Governors to be encouraged to attend workshops and training opportunities within the CPD of the school. Governors to be encouraged to take up 'new governor' training and be supported within the process.  Training where possible will be delivered within LAB meetings	Governors to be informed and 'trained' as per the individual needs and requirement of the running of the school.  SLT/Trust leaders to support training where needed.  Governors to attend training for their own development.  Advisors to be recognisable faces to the whole school community.	ED Advisory Board	Ongoing throughout the year.	TBA	Trustees	Trustees

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## Development Plan for Values for 2018-19

### Reinforcing our distinctive Christian Ethos

TARGET What needs to be done?	STRATEGY How will it be done?	SUCCESS CRITERIA How will we know we have achieved the target?	ACTION GROUP Who is involved?	TIME SCALE Start and finish time.	COSTS/ TIME/ RESOURCES What will we need to do it?	MONITORING Who is responsible? Data sources?	EVALUATION Who? When? And who reported to?
<b>Always more...</b> Ephesians 3:20 With God's power working in us, God can do much, much more than anything we can ask or think of.	<p>Embed Bible verse into school through a whole school assembly.</p> <p>Ensure all SIP include Bible verse and focus on how this will be approached in their subject.</p> <p>Ensure all staff are aware and inspired by this quote and encouraged to aspire 'more' within their teaching/learning. Continue to encourage children to continuously have resilience and the ability to learn from both success and from failure (SIAMS 2018)</p>	<p>Monitoring in lessons, time spent around school will reflect reference to Always More - link to thinking (Green thinking - can you tell me a different method.... always more than one way).</p> <p>Rich learning opportunities for this are included in every subject.</p> <p>Talk Time will reflect Always More within subjects - children's learning behaviours, thought processes and learning styles.</p> <p><b>Always more</b> friends to make.... in the community, in the world - Tanzania link.  <b>Always More</b> fun to be had... life in all its fullness focus 2015-16  <b>More</b> kindness to offer,  <b>More</b> respect to show.  The school environment to reflect this message.</p>	All staff	Ongoing	n/a	<p>LJ/SLT/Subject leaders</p> <p>Pupil voice opportunities to reflect upon this focus and the impact to be seen in monitoring of all areas of school life.</p>	
<p>Children have a rich, fulfilling experience at school</p> <p>The school has a distinctive Christian ethos.</p>	<p>Planning for all subjects to include rich opportunities experiences. Children to be taught and immersed in a rich HEARTS values based curriculum!</p> <p>Curriculum enrichment days organised throughout the year. Additional enrichment organised activities outside curriculum subjects.</p>	<p>Rich learning opportunities are included in every subject.</p> <p>Children are engaged and excited by learning and by wider experiences in school life</p> <p>Activities planned are rich and varied Children's confidence increases.</p>	All staff involved in planning and organising enrichment days. SLT to monitor	<p>Planning completed termly</p> <p>2 curriculum enrichment days per term</p>	Costs included in curriculum action plans	<p>LJ Monitoring of planning by each SL.</p> <p>Children in Talk Time reflect about exciting and fulfilling experiences.</p>	LJ report to governors
Develop the understanding of 'Respect' of oneself	Use of the HEARTS values display to reward children whom are displaying the values above and	Children will know what is expected of them and why it is important.	All staff	Ongoing	£100 - well done cards/stickers.	Year group leaders SLT	Local Advisory Board

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and when building quality relationships with others.	<p>beyond.</p> <p>Staff to reiterate why this is important, explaining why ...</p> <p>Focusing upon how it makes other's feel when respect is shown... "when you did this.... I felt...."</p> <p>Focus on Always More... always more love to give, kindness to be shown, respect to be given and that this message comes from the Bible.</p>	<p>All adults will engage with the behaviour policy following shared review of this.</p> <p>Talk Times to reflect class understanding of 'Respect' - the understanding of what to means to be respectful shown, examples of?</p> <p>Key display: How can you be respectful today?</p> <p>Well done cards and other forms of positive reinforcement to be used.</p>				LJ	
<p>To continue developing relationships with the local clergy team.</p> <p>To continue to develop the understanding of bigger questions</p>	<p>Director of learning to support collective worship leader and spiritual advisor in planning focus for the deeper questions.</p> <p>This has been an ongoing focus for the school but needs to be raised in profile due to poor health of clergy in past.</p>	<p>A very positive link with clergy will be held with assessment of children's understanding of the 'greater questions'.</p> <p>RE data will reflect and increased understanding of this area.</p>	<p>All staff</p> <p>Director of learning</p> <p>RE lead</p> <p>Spiritual advisor</p>	On-going throughout year	n/a	LJ SLT	Local Advisory Board
Develop succession and ensure support and guidance of new RE leader from DoL and Trust CPD to reflect new expectations of framework embedding new resources available.	<p>New subject leader to work closely alongside Director of learning and HT.</p> <p>New subject lead and HT to attend Christian School Leaders course - Easter 2019.</p> <p>Lay Minister in training in the school to support and guide new subject lead.</p> <p>PM review will focus on this.</p>	<p>New subject leader will feel confident in her new role, lead and inspire their subject and report.</p> <p>Subject leader will report directly to LJ and governors.</p> <p>Information to be reported to Advisory Board.</p>	<p>RT BT</p> <p>Lay Minister in training - ED</p>	On-going throughout year Spring 2	Christian School Leaders course - Easter 2019 £357.85	LJ/SLT/DR	Local Advisory Board
Raise 'pupil voice' further within the school, developing provision and evaluation.	<p>Serving children to reflect upon Collective Worship experiences, focusing on their learning and also what they would like to see different next time.</p> <p>Children to visit another CofE school to gather ideas on their assembly delivery?</p>	<p>Information gathered to feed back to Assembly leaders/to inform planning and delivery.</p> <p>Worship committee to be part of the fortnightly planning (and delivery?) of the Collective Worship:</p> <ul style="list-style-type: none"> <li>- Bible reading</li> <li>- Song/prayer choice</li> </ul>	<p>BT</p> <p>Lay Minister in training - ED</p>	Ongoing	n/a	LJ/SLT/DR	Local Advisory Board

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		<ul style="list-style-type: none"> <li>- Stimulus</li> <li>- Reading prayers</li> <li>- Welcoming children into the hall/exiting</li> </ul> <p>Talk time to gather whole school views and opinions. Talk Time minutes will reflect pupil voice and input into new procedures and plans.</p> <p>Subject action plan review to evidence where pupil voice has had input or recognised impact in a clearer way.</p> <p>LAB minutes will record pupil voice/noting impact and area for continued improvement.</p>					
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## The Wickford Church of England School

### SEN Action Plan 2018/19 Subject leader: Louise Johnson, shadowed by Annie Bristow

TARGET What needs to be done?	STRATEGY How will it be done?	SUCCESS CRITERIA How will we know we have achieved the target?	ACTION GROUP Who is involved?	TIME SCALE Start and finish time.	COSTS/ TIME/ RESOURCES What will we need to do it?	MONITORING Who is responsible? Data sources?	EVALUATION Who? When? And who reported to?
<p>To continue to ensure tracking of PP/Boys children to be rigorous</p> <p>Rapid intervention given from October half term/baseline - EYFS, Sept year1/2.</p> <p>Progress to be monitored throughout the school</p>	<p>Half termly/termly tracking of achievement. Children needing support highlighted for booster support, aiming towards individual and year group/whole school targets.</p> <p>Focus training and support where needed for new staff. Support from DoL/LP and staff non class based.</p> <p>SLT to plan targets, highlighting groups and gender targets and interventions.</p>	<p>Early intervention support for FS children, commencing October half term. Careful tracking by BT for end of year goal.</p> <p>Children to be achieving more than the expected, progress.</p> <p>PP/Boys to close the gap - particularly in FS.</p> <p>PMR to reflect targets.</p>	<p>All staff</p> <p>All TA staff.</p>	<p>Ongoing throughout the year - half termly meetings with year group leaders and data scrutiny.</p>	<p>PMR related performance for T and TA staff.</p> <p>Half termly meetings.</p>	<p>LJAB</p> <p>BT</p>	<p>Monitored with HT report and half termly data gathering.</p> <p>Local Advisory Board</p>
<p>To continue to improve the provision of speech and language support within the school, working closely with professionals.</p>	<p>Specialist will visit and guide BT through the requirements of the key children. BT to receive training as necessary.</p> <p>Children to have weekly support.</p>	<p><b>Children to make progress and be discharged successfully from the speech and language team</b></p> <p>BT to meet with parents to share ideas and feedback on work in school.</p>	<p>BT</p> <p>Specialist for speech and language - AG/Pre-School specialist</p>	<p>On-going through academic year</p>	<p>Follow up visits from AG and time for release if after autumn half term.</p> <p>Weekly 30 minute session.</p>	<p>LJ</p>	<p>Local Advisory Board</p>
<p>To develop the succession of senior leaders, shadowing the role of SENCo and embarking on specialist training.</p>	<p>AB to register on initiative/completing the training course and be awarded the highly recognised accreditation.</p> <p>AB to shadow LJ on SEN provision and leadership and</p>	<p>The school will have a SENCo who holds the necessary certificates and accreditation.</p>	<p>AB</p>	<p>Academic year 2018-19</p>	<p>£1500</p>	<p>LJ</p>	<p>Local Advisory Board</p>

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A SENCo to have necessary accreditation - Nationally recognised.	nurture group.						
To track the attendance of SEN group (1 child), target of 100% - 96% for groups.	LJ to track SEN attendance. Meet with parents where needed. Letters and practice followed through according to policy, referral to MICES if necessary/fining for holiday,	Attendance in school will be at least 96%.  Maximum opportunity for learning ensured.	LJ Whole staff	Ongoing		LJ	Local Advisory Board
To continue focusing upon raising the percentage of children exceeding expectations in EYFS.	EYFS phase leader to create focus group	Greater percentage of EYFS will be exceeding the expectation at the end of year	BT/LJ	On-going as needs require	BT role - to focus and drive attainment.	LJ	Local Advisory Board
To support all schools in our Trust as the provision for vulnerable children develops and expands. Working with five other schools to evaluate and develop current practice.	Lead SENCos to work closely with outside adviser - Impetus.  Core paperwork- policy and procedures to be consistent.  Practice monitored, shared and evaluated into best practice for all.  All 6 schools to work together to develop alignment.	The lead SENCos will ensure consistency in offer, provision and practice.  Pupil outcomes for SEN group to improve.  See detailed action plan that focuses solely on this aspect of Trust development.	LJ  JF  AB  Sue Cox - Impetus	Autumn 1 - ongoing	One day per week, split across the schools - JF/LJ working together and in all.  £546 – proportion of Impetus costs	LJ  DR	Local Advisory Board  Trustees

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## The Wickford Church of England School

### EYFS Action Plan 2018/19 Subject leader: Bex Tarplett

TARGET What needs to be done?	STRATEGY How will it be done?	SUCCESS CRITERIA How will we know we have achieved the target?	ACTION GROUP Who is involved?	TIME SCALE Start and finish time.	COSTS/ TIME/ RESOURCES What will we need to do it?	MONITORING Who is responsible? Data sources?	EVALUATION Who? When? And who reported to?
<p>Maths</p> <p>Embedding of new maths curriculum in EYFS based on number sense</p> <p>Increase % of children achieving GLD.</p> <p>Increase % of children exceeding GLD</p>	<p>New number sense based planning for EYFS- all EY children will have daily number skills sessions based on developing a deeper understanding of each number and its position in the number system. Early maths skills are being planned for in pre schools to lead into this new reception planning.</p> <p>Number sense workshops took place in Summer 18 lead by BT and RT following collaborative work in the 17-18 year between KS1 and EYFS DOLs.</p> <p>Number sense twilights session - September 18</p> <p>Team teaching and modelled lessons for NQT and staff new to EYFS.</p> <p>Lesson observations in all classes</p> <p>Whole phase planning sessions to allow feedback and coaching opportunities.</p> <p>DoL to work with children across trust to observe impact of the</p>	<p>Attainment in maths increases in all trust schools</p> <p>Girls and boy's attainment in maths is in line.</p> <p>Higher % of the trust cohort achieve exceeding in maths at the end of EYFS</p> <p>Children have a greater knowledge of numbers and the number system and they are confident in demonstrating and sharing these skills.</p> <p>Teachers and nursery nurses have a greater confidence teaching maths skills.</p>	All EYFS staff (including trust staff)	Ongoing - impact seen throughout year	Cost of resources - £100+	LJ  BT  AB	Local Advisory Board

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	<p>new teaching method</p> <p>BT/ FM to work with the LNE maths hub and share best practise across the trust.</p>						
<p>Environment:</p> <p>Ensuring high expectations of environment in EYFS</p>	<p>Training for teachers during twilights and EY clusters.</p> <p>Non negotiables shared and checked by EY compliance</p> <p>Modelling of art and display techniques by art specialise at a twilight.</p> <p>Displayed changed to link to topics half termly - display to have key vocab and be age appropriate, all children to have work displayed</p> <p>Role play areas are engaging and offer language rich learning.</p> <p>Adults interact in role play to support speech and language and independent play</p> <p>Share good practice/ collaboration between Trust staff to share resources.</p> <p>Support from art leads and support staff to create engaging displays, role plays and areas that support learning.</p> <p>Outdoor areas are used daily with taught outdoor learning</p>	<p>Environments supports 100% good or better teaching</p> <p>Children have rich experiences that link into learning and their play/ environment</p> <p>Observations show that children have a wide range of language and that adults are modelling and correcting standard English.</p> <p>Children say that they can use things in their classroom to support learning and the can be seen to do this independently.</p> <p>Staff knowledge and skills are shared and developed.</p>	All EYFS staff	<p>By compliance visit for non negotiables - October 18</p> <p>Ongoing termly checks and displays changed half termly.</p>	<p>Cost of updating outdoor resources - £200</p> <p>Cost of new resources - unknown</p> <p>Input from art leader - NA</p>	<p>LJ</p> <p>BT</p> <p>MB</p>	Local Advisory Board

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	<p>Staff to attend join planning sessions</p> <p>All staff to complete 4 Edu-care modules</p> <p>All children have off site learning experiences including trust events and school trips.</p>						
<p>Attainment and progress of all groups is at least good.</p> <p>Change this to focus on school priority identified from data e.g. Boys / girls/ PP e depending on school data ' progress at all levels is equivalent to boys'</p>	<p>Progress of groups is monitored, and teachers are supported in putting in place strategies to address any slow progress which is identified.</p> <p>Identify and implement additional support which could be given to PP children to enable them to make accelerated progress.</p> <p>TAs/ nursery nurses are trained and supported by DOL or phase leaders in strategies to support children in intervention groups.</p> <p>Joint planning and planning sessions.</p> <p>Exceeding workshops for writing and maths to be a focus - cross trust events/ local area events.</p> <p>Termly moderation sessions at twilight sessions.</p> <p>Local area moderation sessions</p> <p>EY cluster meetings to develop</p>	<p>Lesson observations and observations of interventions show that learning needs of all children in maths are met.</p> <p>Attainment and progress is at least good for all year groups and all groups of pupils.</p> <p>Attainment of boys/ girls, PP not PP to be in line</p> <p>All schools with have a % of children achieving exceeding in all areas</p>	<p>All staff</p> <p>Class teachers/ room leader</p> <p>HS/ BT</p>	<p>Half termly at assessment week - target setting and links to PMR</p>	<p>Cost of any CPD - currently unknown</p> <p>Training on Educare website (release time)</p>	<p>LJ</p> <p>BT</p> <p>MB</p>	<p>Local Advisory Board</p>

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	skills and share best practise						
<p>Achievement</p> <p>Ensure high attainment in EYFS.</p> <p>Target</p> <p>85.% of the EYFS cohort achieve GLD</p> <p>14% of the EYFS cohort achieve exceeding across the board</p> <p>Progress. 100% of children make expected progress or above in all classes.</p>	<p>Class teachers, SLT and DOL to set appropriate and challenging targets for each child and year group. These are reviewed termly at Pupil progress meetings to identify pupils who are not making expected progress or are below expected attainment.</p> <p>DOL/ LP supports teachers in identifying barriers to learning and devising and implementing strategies to address underachievement.</p> <p>Standards of teaching and learning in all classes and in intervention groups are monitored and support given where necessary.</p> <p>Coaching and team teaching with DoL/ phase leaders.</p> <p>Joint planning and planning sessions.</p> <p>Exceeding workshops for writing and maths to be a focus - cross trust events/ local area events</p> <p>Termly moderation sessions at twilight sessions.</p>	<p>Teachers know expected attainment for each child and plan to enable children to meet their targets.</p> <p>Attainment and progress is at least good for all year groups and all groups of pupils.</p> <p>Pupils in all classes meet their targets.</p> <p>Monitoring of progress of children in intervention groups shows that all children make at least expected progress and most children make more than expected progress.</p> <p>All schools with have a % of children achieving exceeding in all areas</p> <p>Disadvantaged pupils attainment will be in line with the rest of the cohort</p> <p>Increased attendance at parent workshops therefore increased involvement in home school learning.</p> <p>Attainment of boys/ girls, PP not PP to be in line</p>	<p>All EYFS staff</p> <p>Room leader/ class teachers</p> <p>HS/ BT</p>	<p>Ongoing - linked to half termly assessment and weekly observation</p>	<p>NA</p>	<p>LJ</p> <p>BT</p>	<p>Local Advisory Board</p>

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	<p>Local area moderation sessions</p> <p>EY cluster meetings to develop skills and share best practice</p> <p>Parent workshops in all schools to engage parents in home school links and support learning.</p>						
<p>S&amp;L</p> <p>To enhance S&amp;L provision within the phase and Trust</p>	<p>A S&amp;L specialist is appointed to work with children in the EYFS and wider school context.</p> <p>Specialise provided detailed reports of activities to do in school and at home.</p> <p>Specialist upskills key workers during the sessions through modelled sessions.</p> <p>Specialist leads twilight training to develop staff skills and confidence.</p> <p>EYPP children have the same language rich experiences as those more advantaged pupils.</p>	<p>Children with S&amp;L difficulties make better than expected progress</p> <p>Children entitled to EYPP have the same language opportunities as those more advantaged pupils.</p>	<p>EN/ BT</p> <p>Class teachers</p> <p>CC - leading S&amp;L support in FS</p>	<p>3 weekly visits from KH - trust</p> <p>S&amp;L - EN to monitor S&amp;L impact</p> <p>Half termly linked to assessment</p>	NA	<p>LJ</p> <p>BT</p>	Local Advisory Board
<p>Tracking GLD into year 1</p> <p>75% of those children who did not achieve GLD will achieve this by Christmas 18</p>	<p>BT and RT to deliver training before the start of the academic year (July 18)</p> <p>Format developed to track progress toward the attainment of GLD shared with key stage 1 teachers.</p> <p>Progress of this group to be closely monitored in pupil</p>	<p>All children in this group will have made good progress towards or met the GLD. 75% will be working within the KS1 expectations.</p> <p>Booster sessions/ provision will be in place to support this group at all settings with FS/ KS1 staff working collaboratively to share best practise.</p> <p>Those who do not achieve GLD by</p>	FM/ AB/ PH / JS	Ongoing - 75% to meet GLD by Christmas	NA	BT/J	Local Advisory Board

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CofE: 8	progress meetings  BT and RT to support with provision for this group in Year One.	Christmas will have either HQT or SEN.  External support in place for those on SEN provision.					
Always more "With God's power working in us, God can do much, much more than anything we can ask or think of" Ephesians 3:20	Trips/ visits for all year groups Additional learning opportunities for 30 hour children.  Provision full and promoted All children to make good or better progress.  S&L in place for those in need.		All staff	Weekly in team meetings  Fortnightly in phase meetings  Half termly in progress meetings	unknown	BT	LJ/ LAB
To ensure outdoor areas continue to be developed to support and extend learning.  (Continues from previous academic year)	Outdoor non negotiables to ensure a vibrant outdoor space that is regularly resources.  To develop weekly outdoor learning lessons in the local park	Vibrant outdoor areas with all Trust non negotiables  To develop outdoor learning in Reception with weekly outdoor learning in Memorial park. Pre school to develop outdoor learning in the school grounds.  Parent workshop to show the impact of forest school on learning.  FM to continue to look for outdoor learning grants.	All FS staff - FM to lead	To be in place by Autumn 2 and embedded this academic year.	Cost of resources - grants applied for and discussion with HTI re sharing resources initially  Cost of clothing - Approx. £350  Staffing for offsite activities - NA  Outdoor paediatric first aid qualification for FM - £140	FM	BT - half termly reported to HT. Local Advisory Board
To improve the indoor environment in the pre school	Slipper policy in place and parents on board  Painting of mural in toilet area	ED/ MB to promote slipper policy on home visits and in setting  Contact supermarkets for slippers for those who don't have them/ add to newsletter  SH to look at pricing the painting of a mural on toilet wall in Teds	Teds staff  MB  SH	Sept 18  Sept 18  Autumn term	NA  NA  Currently unknown - paint prices and SH time	BT	LJ Local Advisory Board

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To be consistently outstanding in the FS	Lesson observations and drop ins are outstanding All staff are confident using the EYFS framework and talking about the CoL.	All lessons are outstanding Support given to reach outstanding through peer mentoring, team teaching and modelled lessons.  Support with planning and delivery  Twilight sessions will empower staff skills  Staff external training if necessary  100% good moving to 100% outstanding lesson observations.	All EYFS staff	Summer 2019	Cost of external training where applicable	BT	LJ Local Advisory Board
To provide induction and support to the new EYFS team member and retention of staff.	Weekly year group meetings  Educare modules offered  Tapestry training  In-house H&S, CEOP, CP training  12 hour paediatric first aid training provided  Food hygiene	Fortnightly whole phase meetings and weekly year group meetings - HS/ MB to lead and minute weekly meetings. BT to lead fortnightly phase meeting  Induction paperwork completed  6, 12 and 20 week reviews and target setting in place for all new staff.  All staff to have valid H&S, CP and first aid before new intake start.  All staff to complete 4 Educare modules  All new staff and the new dynamic to be highly effective across the phase.  Low or no staff turnover in the academic year.	All EYFS staff	Ongoing - monitored fortnightly	Cover to allow training for new staff.	BT	LJ Local Advisory Board
Succession planning	Planning of succession for the phase including the role of HS and MB	MB to be leading an effective pre school team and the team to be working across the phase effectively.  HS to take a lead with data across EYFS support MB and ensure her teaching, books, provision and presentation are in line with the senior leader pay scales.	HS/ MB	Ongoing with fortnightly monitoring	Cost of training and release time - minimal costing	HS/ MB	BT/ LJ
LT to complete L3 Nursery Nurse training	LT to enrol on the L3 training - all online.  LT to have 1 morning release	LT will achieve L3 qualification.	LT	July 2019	Half day per week release time - covered by in house staff. (no cost)	MB	BT Local Advisory Board

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	<div>time per week to complete coursework</div> <div>LT to have support from BT with training</div> <div>LT to visit other outstanding pre schools provision (Tanglewood, Seymour House)</div>						
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## The Wickford Church of England School

### English Action Plan 2018/19 Subject leader: Lucy Springall, supported by Annie Bristow and Ruth Thomas

TARGET What needs to be done?	STRATEGY How will it be done?	SUCCESS CRITERIA How will we know we have achieved the target?	ACTION GROUP Who is involved?	TIME SCALE Start and finish time.	COSTS/ TIME/ RESOURCES What will we need to do it?	MONITORING Who is responsible? Data sources?	EVALUATION Who? When? And who reported to?
<p>All children to make good progress in Reading</p> <p>The proportion of children attaining ARE in Reading increases from 2018</p>	<p>Strategies for teaching Reading to be developed with training in staff meetings and support from DL and LP including fluency lesson.</p> <p>CPD for teachers and TAs in best practice for individual reading delivered in September. DL and LP to support teachers and TAs in implementing in class. Teachers to work collaboratively to develop practice in Reading Adapt delivery of one Phonics session daily for children who need additional support. Training for teachers and TAs delivered in Autumn Term.</p> <p>High quality text books purchased to give children experience of a range of quality texts.</p>	<p>Lesson observations show that teachers are confident in the pedagogy for teaching Reading.</p> <p>Assessments show good progress in Reading and Phonics.</p> <p>Monitoring of Reading records show that children are making good progress and adults' comments are focussed on specific next steps.</p> <p>Children are enthusiastic about Reading and are fully engaged in lessons Children make good progress in Reading and Phonics.</p>	DL, LPs & Class Teachers	June End 2019	Cost of DL and LP time	<p>Half termly data analysis (AB)</p> <p>Results of analysis to check reading (LS)</p> <p>LJ</p>	<p>Termly LAB report (LS)</p> <p>Local Advisory Board</p>
To ensure the profile of reading, the quality of text considered and the highlighting of new vocabulary is raised in all subjects.	<p>New language in text to be taught demonstrated and explored to ensure full understanding.</p> <p>Vocabulary to be seen in recorded work and heard in discussions to be listed in the success criteria and part of the self/peer evaluation process.</p> <p>Lesson plenary to evaluate use of language and understanding.</p>	<p>Monitoring will reflect the raised profile of extended vocabulary.</p> <p>Monitoring of lessons will experience and observe the extended use of vocabulary and the teaching involved.</p> <p>CCL work will continue to be evident, underpinning learning from other subject areas.</p> <p>Evaluation of books available will be made - replacements ordered and schemes</p>	LS and SLT to review the reading resources available.	Ongoing		LJ	LJ and Local Advisory Board

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	<p>The quality of books/texts to be of the highest standard.</p> <p>High quality, current texts to be available in reading corners/library.</p> <p>Children to be inspired excited by new books - see English plan. <a href="http://www.madeleinelindley.com/eCommerce/signature-collections/dazzle-boxes/">http://www.madeleinelindley.com/eCommerce/signature-collections/dazzle-boxes/</a></p>	<p>topped up where needed. Topic loans to be updated and library reviewed.</p> <p>Up to date reading materials to be part of the termly plan of a collection of books. Each collection is appropriate for the year group, age and interest. The latest and best children's books to be selected with care, knowledge and understanding of children's literacy development.</p>			£2500		
Ensure all children have quality texts to read - fiction and Non-fiction	<p>All schools to dedicate an appropriate proportion of curriculum funding to update the book choices in school.</p> <p>Quality text/reading text boxes introduced in KS1.</p> <p>Pupil voice used to pick books children are interested in</p>	<p>Children's reading fluency will improve and therefore comprehension skills</p> <p>Children's prior knowledge will improve through reading high quality non-fiction books</p>	<p>LS, school library Service</p> <p>RT</p>	Autumn Term	<p>On-going regular changes</p> <p>Curriculum Funding for new books</p>	LS - monitoring usage	Termly LAB Report (LS)
To improve standards of handwriting across the school	<p>Focus on letter formation in EYFS</p> <p>Focus on letter formation and sizing in year 1</p> <p>Taught handwriting sessions at least 2x a week in KS1</p> <p>Gym trail sessions to support development of fine and gross motor skills</p> <p>EMW time to be used at least 2x to support letter formation and sizing across the whole school.</p> <p>Handwriting CPD for KS1 teachers and students.</p> <p>Expectations of handwriting to be consistent across the curriculum.</p>	<p>Handwriting, letter formation and presentation will be evidently improved in books and work</p> <p>Writing attainment in year 2 will not be held back due to handwriting standards</p> <p>100% of year 2 children will be able to join by the time they leave the school at the end of year</p>	All staff	Throughout the year		<p>SL and English governor.</p> <p>Book monitoring including evidence of handwriting in foundation subjects</p>	Subject lead to report to LJ and Local Advisory Board termly

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	<p>Handwriting scheme to support teachers.</p> <p>Teachers will model the highest standard of handwriting and all staff writing in books will use the correct script and sizing</p>						
<p><b>Achievement</b> Ensure high <b>attainment</b> in KS1 and EYFS.</p> <p><b>Target Reading</b> 91% of children at expected level in Year 1</p> <p>93% of children at expected level in Year 2.</p> <p>&gt;30% of children to be exceeding in Year 1</p> <p>&gt;40% of children to be exceeding in Year 2</p> <p><b>Target Writing</b> 88% of children at expected level in Year 1</p> <p>88% of children at expected level in Year 2.</p> <p>&gt;30% of children to be exceeding in Year 1</p> <p>&gt;33% of children to be exceeding in Year 2</p>	<p>Class teachers, SL and HT to set appropriate and challenging targets for each child and year group. These are reviewed termly at pupil progress meetings to identify pupils who are not making expected progress or are below expected attainment.</p> <p>SL supports teachers in identifying barriers to learning and devising and implementing strategies to address underachievement.</p> <p>Standards of teaching and learning in all classes and in intervention groups are monitored and support given where necessary. (see below).</p> <p>Training for new teachers and TAs in teaching Trust curriculum EYFS and KS1 DOL and KS1 LP to support in teaching to secure outstanding attainment across the school.</p> <p>Teaching and learning on reading strategies is developed through trust CPD.</p> <p>Reading Diary Scrutiny completed and feedback given. Feedback leads to improvement which is seen in the next scrutiny.</p>	<p>Teachers know expected attainment for each child and plan to enable children to meet their targets.</p> <p>Attainment and progress is at least good for all year groups and all groups of pupils.</p> <p>Pupils in all classes meet their targets.</p> <p>Monitoring of progress of children in intervention groups shows that all children make at least expected progress and most children make more than expected progress.</p> <p>Planning for intervention groups shows clear objectives for each session.</p>	<p>Subject lead, HT, class teachers and TA</p>	<p>Ongoing Targets set in September and reviewed half termly.</p>	<p>Cost of interventions -TA Booster time</p> <p>SL release time to plan training, carry out monitoring and provide individual support for teachers</p> <p>Cost of DOL and LP time</p>	<p>SL and LAB</p> <p>Half termly assessment sheets and analysis of assessment sheets</p>	<p>Subject lead to report to HT and Local Advisory Board</p>

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EYFS GloD 85%	Focussed intervention and booster groups are delivered to enable every child to make at least satisfactory progress and children on extended interventions to make accelerated progress.						
<p><b>Progress.</b> 100% of children make expected progress or above in all classes.</p>							
<p>Attainment and progress of all groups is at least good.</p> <p>Continued focus of boy's progress at all levels is equivalent to girls</p> <p>Continued focus of pupil premium progress at all levels is equivalent to non-PP</p>	<p>Progress of groups is monitored, and teachers are supported in putting in place strategies to address any slow progress which is identified.</p> <p>Monitor closely progress of identified pupils who are required to make accelerated progress to achieve individual attainment targets.</p> <p>Strategies to support progress of boys in writing to be implemented where slow progress is identified.</p> <p>Discuss additional support which could be given to PP children to enable them to make accelerated progress.</p> <p>TAs are trained and supported by SL in strategies to support children in intervention groups.</p>	<p>Lesson observations and observations of interventions show that learning needs of all children in English are met.</p> <p>Attainment and progress is at least good for all year groups and all groups of pupils.</p>	<p>Subject lead</p> <p>SL</p> <p>CTs</p> <p>TAs</p>	<p>Data reviewed half termly.</p>	<p>Cost of interventions -TAs</p> <p>SL release time for monitoring and support</p>	<p>SL and LAB</p> <p>Year group leaders to complete monitoring of interventions</p> <p>Half termly assessments analysis of data</p>	<p>Subject lead to report to HT and Local Advisory Board termly</p>
<p>Teaching and learning in English including SPAG to be consistently good or outstanding in KS1 and in Reception</p> <p>Teaching to be 100% good for all teachers.</p> <p>Teaching to strive towards 100%</p>	<p>Coaching for students from Year group leaders and DOL/LP</p> <p>Training for TAs in effective ways to support learning in writing, reading and SPAG from SL, DOL and LP.</p> <p>Support for teachers and TAs in planning progression and teaching strategies for each aspect of English through use of Trust planning.</p>	<p>Observations show that teacher subject knowledge and pedagogy is consistently good or outstanding.</p> <p>Planning and work shows clear progression in all aspects of English based on AFL.</p> <p>All teachers are clear on the progression, pedagogy and expectations</p> <p>Monitoring of lessons and work shows that teaching of experienced teachers is at least good for all, striving to 100%</p>	<p>All teachers and TAs</p> <p>DOLs</p> <p>LPs</p>	<p>Initial training in Autumn term for new teachers and all TAs</p> <p>Termly staff meetings</p>	<p>SL release time</p> <p>Release time for TAs</p> <p>Cover for teachers to plan and discuss review lesson study</p>	<p>SL and English governor.</p> <p>Feedback from monitoring and SL assessment tasks.</p> <p>Monitoring of teaching and work SLT</p> <p>Half termly assessments</p>	<p>Local Advisory Board</p>

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outstanding.  Students to make at least good progress in English development and attain at least good against teaching standards	Lesson study involving teachers SL and DOL in planning and delivering lessons.  Twilight CPD Trust sessions to focus on the development of English	outstanding.		Ongoing training to meet needs.		analysis of data  Talk time feedback	
Continue to increase parental involvement in supporting children's Reading	Reading challenge to be continued with focus on maintaining standards during the Summer term Reading club to be run once a year for all year groups to support children who are not reading at home Sharing assemblies and newsletters to share successes of Reading challenge to encourage pupils to read at home	% of pupils reading at home will continue to increase  Reading attainment will increase	SL, SLT, all staff	Termly reading challenge  Review at end of each term  Challenge to run throughout year	Subject leader time	SL and English governor.  Termly reading challenge analysis  Reading attainment data half-termly	Subject lead to report to HT and Local Advisory Board termly
To give local and Trust children enjoyable opportunities to extend their learning	Run English Masterclass for local and trust schools working at Greater Depth standard.	Observations of children show that they engage well in challenging activities.  Teachers report that the day engaged the children and extended the children's understanding.  Staff and pupil feedback will be positive	Subject lead Teachers from local schools	Spring term 2019	Subject leader time.	SL and LAB - LAB member invited to attend event	Spring term report to HT and Local Advisory Board
<b>Always more...</b> Ephesians 3:20 With God's power working in us, God can do much, much more than anything we can ask or think of.	Embed Bible verse into school through a whole school assembly.  Always more in English will focus upon sentences to improve or extend, stories to read/tell, poems to explore, language to use. Teachers to have words included on planning to teach to children each week. Vocabulary will be extended and learning enriched. Ensure all staff are aware and inspired by this quote and encouraged to aspire 'more'	Monitoring in lessons, time spent around school will reflect reference to Always More - link to thinking (Green thinking - can you tell me a different word to use, extend and improving language.... always more than one way).  Rich learning opportunities for this are included in every subject.  Talk Time will reflect Always More within subjects - children's learning behaviours, thought processes and learning styles.  <b>Always more</b> stories to read, language to	All staff	Ongoing	n/a	LJ/SLT/Subject leaders  Pupil voice opportunities to reflect upon this focus and the impact to be seen in monitoring of all areas of school life.	Local Advisory Board

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	within their teaching/learning. Continue to encourage children to continuously have resilience and the ability to learn from both success and from failure (SIAMS 2018)	use, writing to improve.					
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## The Wickford Church of England School

### Maths Action Plan 2018/19 Subject leader: Annie Bristow

TARGET What needs to be done?	STRATEGY How will it be done?	SUCCESS CRITERIA How will we know we have achieved the target?	ACTION GROUP Who is involved?	TIME SCALE Start and finish time.	COSTS/ TIME/ RESOURCES What will we need to do it?	MONITORING Who is responsible? Data sources?	EVALUATION Who? When? And who reported to?
<p><b>Achievement</b> Ensure high attainment in KS1 and EYFS.</p> <p><u>Target</u> 88% of children at expected level in Year 1 &gt;32%GD 93% of children at expected level in Year 2 &gt;40% GD</p> <p><b>Progress.</b> 100% of children make expected progress or above in all classes.</p>	<p>Class teachers, SLT and DOL to set appropriate and challenging targets for each child and year group. These are reviewed termly at Pupil progress meetings to identify pupils who are not making expected progress or are below expected attainment.</p> <p>DOL/ LP supports teachers in identifying barriers to learning and devising and implementing strategies to address underachievement.</p> <p>Standards of teaching and learning in all classes and in intervention groups are monitored and support given where necessary. (see below)</p> <p>Training for new teachers and TAs in pedagogy for maths (see below).</p> <p>Focussed intervention and booster groups are delivered to enable every child to make at least satisfactory progress and children on extended interventions to make accelerated progress.</p> <p>100% of children make good</p>	<p>Teachers know expected attainment for each child and plan to enable children to meet their targets.</p> <p>Attainment and progress is at least good for all year groups and all groups of pupils.</p> <p>Pupils in all classes meet their targets.</p> <p>Monitoring of progress of children in intervention groups shows that all children make at least expected progress and most children make more than expected progress.</p> <p>Planning for intervention groups shows clear objectives for each session.</p>	AB, HT, all staff	Ongoing Targets set in September and reviewed half termly.	<p>Cost of interventions -TA Booster time</p> <p>SL release time to plan training, carry out monitoring and provide individual support for teachers</p>	<p>LJ and Mathematics governor</p> <p>Half termly assessment sheets and analysis of assessment sheets</p>	AB report to HT and governors

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	progress from EYFS to KS1.						
<p>Attainment and progress of all <b>groups</b> is at least good.</p> <p><b>PP</b> progress at all levels is equivalent to NON-PP</p> <p>Girls and boys progress is similar.</p>	<p>Progress of groups is monitored, and teachers are supported in putting in place strategies to address any slow progress which is identified.</p> <p>Monitor closely progress of PP and boys. Strategies to support progress of boys and PP children in Maths are implemented where slow progress is identified.</p> <p>Identify and implement additional support which could be given to PP children to enable them to make accelerated progress. (This will include the metacognition activity in all classes in the Autumn Term).</p> <p>TAs are trained and supported by DOL or lead practitioner in strategies to support children in intervention groups.</p> <p>Attainment from EYFS to KS1 is sustained and improved to reach targets</p>	<p>Lesson observations and observations of interventions show that learning needs of all children in maths are met.</p> <p>Attainment and progress is at least good for all year groups and all groups of pupils.</p>	AB, LJ, all staff	Data reviewed half termly.	Cost of interventions -TAs SL release time for monitoring and support	LJ and Mathematics governor. AB Monitoring of interventions Half termly assessments analysis of data	AB report to HT and governors
<p>Increase parental involvement in supporting children's learning in maths</p>	<p>Provide workshops for parents from each Year Group. Workshops to explain how parents can support their children in mathematics.</p> <p>Maths -Increase parental engagement in supporting children's learning in mental maths by developing reward system for learning number facts</p>	<p>Parents say they feel confident in supporting their children. Teachers note that parents are supporting children effectively.</p>	AB LJ LS	Autumn 2018	Release time for AB	AB LJ	AB to report feedback to governors
<p>Develop teaching and learning of problem solving and reasoning</p>	<p>DL to deliver training in teaching problem solving and reasoning during staff meetings, coaching</p>	<p>Lesson observations show that teachers are confident in the pedagogy for problem solving and reasoning at KS1.</p>	All teachers and TAs K Collison	Initial training in Autumn	SL release time Release time for TAs	LJ and Mathematics governor.	DT report to HT and governors

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Teaching and learning in Mathematics / to be consistently good or outstanding	<p>sessions and lesson study.</p> <p>DL/ LP to support Ks1 teachers during planning session to ensure that they are confident in the pedagogy and best teaching strategies, possible misconceptions and ways to address them.</p> <p>DL/ SLT Identify ongoing staff training needs and plan support to meet them including team teaching and coaching.</p> <p>Raise profile of learning of number facts in the school. Rewards to be given in Year 1 and Year 2.</p> <p>Coaching for NQTs from DL and LP.</p> <p>Training for TAs in effective ways to support learning in maths from DL/LP</p>	<p>Lesson observations show that teachers model clearly, use appropriate models and images and are able to identify address misconceptions and errors effectively.</p> <p>End of year assessments show that pupils attain highly in arithmetic and reasoning Children's knowledge of number facts increases and this impacts on overall attainment.</p> <p>Teachers are confident in teaching problem solving and reasoning and pupils make good progress in these areas. Monitoring of books shows that feedback is used to enable good progress for all children.</p> <p>Monitoring of books show that all children have the opportunity to reason and problem solve.</p> <p>Monitoring (books, environments and planning) shows that all children have the opportunity to deepen their understanding.</p> <p>In pupil voice, children talk about problem solving and the strategies they can use.</p>	RT AB LG	<p>term for teachers and all TAs</p> <p>Termly staff meetings</p> <p>Ongoing training to meet needs.</p>	Cover for teachers to plan and discuss review lesson study	<p>Feedback from monitoring and SL assessment tasks.</p> <p>Monitoring of teaching and work SLT Half termly assessments analysis of data</p> <p>Talk time feedback</p>	
Marking to be used effectively to support and challenge children within lessons.	<p>Class teachers to provide support to LSA's within a lesson as needed.</p> <p>New adults to have marking policy shared with them and use it effectively.</p> <p>Evidence of good marking to be shared with staff.</p>	<p>Books evidence intervention from adults to challenge and support pupils. Teachers feel confident using marking policy.</p>	AB , BT		Planning time in SL release time.	LJ and Mathematics governor. Feedback forms from workshops	AB report to HT and governors
To give children working at greater depth opportunities to extend their learning.	Run a workshop for pupils including problem solving at Greater Depth standard.	<p>Observations of children show that they engage well in challenging activities. Teachers report that the day engaged the children and extended the children's understanding.</p>	AB, teachers	Spring 2019	Planning, staff meeting time	AB/BT	Report to LJ

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To ensure the profile of reading, the quality of text considered and the highlighting of new vocabulary is raised in all subjects.	<p>New language in mathematics to be taught demonstrated and explored to ensure full understanding.</p> <p>Vocabulary to be seen in recorded work and heard in discussions to be listed in the success criteria and part of the self/peer evaluation process.</p> <p>Lesson plenary to evaluate use of language and understanding.</p> <p>The quality of books/texts to be of the highest standard.</p>	<p>Monitoring will reflect the raised profile of extended vocabulary.</p> <p>Monitoring of lessons will experience and observe the extended use of vocabulary and the teaching involved.</p> <p>CCL work will continue to be evident, underpinning learning from other subject areas.</p>	AB LJ all teachers	Ongoing		LJ	LJ and Local Advisory Board
<p><b>Always more...</b> Ephesians 3:20 With God's power working in us, God can do much, much more than anything we can ask or think of.</p>	<p>Embed Bible verse into school through a whole school assembly.</p> <p>Children to always be encouraged to do more within every maths lesson.</p> <p>Ensure all staff are aware and inspired by this quote and encouraged to aspire 'more' within their teaching/learning. Continue to encourage children to continuously have resilience and the ability to learn from both success and from failure (SIAMS 2018).</p>	<p>Monitoring in lessons, time spent around school will reflect reference to Always More - link to thinking (Green thinking - can you tell me a different method.... always more than one way).</p> <p>Rich learning opportunities for this are included in every subject.</p> <p>Talk Time will reflect: Always More within subjects - children's learning behaviours, thought processes and learning styles.</p>	All staff	Ongoing	n/a	<p>LJ/SLT/Subject leaders</p> <p>Pupil voice opportunities to reflect upon this focus and the impact to be seen in monitoring of all areas of school life.</p>	

## The Wickford Church of England School

### Computing Action Plan 2018/19 Subject leader: Hannah Spalding

TARGET What needs to be done?	STRATEGY How will it be done?	SUCCESS CRITERIA How will we know we have achieved the target?	ACTION GROUP Who is involved?	TIME SCALE Start and finish time.	COSTS/ TIME/ RESOURCES What will we need to do it?	MONITORING Who is responsible? Data sources?	EVALUATION Who? When? And who reported to?
To raise attainment of computing throughout the school and ensure attainment is inline or better with attainment in Maths (75% national).	Focusing on children who are falling in to the LA category. To ensure this category does not reach above 8% of a class/ cohort.	To monitor and assess assessment provided by teacher to ensure 96%+ children are falling in the MA+ category. Possible basic skill club run by subject lead in spring term.	All Staff	Ongoing	Leadership time	HS	LJ and SLT
To ensure all teaching is at least good, striving for outstanding.	Monitoring of teaching and learning to be carried out. This will include access to plans, assessments, data analysis and lesson monitoring.	Lesson observation feedback. Higher quality teaching should ensure higher attainment. Data analysis will reflect high expectations and attainment.	HS All staff	Ongoing	Cover to be arranged	HS LJ	Local Advisory Board
Add two smart boards to KS1 classes, developing experience of using up to date technology and improving learning opportunities.	HS and LJ to work with HH to follow up purchase and installation as this was all passed over in summer 2 17/18 academic year. HS to assist AH with installation and training staff with how to use new boards.	New smartboards will be installed and staff will be able to interact with high quality hardware. Hardware will be used as an effective teaching and learning tool.	HS LAB SC LJ PP AH	Autumn term	Cost of board £2595 each. FACES PTA to pay 50%.	HS LJ	Local Advisory Board
To ensure the profile of reading, the quality of text considered and the highlighting of new vocabulary is raised in all subjects.	New language in text to be taught demonstrated and explored to ensure full understanding. Vocabulary to be seen in recorded work and heard in discussions to be listed in the success criteria and part of the self/peer evaluation process. Lesson plenary to evaluate use of language and understanding. The quality of books/texts to be of the highest standard.  High quality, current texts to be	Monitoring will reflect the raised profile of extended vocabulary.  Monitoring of lessons will experience and observe the extended use of vocabulary and the teaching involved.  CCL work will continue to be evident, underpinning learning from other subject areas.  Evaluation of books available will be made - replacements ordered and schemes topped up where needed. Topic loans to be updated and library reviewed.	LS and SLT to review the reading resources available.	Ongoing		LJ	LJ and Local Advisory Board

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	<p>available in reading corners/library.</p> <p>Children to be inspired excited by new books - see English plan. <a href="http://www.madeleineindley.com/eCommerce/signature-collections/dazzle-boxes/">http://www.madeleineindley.com/eCommerce/signature-collections/dazzle-boxes/</a></p>	<p>Up to date reading materials to be part of the termly plan of a 'collection of books. Each collection is appropriate for the year group, age and interest. The latest and best children's books to be selected with care, knowledge and understanding of children's literacy development.</p>			£2500		
To ensure compliance with the new General Data Protection Regulations (GDPR).	Trust level to cascade relevant information as required.	All practices are compliant with GDPR.	LJ CW PP HS All staff	Ongoing	n/a	LJ /LAB	Local Advisory Board
<b>Always more...</b> Ephesians 3:20 With God's power working in us, God can do much, much more than anything we can ask or think of.	<p>Always more opportunities to extend their learning with iPads and computers.</p> <p>Ensure all staff are aware and inspired by this quote and encouraged to aspire 'more' within their teaching/learning. Continue to encourage children to continuously have resilience and the ability to learn from both success and from failure (SIAMS 2018)</p>	<p>Monitoring in lessons, time spent around school will reflect reference to Always More - link to thinking (Green thinking - can you tell me a different route, algorithm .... always more than one way).</p> <p>Rich learning opportunities for this are included in every subject.</p> <p>Talk Time will reflect Always More within subjects - children's learning behaviours, thought processes and learning styles.</p> <p>Always more opportunities to extend their learning with iPads and computers.</p> <p>Always more apps and software to explore.</p> <p>Always more visual stimulus to put on boards to inspire children.</p>	All staff	Ongoing	n/a	<p>LJ/SLT/Subject leaders</p> <p>Pupil voice opportunities to reflect upon this focus and the impact to be seen in monitoring of all areas of school life.</p>	<p>HS LAB LJ</p>
CEOP Ambassadors to be updated in their knowledge and practice.	CEOP leader to attend update training as needed.	<p>CEOP Ambassador skills to be current and relevant.</p> <p>CEOP Ambassadors to cascade knowledge to staff, parents and children as planned.</p>	HS MM	Autumn 1	£477.60	LJ/LAB	LJ/ Local Advisory Board

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To ensure that high expectations of behaviour is maintained at all times, focusing on 'Respect' as it is modelled and as it is expected of all.	<p>Consistent use of the triangle/sun or cloud both positive and negative during computing lessons. Children to be aware of how to treat equipment and hardware with respect.</p> <p>Use of the HEARTS values display to reward children whom are displaying the values above and beyond.</p>	<p>Children will know what is expected of them.</p> <p>All adults will engage with the behaviour policy following shared review of this. Key times: moving around the school/lunchtimes and lining up at the end of breaks.</p> <p>Children taught to use computing resources with respect, handing them so that they are not broken, turned off to save batteries, carrying them around the room/school, putting them on charge appropriately.</p> <p>Talk Times to reflect class understanding of 'Respect' - the understanding of what to means to be respectful shown, examples</p>	All staff	Ongoing	£100 - well done cards/stickers.	All staff	Local Advisory Board
To continue to monitor safeguarding procedure rigorously, distributing responsibility for this throughout leadership.	<p>SLT and YGL to play their roles to ensure that safeguarding procedures are in place. DSL to report to across trust team and practice to be adjusted accordingly. One Drive document to be accessed by LJ, BT, AB, CW.</p>	<p>Monitoring will reflect the distributed leadership is taking place and safeguarding concerns are dealt with in a timely fashion. One Drive based access to the monitoring to be updated and evidence folder to record key examples.</p>	All staff/ Leaders to monitor.	Throughout academic year	n/a	DSL and Deputy DSLs	LJ/ Local Advisory Board/ Exec Head.
To raise 'pupil voice' further within the school and subject.	<p>Children to take part in regular talk times at various points through-out the year.</p> <p>Children ideas will be listened to and responded to.</p>	<p>Talk time minutes will be taken and points actioned.</p> <p>Previous years talk time results taken into consideration too.</p> <p>Talk time to reflect children's ongoing awareness of esafety.</p>	HS MM	Ongoing throughout the year	Staff time	HS LJ	Local Advisory Board
Staff to ensure they are aware of and implementing all e-safety rules when using any technology and during taught computing lessons.	<p>Staff will attend safeguarding training from DC/HOS's. HS to hold staff meeting cascading information from CEOP training so staff are aware of how to report etc after update in autumn 1.</p>	<p>All staff will be confident in their use/knowledge of CEOP and will feel comfortable in explaining these concepts to children and parents.</p>	All staff	Ongoing	Staff meeting times Leadership time	HS LJ	Local Advisory Board
To ensure all	Teachers to ensure activities	All children will be engaging with the VLE	HS	KS1 -	n/a unless class dojo	HS	Local Advisory

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teachers in key stage 1 are engaging with classes through virtual learning environment on weekly basis.	and homework are made available on VLE.  Teachers to ensure points are awarded to children using the system.	on a weekly basis.	All Staff	ongoing.	becomes chargeable.	LJ	Board
To ensure all teachers in key stage 1/ R are engaging with classes through virtual learning environment on weekly basis.	Teachers to ensure activities are made available on VLE.  Teachers to ensure points are awarded to children using the system.	All children will be engaging with the VLE on a weekly basis.	HS Staff	R - Spring 1 - ongoing	Busy Things - £656 (including home subscription- trial). purchased for preschool - year 2 for two years.  Espresso - £1095 Tapestry - £179.50	HS BT LJ	Local Advisory Board
To investigate desktop programmes that are available to enhance teaching and learning.	Computing lead to explore desktop programme and show them to teachers in staff meeting. Teachers to be confident in showing this software to children and children using it effectively within lessons.	New software will be used effectively. Teachers will be confident.	HS Staff	ongoing	Busy Things - £656 (including home subscription- trial).	HS LJ	Local Advisory Board
To ensure all hardware is of a good standard.	Audit of basic computer hardware i.e. keyboard, mice, headphones	All computers and software to be fully functioning.	HS	Autumn 1	Headphones Mice Keyboard £100 total.	HS LJ	Local Advisory Board
To continue to monitor use of apps on iPads to ensure it is effective in enhancing teaching and learning.	HS to check apps on iPads and liase with other professionals to find better apps to use in school. Teachers to continue to use apps with pupils safely and through the use of apple TV.	Apps will be used frequently. Apple TV will be used frequently.	HS Staff	ongoing	Cost of apps £20 Total	HS LJ	Local Advisory Board

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## The Wickford Church of England School

### PSHE Action Plan 2018/19 Subject leader: Polly Harris

TARGET What needs to be done?	STRATEGY How will it be done?	SUCCESS CRITERIA How will we know we have achieved the target?	ACTION GROUP Who is involved?	TIME SCALE Start and finish time.	COSTS/ TIME/ RESOURCES What will we need to do it?	MONITORING Who is responsible? Data sources?	EVALUATION Who? When? And who reported to?
<p>To continue to ensure attainment of PSHE is in line with Reading data for KS1.</p> <p>Expectations for end of year:</p> <p>Expected: Year R - 85% Year 1 - 92% Year 2 - 92%</p>	<p>Trust planning written by experienced staff members. PPA support from SLT and Ruth.T</p> <p>Focusing on children who are falling in to the LA category. Leading professional dialogue between staff to identify opportunities to enhance learning in PSHE.</p> <p>To monitor termly data and compare against Reading results for previous academic year. Identifying progression towards achievement of expected attainment.</p>	<p>To monitor and assess assessment provided by teacher to ensure 92%+ children are falling in the MA+ category for year 1/2</p> <p>85% for EYFS</p> <p>Focus on managing feeling and developing relationships.</p>	<p>PH to lead</p> <p>All teaching staff including students</p>	<p>Throughout the academic year and monitored termly</p>	<p>Cost of staff time to write MTP'S and cost of subject leader time</p>	<p>PH AB BT</p>	<p>LJ/ Local Advisory Board</p>
<p>To promote child-led respect and responsibility at lunchtime.</p> <p>To improve and maintain good behaviour in the lunchtime hall and on playground.</p>	<p>To introduce, organise and maintain the new lunchtime setting and format for the year. Children to use cutlery, glasses and china plates - replacing current lunchtime utensils. Staggered approach. School behaviour policy to be followed at lunchtime. To work closely with midday's. Assembly focusing on behaviour at lunchtime with children and respect for midday's. More activities available at lunchtimes to promote good behaviour. Training for middays, focusing on positive reinforcement for all.</p>	<p>The environment in the hall will be calm and an enjoyable environment to be in.</p> <p>Children will have the opportunity to use 'real utensils', improving experiences for some and showing our high expectations.</p> <p>Children will be able to talk about their responsibilities at lunchtime.</p> <p>Talk time to be held to get feedback from children before and after new routine. This will show the effectiveness and impact.</p> <p>Behaviour of children will be monitored as good and be in line with expectations in</p>	<p>PH to lead</p> <p>All children</p> <p>All midday staff</p> <p>LJ</p> <p>All teaching staff to support with behaviour of their children</p>	<p>Throughout the academic year</p>	<p>£200 for plates</p>	<p>PH AB BT JB</p>	<p>LJ/Local Advisory Board</p>

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	<p>Mixed year groups/ house groups sat together at tables. Heads of tables to be introduced to run their own tables. Ensure everything is ready and in use for the children.</p> <p>Assembly to introduce the new lunch format to children</p> <p>New lunch format to begin the first Monday back for children.</p> <p>Golden rules to be updated and profile of them raised.</p>	the classroom.					
To continue to promote the Stonewall message clearly and concisely throughout the school and ensure new staff are inducted.	<p>Ensuring that teaching incorporates the key messages.</p> <p>Encouragement of resources to reflect all family structures</p> <p>Staff update training if required</p> <p>High quality fiction and non-fiction PSHE books to be used in all classrooms</p> <p>Books utilised within MTP will show varied families and different cultures.</p>	<p>Talk time questions will include reference to stonewall which will demonstrate children's understanding.</p> <p>Monitoring of classroom environments will show diversity.</p> <p>To ensure 'inclusion, respect and difference' is upheld and that all families feel welcome and included.</p>	PH to lead  All staff DC support where needed.	Throughout the academic year	n/a books already purchased	PH AB BT	LJ/Local Advisory Board
To further develop and strengthen links with the local community.	<p>Plan events ahead and agree with management at Grange residential home.</p> <p>Proposed events are: Christmas morning, read to older people, give homemade treats Choir to visit once a term. Visit from grange for productions. Links with the church, events in their calendar supported.</p>	<p>Visits will go ahead successfully</p> <p>Children will develop relationship skills with others.</p> <p>Children will develop the understanding of respect for others.</p> <p>The position that the school holds within the local community will be deepened.</p>	PH to lead	Christmas time Summer term	n/a	LJ	Local Advisory Board
<b>Trust focus</b> To ensure the profile	High quality fiction and non-fiction PSHE texts to be	Children to be familiar with and be able to re-call understanding of how different	Teaching staff	Throughout the	Books already purchased	LJ	Local Advisory Board

[Type text]



of reading, the quality of text considered and the highlighting of new vocabulary is raised in all subjects.	<p>displayed and utilised in all classrooms focusing on diversity, families and cultures</p> <p>Teaching staff to read vast texts introducing vocabulary and facts about diversity, culture, other religions and, equality with CCL with Geography / RE.</p> <p>Children to understand key vocab words from PSHE plan and utilise them within their learning and everyday lives i.e. Resilience, perseverance and learning to learn.</p>	<p>families live, their cultures, diverse backgrounds and more.</p> <p>Children to gain better understanding of the world.</p> <p>Children being exposed to the key texts within the school</p> <p>Children to understand the meaning of key words and learn from them particularly during the learning to learn topic.</p>	PH	academic year	PPA time		
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## The Wickford Church of England School

### RE Action Plan 2018/19 Subject leader: Bex Tarplett, supported by Emma Doe and Ruth Thomas

TARGET What needs to be done?	STRATEGY How will it be done?	SUCCESS CRITERIA How will we know we have achieved the target?	ACTION GROUP Who is involved?	TIME SCALE Start and finish time.	COSTS/ TIME/ RESOURCES What will we need to do it?	MONITORING Who is responsible? Data sources?	EVALUATION Who? When? And who reported to?
<b>Always more...</b> Ephesians 3:20 With God's power working in us, God can do much, much more than anything we can ask or think of.	<p>Embed Bible verse into school through a whole school assembly.</p> <p>Ensure all SIP include Bible verse and focus on how this will be approached in their subject.</p> <p>Ensure all staff are aware and inspired by this quote and encouraged to aspire 'more' within their teaching/learning. Continue to encourage children to continuously have resilience and the ability to learn from both success and from failure (SIAMS 2018)</p>	<p>Monitoring in lessons, time spent around school will reflect reference to Always More - link to thinking (Green thinking - can you tell me a different way to show love, kindness, compassion, empathy....always more than one way).</p> <p>Rich learning opportunities for this are included in every subject.</p> <p>Talk Time will reflect Always More within subjects - children's learning behaviours, thought processes and learning styles.</p> <p><b>Always more</b> friends to make.... in the community, in the world - Tanzania link.</p> <p><b>Always More</b> fun to be had... life in all its fullness focus 2015-16</p> <p><b>More</b> kindness to offer,</p> <p><b>More</b> respect to show.</p> <p>The school environment to reflect this message.</p>	All staff	Ongoing	n/a	<p>LJ/SLT/Subject leaders</p> <p>Pupil voice opportunities to reflect upon this focus and the impact to be seen in monitoring of all areas of school life.</p>	LJ and Local Advisory Board
To ensure the profile of reading, the quality of text considered and the highlighting of new vocabulary is raised in all subjects.	<p>New language in text to be taught demonstrated and explored to ensure full understanding.</p> <p>Vocabulary to be seen in recorded work and heard in discussions to be listed in the success criteria and part of the</p>	<p>Monitoring will reflect the raised profile of extended vocabulary.</p> <p>Monitoring of lessons will experience and observe the extended use of vocabulary and the teaching involved.</p> <p>CCL work will continue to be evident,</p>	LS and SLT to review the reading resources available.	Ongoing		LJ	LJ and Local Advisory Board

[Type text]

	<p>self/peer evaluation process. Lesson plenary to evaluate use of language and understanding. The quality of books/texts to be of the highest standard.</p> <p>High quality, current texts to be available in reading corners/library.</p> <p>Children to be inspired excited by new books - see English plan. <a href="http://www.madeleineindley.com/eCommerce/signature-collections/dazzle-boxes/">http://www.madeleineindley.com/eCommerce/signature-collections/dazzle-boxes/</a></p>	<p>underpinning learning from other subject areas.</p> <p>Evaluation of books available will be made - replacements ordered and schemes topped up where needed. Topic loans to be updated and library reviewed.</p> <p>Up to date reading materials to be part of the termly plan of a 'collection of books. Each collection is appropriate for the year group, age and interest. The latest and best children's books to be selected with care, knowledge and understanding of children's literacy development.</p>			£2500		
Embed the best use of the most up to date resources for the teaching of Christianity across the school in ways which most appropriately support pupils' religious understanding, spiritual development and personal spirituality.	<p>Planning to be adapted each term to show where lessons match the new Understanding Christianity framework when used.</p> <p>Use of DR as a SIAMS inspector to update staff on new developments as required</p> <p>BT to liaise with RT/ED regarding resources for the Understanding Christianity.</p> <p>Training and support for new staff members and subject leader to ensure high quality teaching using new resources.</p> <p>Children to continue to evaluate lesson through talk time and worship committee.</p>	<p>Lesson observations will show clear evidence of high quality teaching using the new resources.</p> <p>Book monitoring will show evidence of the support given to children help them develop their spiritual and personal spirituality.</p> <p>Staff meeting to be held to update teachers on the new resources.</p>	All teachers BT/ED/SLT	Beginning in September and then ongoing.	Staff time  Cost of resources  RT training	BT/ ED	LJ/ LAB  Termly subject updates and feedback to LAB
Ensure that there is regular and consistent evidence of learning and progress in all children's books in KS1.	<p>BT to monitor pieces of work is consistent across classes.</p> <p>Teachers responsibility to ensure all work in books is of a high quality and up to date.</p>	High quality evidence of learning in each unit and each Year group is seen in all Holy Space books. This will include written work, assessment pieces, records of discussions on the big question, annotated drawings and creative responses	All staff SL and Year group leaders	BT to discuss monitoring of Holy Space books with teachers	Time for SL to monitor work  Monitoring of lessons and books - BT/ ED	BT/ ED/ SLT  Talk time monitoring  LAB member	LJ/ LAB  Termly subject updates and feedback to LAB

[Type text]

<p>To ensure high quality books in FS as a beginning to the holy space books journey - work, photos, comments, independent tapestry observations (3 per term)</p>	<p>Three pieces of quality work to be in books each term. Refer to medium term planning for requirements for books.</p> <p>Responses to discussion questions and children's reflections are recorded in pupils' Holy Space books.</p> <p>ED to support teachers in gathering and collating evidence of learning from creative response and discussion.</p> <p>Written work to be marked showing where it has met the objective.</p> <p>Assessment pieces for each unit to be used in books to show progress.</p> <p>Brief individual responses to the "big question" to be included at the end of units to show progress.</p>	<p>Progress in learning is clearly evidenced in books over each unit, over the year and over the key stage.</p> <p>SL sets clear expectations for content of Holy Space books at the start of the year and consistency in books shows that teachers understand these expectations</p>		termly.		<p>visits</p> <p>Monitoring of holy space books</p>	
<p>To ensure that high expectations are maintained throughout all Holy Space activities.</p>	<p>Planning to be adapted each term to show where lessons match Hearts values and where specific key skills are being developed.</p> <p>Training and support for new staff members to ensure high quality teaching</p> <p>Holy Space activities to include and look like - e.g. Mix of activities, different activities each week, children are calm and still</p> <p>Resources used to be of highest quality/ special pencils</p>	<p>Planning, observations and pupil responses show high quality teaching and learning.</p> <p>Books will be a high quality showing evidence of progressive learning.</p> <p>Worship community will meet on a regular basis and have an active part of planning assemblies.</p> <p>Lesson observations show good use of behaviour management and school systems,</p>	BT, SLT	Ongoing target	Staff time	BT/ ED/ SLT	LJ and Local Advisory Board

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	Ensuring the behaviour system is used in line with the school policy in Holy space lessons						
Ensure that collective worship is engaging, reflective and relevant and includes pupil involvement. <i>SMSC spiritual and social development in fostering sense of community, Providing for the needs of different learners.</i>	<p>Termly plan for assemblies to be shared with leaders.</p> <p>Worship committee to be used to help plan assemblies on a fortnightly basis.</p> <p>Leaders of assemblies to explore use of different stimuli e.g. visual images, music, objects, stories, role play, children leading.</p> <p>SLT, LJ and RE governor to observe and monitor assemblies.</p> <p>Stillness Day to be organised to allow additional time for reflection and creative response.</p>	<p>There is a warm and reflective atmosphere in the assembly.</p> <p>A range of stimuli are used in assemblies. Observations show that children engage well with the topics in assemblies.</p> <p>monthly worship committee meetings</p> <p>Children, staff, clergy and parents say that they find the day helpful and that it supported them in reflecting.</p> <p>Pupil voice is present in the evaluation of CS.</p>	<p>LJ, ED, BT, clergy</p> <p>All staff and children attending.</p>	On going	<p>Time for RE governor to monitor assemblies</p> <p>Materials for stillness day.</p> <p>RT time to contribute to stillness day.</p>	<p>BT/ RT/ ED/ SLT</p> <p>Input from the collective worship committee</p>	LJ/ LAB
Develop discussion groups with children and clergy or training LLM to deepen understanding of Christianity.	<p>Building new links with the new clergy when they are appointed in the summer. To continue to ensure attendance from the church at key events with contributions from Cannon Jane and Rev. Sue.</p> <p><i>Regular attendance of clergy member/ED in Holy Space sessions working with a mix of different children.</i></p>	<p>Regular attendance of clergy member/ED</p> <p>Books will show evidence of the effectiveness of these sessions.</p>	Clergy, ED	On going	Clergy time	BT/ ED/ Clergy	LJ Report to LAB
<b><i>To consider developing links with other church schools within the area.</i></b>	<p>BT/ ED to visit other church schools to observe how reflective areas are used and how RE is taught in both KS1 and in EYFS.</p> <p>To develop the teaching of holy space in EYFS and KS 1</p>	BT/ ED to contact local church schools and make links to visit them/ they visit us.	BT/ ED	Spring/ summer term	<p>Cost of release time</p> <p>Cost of resources to develop reflective areas/ holy space activities and provision</p>	BT/ ED	<p>LJ</p> <p>Report to LAB</p>
<b><i>To increase the profile of others</i></b>	To make links with local places of worship.	Children will have a deeper understanding of other faiths and their celebrations	BT/ ED	Spring term	Cost of resources linked to teaching	BT/ ED	LJ/ LAB

[Type text]

<p><i>faiths within the teaching of RE at the schools.</i></p>	<p>To invite people from other faiths in to the school to help with discussion groups and talk to the children about their celebrations and beliefs.</p> <p>Mid term plan will show links to other faiths linked to the curriculum</p> <p>Parents of other faiths are invited to come and share their beliefs and experiences with the children</p>	<p>Children will have opportunities to meet and talk to people of other faiths</p> <p>Children will be respectful and understanding to the believes of others.</p>			<p>other faiths</p>		
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## The Wickford Church of England School

### Art Action Plan 2018/19 Subject leader: Sophie Hall

TARGET What needs to be done?	STRATEGY How will it be done?	SUCCESS CRITERIA How will we know we have achieved the target?	ACTION GROUP Who is involved?	TIME SCALE Start and finish time.	COSTS/ TIME/ RESOURCES What will we need to do it?	MONITORING Who is responsible? Data sources?	EVALUATION Who? When? And who reported to?
To have high expectations for Achievement and always expect more. To continue to raise achievement of boys and girls <i>Always more...Ephesians 3:20</i> With God's power working in us, God can do much, much more than anything we can ask or think of.	<ul style="list-style-type: none"> <li>Follow Scheme of Work Art G&amp;T day</li> <li>Topics that interest boys and girls.</li> <li>Use of variety of different media. (batik, paper mache, felting, sewing, printing)</li> <li>Choose a HA child to be a learning champion.</li> <li>children to continuously have resilience and the ability to learn from both success and from failure (SIAMS 2018)</li> </ul>	<ul style="list-style-type: none"> <li>Assessment and data analysis each term.</li> <li>62% OR ABOVE of boys to be HA by Summer term data. (equivalent to last year)</li> <li>76% or above all children to be above expected by summer term data.</li> <li>End of year data shows that % of children that are expected or above is equal to or higher than our Writing 87% (2017 -18: GD writing 23%)</li> <li><i>learning champion</i> to successfully support peers and feedback their ideas to teachers during lessons.</li> </ul>	SH EYFS teachers  Year 1 teachers  Year2 teachers	Monitored termly   Autumn Term	N/A	LJ	LJ and Local Advisory Board
To always expect more from children and staff during Talk Time and respond to feedback from children to enhance their enjoyment of the subject.	<p>Meetings with theme</p> <p>Talk Times to reflect class understanding of 'Respect' - the understanding of what it means to be respectful shown, examples of?</p>	<ul style="list-style-type: none"> <li>all children present to be engaged and contribute to talk time meeting.</li> <li>Talk Time minutes will reflect pupil voice and input into new procedures and plans.</li> <li>Subject action plan to evidence where pupil voice has had input or recognised impact in a clearer way.</li> <li>Talk Time will reflect Always More- children's learning behaviours, thought processes and learning styles</li> </ul>	SH	1 <sup>st</sup> half term (Autumn)	N/A	LJ	LJ and Local Advisory Board
To ensure the profile of reading, the quality of text considered and the highlighting of new vocabulary is raised	<p>New language in text to be taught demonstrated and explored to ensure full understanding.</p> <p>Vocabulary heard in discussions to be listed in the success criteria and part of the self/peer evaluation process.</p> <p>Lesson plenary to evaluate use of language and understanding.</p>	<p>Monitoring will reflect the raised profile of extended vocabulary.</p> <p>Monitoring of lessons will experience and observe the extended use of vocabulary and the teaching involved.</p> <p>CCL work will continue to be evident, underpinning learning from other subject areas.</p>	LS and SLT to review the reading resources available.  SH to include vocabulary in lesson plans	Ongoing		LJ	LJ and Local Advisory Board

[Type text]

	<p>The quality of books/texts to be of the highest standard.</p> <p>Children to be inspired by art and use new vocabulary</p>						
To always expect more and provide learning opportunities that are enriching experiences (SIP "fullness of life" target)	<p>'New art displayed in corridor. (3 children's work chose in summer 19 term) Framed and added to existing artwork.</p> <p>• Chosen work to be shared in sharing assembly and children to explain what it is and how they did it before it is added to the wall in the corridor.</p>	<p>Observations show children are engaged and enthusiastic. Monitoring in lessons, time spent around school will reflect reference to Always More - link to thinking (Green thinking - can you tell me a different method.... always more than one way).</p> <p>Discussions with teachers. Planning from teachers. Planning includes rich experiences in each term.</p> <p>Children can recall experiences in Art lessons that they enjoyed.</p> <p>Chosen artwork framed and added to wall.</p> <p>Visit from ART SOLUTIONS</p>	SH		<p>£2200 (TBC)</p> <p>Frames BC</p>	<p>Governors</p> <p>LJ</p>	LJ and Local Advisory Board
Develop Teachers/LSAs confidence and skills.	Demonstrate how to use different media and different techniques to staff in meetings.	<p>Staff meeting will take place, staff more confident and using skills in own classrooms.</p> <p>Art themed staff meetings for WCoF E and TRUST.</p> <p>Monitored by staff sharing art work with subject leader.</p>	SH	<p>WCoF E Staff meeting November.</p> <p>EYFS trust meeting TBC</p> <p>KS1 trust meetAut1</p> <p>Monitoring ongoing</p>		<p>Governors</p> <p>LJ</p>	LJ and Local Advisory Board
To always expect more of teaching and learning. To teach a range of skills/techniques and use a range of media.	<p>Planning to cover a range of objectives and skills using different media.</p> <p>Ensure resources are available and accessible for all staff.</p>	<p>Lesson plans include specific skills based on progression grids and N.C.</p> <p>A wide range of different skills/techniques are taught to give every child the opportunity to achieve High quality work. Resources purchased and used by staff.</p>	SH	1 <sup>st</sup> half Autumn term	TBC	<p>Governors</p> <p>LJ</p>	LJ and Local Advisory Board
To always expect more of the quality of displays around	Monitor displays in hall, corridors and classes. Ensure they follow policy and are	Displays are appealing and creative and changed regularly. (in accordance with class learning)	SH	Monitored throughout the year.	N/A	LJ	LJ and Local Advisory Board

[Type text]



the school.	frequently changed. Learning/mood walks Share policy with staff. SH to support staff with displays. SH to do art displays in hall. SH to visit other schools for inspiration	Displays are interactive and support/develop learning. Displays celebrate and show respect for children's work. Displays are visual and auditory.		Autumn term			
Develop the hall as a space for reflection and school focus.	The school hall to have focus on Bible stories/the word of God from stories read in art form. Children to be part of the process of working as a large group to make a piece of art, reflecting the Bible and this to be on display during Worship.	A large school art piece to be in place. For art to bring to life stories heard_ <u>ART SOLUTIONS VISIT</u> . The children being able to discuss the story and reflect as appropriate.  The hall environment to be reviewed on a rolling plan - as a focus for Worship as stimulus to Collective Assemblies.	SH, ED All staff	November 2 days.	£1250 (FACES to help fund)	LJ	LJ and Local Advisory Board
To increase children's knowledge of famous artists. (Including female and current artists)	Let staff know that each term they must include one famous artist in their planning. Monitor planning for famous artists.  CCL with literacy.	Planning to include famous artists. (eg. when doing portraits introduce artists that are famous for portraits and share their work) Paint in the style of....include current artists, female artists and different ethnicity and cultures A famous piece of art to be used as stimulus in each year group for at least one literacy lesson in the year. (vocab, poetry etc)	SH		N/A	LJ	LJ and Local Advisory Board
To always expect more for staff to commit to and support ARTSMARK,	Staff meetings CCL with the ARTS. After school clubs that include the ARTS. Develop connections with other ARTSMARK schools.	Staff are included and are aware of their roles in our ARTSMARK journey and what we do to support and develop within the school.  SH to visit other ARTSMARK schools. Lessons include drama, art and music. CCL Interact with statement of commitment and case study to ensure that we maintain high level of ARTS within the school.	SH	Autumn Term	N/A	LJ	LJ and Local Advisory Board

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## The Wickford Church of England School

### DT Action Plan 2018/19 Subject leader: Sophie Hall

TARGET What needs to be done?	STRATEGY How will it be done?	SUCCESS CRITERIA How will we know we have achieved the target?	ACTION GROUP Who is involved?	TIME SCALE Start and finish time.	COSTS/ TIME/ RESOURCES What will we need to do it?	MONITORING Who is responsible? Data sources?	EVALUATION Who? When? And who reported to?
To <b>always expect more</b> of staff and pupils  <i>Always more...</i> Ephesians 3:20 With God's power working in us, God can do much, much more than anything we can ask or think of.	<ul style="list-style-type: none"> <li>• team teaching, feedback and learning walks.</li> <li>• Monitoring of work</li> <li>• Talk time</li> <li>• displays show work and extend/support learning</li> <li>• lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons to be good/outstanding</li> <li>Lesson plans follow SOW and include clear learning objectives.</li> <li>• children enjoy subject and can talk about what they are learning/enjoyed.</li> <li>• attractive and interactive displays will celebrate children's work and help develop their learning.</li> </ul>	All staff	Monitoring of work and learning walks each term.  Monitoring of planning and work each term.		LJ	LJ and Local Advisory Board
To <b>always expect more</b> and raise the percentage of HA for girls and boys.	<p>Respond to talk time Data analysis</p> <p>Continue use of planning booklets. Close monitoring of media/techniques/outcomes in each year group. children to continuously have resilience and the ability to learn from both success and from failure (SIAMS 2018)</p>	<p>Talk time minutes</p> <p>End of year data shows that % of children that are expected or above is equal to or higher than our our Writing 87% (2017 -18) GD writing 23%</p> <p>End of year data shows that % of children that are expected or above is equal to or higher than summer 2018 data. (100%)</p> <p>% of GD is equal or above 63%</p> <p>Examples of booklets stuck in books in order and photos of work</p>	SH	Ongoing   Termly data	N/A	LJ	LJ and Local Advisory Board
To have Talk Time for subject and respond to feedback from children to enhance their enjoyment of the subject.	• Meetings with theme	<p>Talk Time minutes will reflect pupil voice and input into new procedures and plans.</p> <p>Subject action plan to evidence where pupil voice has had input or recognised impact in a clearer way.</p> <p>Talk Time will reflect Always More- children's learning behaviours, thought processes and learning styles</p>	SH	1 <sup>st</sup> half term (Autumn)	N/A	LJ	LJ and Local Advisory Board

[Type text]

To ensure the profile of reading, the quality of text considered and the highlighting of new vocabulary is raised	<p>New language in text to be taught demonstrated and explored to ensure full understanding.</p> <p>Vocabulary heard in discussions to be listed in the success criteria and part of the self/peer evaluation process.</p> <p>Lesson plenary to evaluate use of language and understanding. The quality of books/texts to be of the highest standard.</p>	<p>Monitoring will reflect the raised profile of extended vocabulary.</p> <p>Monitoring of lessons will experience and observe the extended use of vocabulary and the teaching involved.</p> <p>CCL work will continue to be evident, underpinning learning from other subject areas.</p>	<p>LS and SLT to review the reading resources available.</p> <p>SH to include vocabulary in lesson plans</p>	Ongoing		LJ	LJ and Local Advisory Board
<p>To <b>always expect more</b> and raise profile of D&amp;T across the school</p> <p>Provide learning opportunities that are enriching experiences (SIP "fullness of life" target)</p>	<p>• Planning booklets used in lessons. Children explore, plan, design and make.</p> <p>Ensure use of Planning booklets in DT sessions continues.</p> <p>Highlight skills being used in lessons</p> <p>EYFS - children encouraged to design product before making in activities. (paper and pencils always available inside and outside near to activities)</p>	<p>Samples of children's booklets as evidence stuck in books.</p> <p>Photos of children's work.</p> <p>Monitoring in lessons, will reflect reference to Always More - link to thinking (Green thinking - can you tell me a different method.... always more than one way).</p> <p>Discussions with teachers. Planning from teachers. Planning includes rich experiences in each term. Children can recall experiences in DT lessons that they enjoyed.</p>	SH	<p>Ongoing throughout year.</p> <p>Evidence collected end of each term.</p>	N/A	LJ	LJ and Local Advisory Board
To <b>always expect more</b> and use the children's kitchen.	<p>Each year group to have a designated week in the children's kitchen each term. Small groups to have sessions in kitchen.</p> <p>Children to help prepare dinner for Mrs B.</p>	<p>Weeks designated to each year group.</p> <p>Timetable put up for staff to sign up to a week they want. (1 each term)</p> <p>Food is prepared and used at lunch time in dinner hall.</p>	SH	Throughout year	N/A	LJ	LJ and Local Advisory Board
Ensure objectives used for levelling are appropriate.	<p>Use progression grid for lessons plans and assessment across trust.</p> <p>Discussions with teachers across the trust.</p>	<p>Lesson plans show specific skills being taught based on progression grids and N.C.</p> <p>Core lessons are taught and recorded in books.</p>	SH	Each term.	N/A	LJ	LJ and Local Advisory Board

## The Wickford Church of England School

### Science Action Plan 2018/19 Subject leader: Chloe Scammell

TARGET What needs to be done?	STRATEGY How will it be done?	SUCCESS CRITERIA How will we know we have achieved the target?	ACTION GROUP Who is involved?	TIME SCALE Start and finish time.	COSTS/ TIME/ RESOURCES What will we need to do it?	MONITORING Who is responsible? Data sources?	EVALUATION Who? When? And who reported to?
<i>Always more...</i> Ephesians 3:20 With God's power working in us, God can do much, much more than anything we can ask or think of.	Embed Bible verse into school through a whole school assembly.  Extra-curricular activities to give the children the opportunity to experience more in Science.	Rich learning opportunities e.g. experiments, exciting opportunities, developing sense of 'awe'  Talk Time will reflect Always More within subjects - children's learning behaviours, thought processes and learning styles.  Monitoring in lessons, time spent around school will reflect reference to;  Always more... experiments to do, knowledge to gain.  Always more results to find.  Always more to find out.	All staff CS	Ongoing	n/a	LJ	LJ and Local Advisory Board
To ensure the profile of reading, the quality of text considered and the highlighting of new vocabulary is raised in all subjects.	New language to be explicitly taught in Science lessons. To be displayed, in classrooms, and involved in lessons e.g. in success criteria.  Science lessons to involve text with high quality vocabulary.  The quality of books/texts to be of the highest standard.  High quality, current texts to be available in reading corners/library.	Monitoring will reflect the raised profile of extended vocabulary, evidence in books and displays.  Monitoring of lessons will experience and observe the extended use of vocabulary and the teaching involved.	CS, LS and SLT to review the reading resources available.	Ongoing		LJ	LJ and Local Advisory Board
To monitor outcomes of children's learning	CS to confidently analyse and	Clear evidence of attainment across the	Whole teaching	Ongoing. Review and	Ongoing NC time and staff meeting	Results of monitoring to be	CS to report to LJ. LJ to report to

[Type text]

across key stage 1.  Children to achieve in line with 2017/18 Maths.  92% expected	present data.  CS to offer support to other teaching staff in the planning and teaching of Science lessons.  CS to support in strategies in closing gaps in 'groups'.	school and outcomes at the end of KS1.	staff	analyse termly.	reflection.	fed back to HT and staff at termly foundation analysis meeting.	LAB.
To take part in a subject talk time	Children to discuss in class their theme for talk time.	Children's views will be shared and looked at to further develop the science curriculum.  Previous year talk time to be taken into consideration.	CS teachers	TBC	Time out of class for Subject leader to discuss with children selected from each class.	LJ	LAB.
To monitor LOTC folders and outdoor learning in line with the Bronze LOTC award established.	Continue to use server as a place to collect evidence for this.  Ensure new teaching staff are aware of expectations.	The school will celebrate and maintain the bronze LOTC award. Outdoor areas will be used frequently to enhance learning across the curriculum.	CS, all staff	Ongoing. Review and analyse termly.	Ongoing	LJ	LAB.
To ensure that children are engaged with, and experience 'real' Science.	CS to run Science club in Autumn term.  Children to carry out experiments at the end of each unit where they get the chance to predict, and evaluate.  When writing MTP for spring term target to be taken into consideration.	Children to evaluate club at the end of half term. Children's voice to be heard with experiments and activities.	CS, all staff, Directors of learning.	Ongoing, review termly.	Resources for science club,	CS	LAB.

[Type text]

## Three Year Action Plan

### The Wickford CofE school's Tanzania link <https://villageafrica.org.uk/>



The link with Village Africa and the Tanzanian school is strong, during the 2016/17 year we focused on raising funds for the charity and this total was £1500. The children know that this money specifically supported the ambulance links between the village and hospital. The school also collected mobile phones to support the founders and the ambulance team in their work. Evidence of this can be seen in school.

	<b>TARGET</b> What needs to be done?	<b>STRATEGY</b> How will it be done? Activities:	<b>SUCCESS CRITERIA</b> How will we know we have achieved the target? Pupil Outcomes	<b>ACTION GROUP</b> Who is involved?	<b>TIME SCALE</b>	<b>Monitoring</b>
Year A	Increased understanding of link and friendship with Yamba and Village Africa.  Improved links and communication methods investigated; text?	House points linked. Uniform swap. Class Postcards sent/returned. Tanzania Display. Art work shared.  Use of technology to communicate with our friends in other countries.	<ul style="list-style-type: none"> <li>Short term: Children will be able to see the work shared (Art work, postcards, weather reports, photographs, uniform etc) displayed in the corridor.</li> <li>Bonds and relationships built with Caroline Johnston (the founder).</li> <li>Long term: Children will gain a wider knowledge and background of the county and how it differs from England. Children have a sound knowledge of differences and similarities between Wickford and Tanzania.</li> <li>They will learn about the different lifestyles and climate in Africa.</li> <li>They will develop a closer relationship with the children in Yamba which will be developed through written communication.</li> <li>The links between the schools will increase due to House Points being embedded throughout both schools and score to be added together to create unity.</li> <li>The children will develop a sense of 'life outside Wickford'. They know that it is important to serve and support others and can reflect on the purpose of the fund raising.</li> <li>The children will develop understanding of the use of technology to communicate with our friends in other countries.</li> </ul>	FM/BT  Whole School	1 year - ongoing across the three years	LJ Local Advisory Board.
Year B	Raising funds to send 2 staff members to Tanzania 2021/2022.	Fundraising events involving PTA/school planning. 2021 SiP to focus on this.	<ul style="list-style-type: none"> <li>Children will gain knowledge about the value of raising money and how this can benefit others.</li> <li>They will feel proud and important knowing they had a significant input in raising money to help the friendship grow.</li> <li>A proportion of the flight costs will be paid.</li> <li>Long term: The friendship will strengthen by the transfer being made. More knowledge will come back to the school and develop teaching and learning.</li> </ul>	Whole staff FACES - PTA Wider community	1 year	LJ Local Advisory Board.
Year C	Developed understanding, relationships and cascading of skills.	Staff visit to Tanzania. Unity projects to be evaluated. Outcomes of 2016/17 fundraising - ambulance system to be seen.	<ul style="list-style-type: none"> <li>The staff will gain first-hand experience of life in Yamba.</li> <li>They will be able to bring back the skills learnt and share with other staff members.</li> <li>They will be able to give children rich details of their experience and bring back learning materials.</li> <li>Tanzania staff and children will gain high quality teaching.</li> <li>Unity projects and 'next steps' to be planned.</li> </ul>	2 x teachers	1 year	LJ Local Advisory Board.

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## The Wickford Church of England School

### Humanities Action Plan 2018/19 Subject leader: Faye Mesher

TARGET What needs to be done?	STRATEGY How will it be done?	SUCCESS CRITERIA How will we know we have achieved the target?	ACTION GROUP Who is involved?	TIME SCALE Start and finish time.	COSTS/ TIME/ RESOURCES What will we need to do it?	MONITORING Who is responsible? Data sources?	EVALUATION Who? When? And who reported to?
To monitor and analyse class data and raise attainment outlined in analysis.	Class data will be given by teachers at the end of every term. This will then be shared with all teachers in staff meeting and any action that is required will be planned for.	Children have a good understanding of the topics taught in geography and enjoy learning about the topics throughout the curriculum. 90% or above working at expected level.	Teachers  FM to monitor data	Throughout the year	Leadership time termly	LJ	LJ and Local Advisory Board
Forestry skills to be introduced in Foundation Stage.	FM to work with Christina (Hilltop) to write risk assessment and plan lessons.	Evidence will be on Tapestry and throughout data (PD, UW)	FM	All year	FACES to support with costs for outdoor clothing needed. £350  Outdoor paediatric course: £140	LJ	LJ and Local Advisory Board
To plan a Geography Day.  Alternate Years.	Organise special geography/History day with range of activities to provide pupils with an enriching learning opportunity.	Observations show children are engaged and enthusiastic. Children and staff engage enthusiastically in the geography day.	FM, all staff	In Autumn term - November	Resources and visitors. FM to plan during PPA time.	LJ	LJ and Local Advisory Board
Tanzania links to be reviewed and a three year action plan made. See separate plan.	FM to keep close contact with Caroline (E-mail) to ensure links are embedded and children are aware of the school links.	Action plan will be made and shared with Staff.	FM and BT All Staff	Autumn Term	Varied costs - sharing resources, uniform etc.	LJ	LJ and Local Advisory Board
Subject leader to develop skills as a leader and observe lessons.	Subject leader to develop skills and shadow teacher when observing lessons. Impetus training to support middle leader development.	Subject leader will be confident in leading the subject throughout the school. Middle leader succession in place.	FM  All staff	Ongoing. Review and analyse termly. Ongoing Leadership time as necessary	PPA time and staff meeting reflection. PPA Staff meetings	Results of monitoring to be fed back to HT, staff and governors. Subject leader	Report for committee meeting - termly. Report to Emma Doe-Governor. Report findings to governor and LJ
To respond to talk time findings and research.	MTPs will be looked at. Research will then be carried out to identify what would be available and relevant to topics	Theatre groups/visitors etc will be booked and invited into school	FM	Leadership time as necessary	Varied cost of theatre companies/visitors/ trips.	Subject leader  All staff	All staff
100% of pupil	All staff to be aware of PP	In data analysis (termly)	All staff	July 2019	PPA time	LJ	LJ and Local

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premium children to achieve expected or above by closing the gap of PP and non-PP.	children in their class. PP children to be a focus to ensure good progress.		FM		Lessons resources		Advisory Board
To ensure the profile of reading, the quality of text considered and the highlighting of new vocabulary is raised in all Geography and History.	All teachers to ensure these are followed throughout all teaching.	To monitor and assess assessment provided by teacher to ensure high quality teaching. Observations will ensure vocabulary is raised. Focus on subject content being secure.	FM All staff	Ongoing. Review and analyse termly.  Leadership time as necessary		LJ	LJ and Local Advisory Board
<b>Always more...</b> Ephesians 3:20 With God's power working in us, God can do much, much more than anything we can ask or think of.	Embed Bible verse into school through a whole school assembly.  Ensure all SIP include Bible verse and focus on how this will be approached in their subject.  Ensure all staff are aware and inspired by this quote and encouraged to aspire 'more' within their teaching/learning. Continue to encourage children to continuously have resilience and the ability to learn from both success and from failure (SIAMS 2018)	Monitoring in lessons, time spent around school will reflect reference to <b>Always More</b> - link to thinking (Green thinking - can you tell me a different route, a different history source we could use to find out about the past.... always more than one way).  Rich learning opportunities for this are included in every subject.  Talk Time will reflect <b>Always More</b> within subjects - children's learning behaviours, thought processes and learning styles.  <b>Always more</b> friends to make.... in the community, in the world - Tanzania link.  <b>Always More</b> fun to be had... life in all its fullness focus 2015-16 <b>More</b> love to have for our planet <b>More</b> facts to learn about the past The school environment to reflect this message.	All staff	Ongoing	n/a	LJ/SLT/Subject leaders  Pupil voice opportunities to reflect upon this focus and the impact to be seen in monitoring of all areas of school life.	LJ and Local Advisory Board
<b>History/Geography</b> Data needs to be in line with reading data from 2017-18 92% expected 36% greater depth by end of KS1 year 2.	FM to monitor and analyse data to ensure progress is being made and targets can be achieved.	Monitor and analyse data at the end of each term to monitor if data is on track.  Ensure foundation subjects are planned, resourced, taught at the same standard as core subjects.	All staff	Throughout the year.	PPA General lesson plans and resources	LJ	LJ and Local Advisory Board

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## The Wickford Church of England School

### Music Action Plan 2018/19 Subject leader: Jo Hourihan, supported by SLT

TARGET What needs to be done?	STRATEGY How will it be done?	SUCCESS CRITERIA How will we know we have achieved the target?	ACTION GROUP Who is involved?	TIME SCALE Start and finish time.	COSTS/ TIME/ RESOURCES What will we need to do it?	MONITORING Who is responsible? Data sources?	EVALUATION Who? When? And who reported to?
<p>Achievement: To improve <b>attainment</b> in KS1 and EYFS.</p> <p><u>Target</u> 92% of children at expected level in Year 1 40% GD 92% of children at expected level in Year 2 40% GD (in line with reading)</p>	<p>Arrange Singing workshops from music specialist and monitor impact.</p> <p>Music club to include sessions using tuned percussion.</p>	<p>100% of PP children will have achieved expected or above.</p> <p>Planning will be looked at to ensure that the HEARTS values are being included.</p> <p>Environment walks will provide opportunity to see all children fully engaged in their music lessons.</p> <p>Music displays will be made to promote music in the school.</p>	RD SH JH	Ongoing target	Music specialist cost.	LJ Termly data analysis School displays	Local Advisory Board
Children to develop their skills in playing a percussion instrument.	<p>African Drumming teacher booked for second half of each term. Each class to have four sessions and then perform. GT group selected from each class for extra session</p> <p>JH to liaise with the drumming teacher and monitor to ensure that skills are developed each term.</p>	<p>Regular performances from the children in assemblies show development of skills and enjoyment.</p> <p>JH and drumming teacher monitor improvement in skills in each term by observing performances and lessons.</p> <p>Analysis of end of term assessments relating to rhythm elements of music show high attainment levels.</p>	Drumming teacher.  Class teachers.  JH	Second half of each term.	£555x3 = £1665	LJ  Notes from lesson observations by SL and talk time notes.  Termly data analysis	Local Advisory Board
To improve the profile of music throughout the wider community and Trust.	<p>Children to have the opportunities to perform to the wider community; Grange, Wickford Christmas event, Trust.</p> <p>Organise a Trust music festival.</p> <p>Participating in St Luke's singing</p>	<p>Choir will perform as a large group.</p> <p>Year 2 2020 perform in the O2 singing event: Young voices.</p>	JH RD	Ongoing Target.	<p>Music specialist cost. £2970</p> <p>Staff time.</p> <p>Cost of music festival.</p>	LJ	Local Advisory Board

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	<p>event in Basildon Shopping Centre.</p> <p>To investigate - O2 event and make preparations for rehearsal and performance in January 20.</p>						
Ensure that the gap between boys and girls is narrowed across all year groups.	<p>Progress and attainment of groups to be monitored.</p> <p>RD to be supported with ideas to support children's learning.</p>	<p>Planning will show a range of activities to support the learning of all children.</p> <p>Environment walks will provide opportunities to see all children fully engaged in their music lessons.</p> <p>Lesson themes will support engagement of children.</p>	JH RD	Ongoing Target.	Music specialist cost.  Staff time.	LJ	LJ and Local Advisory Board
To ensure the profile of reading, the quality of text considered and the highlighting of new vocabulary is raised in all subjects.	<p>Specific music vocabulary will be part of the success criteria, regularly used in lessons and will also be displayed in class.</p>	<p>Monitoring will reflect the raised profile of extended vocabulary.</p> <p>Monitoring of lessons will experience and observe the extended use of vocabulary and the teaching involved.</p>	LS and SLT to review the reading resources available.	Ongoing	£2500	LJ	LJ and Local Advisory Board
<b><i>Always more...</i></b> Ephesians 3:20 With God's power working in us, God can do much, much more than anything we can ask or think of.	<p>To have high expectation for achievement and always expect more.</p> <p>Continue to encourage all children to continuously have resilience and the ability to learn from both success and from failure (SIAMS 2018).</p>	<p>Always more rich learning opportunities in music lessons by providing more than one way to learn an instrument.</p> <p>Raising the profile of pupil voice by providing Talk Time for pupils to understand the importance of respect.</p> <p><b>Always more</b> music to love, songs to learn,</p> <p><b>Always More</b> fun to be had... life in all its fullness focus 2015-16</p> <p>Always more cultures to experience.</p> <p>Always more instruments to play.</p> <p>Always more to find out.</p>	All staff	Ongoing	n/a	LJ  Pupil voice opportunities to reflect upon this focus and the impact to be seen in monitoring of all areas of school life.	LJ and Local Advisory Board

## The Wickford Church of England School

### MFL Action Plan 2018/19 Subject leader: Sophie Hall

TARGET What needs to be done?	STRATEGY How will it be done?	SUCCESS CRITERIA How will we know we have achieved the target?	ACTION GROUP Who is involved?	TIME SCALE Start and finish time.	COSTS/ TIME/ RESOURCES What will we need to do it?	MONITORING Who is responsible? Data sources?	EVALUATION Who? When? And who reported to?
<b>To always expect more</b> of teaching and learning. Lesson are good/outstanding  <i>Always more...</i> Ephesians 3:20 With God's power working in us, God can do much, much more than anything we can ask or think of.	<ul style="list-style-type: none"> <li>Teachers to reinforce good learning behaviour</li> <li>Teachers to follow new SOW.</li> <li>Lessons to include a range of different activities for different learning styles.</li> </ul>	Observations and learning walks show that: <ul style="list-style-type: none"> <li>lessons are exciting and engaging.</li> <li>lessons are good/outstanding</li> </ul>	SH MM	Monitored termly by SH		LJ	LJ GOVENORS
To ensure the profile of reading, the quality of text considered and the highlighting of new vocabulary is raised	New language in text to be taught demonstrated and explored to ensure full understanding.  New and revisited Vocabulary heard in discussions to be listed in the success criteria and part of the self/peer evaluation process.  Lesson plenary to evaluate use of language and understanding. The quality of books/texts to be of the highest standard.	Monitoring will reflect the raised profile of extended vocabulary.  Monitoring of lessons will experience and observe the extended use of vocabulary and the teaching involved.  CCL work will continue to be evident, underpinning learning from other subject areas. Children make links between different languages)  MM to include vocabulary in lesson plans and display during lesson	LS and SLT to review the reading resources available.  MM to include vocabulary in lesson plans	Ongoing		LJ	LJ and Local Advisory Board
<b>To always expect more</b> for Achievement Raise achievement of vocabulary so that higher percentage of children are HA.	Follow NEW Scheme of Work and assess against criteria.  <ul style="list-style-type: none"> <li>Meetings between staff to discuss good techniques</li> </ul> Meetings with staff to discuss	<ul style="list-style-type: none"> <li>Lesson monitoring and observations from subject leader</li> <li>Assessment by MM end of each term. (Give to SH)</li> <li>Data analysis by SH</li> </ul> End of year data shows that % of children that are expected or above is	SH  MM	Monitored termly	N/A	LJ	LJ and Local Advisory Board

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	levelling before assessments finalised children to continuously have resilience and the ability to learn from both success and from failure (SIAMS 2018)	equal to or higher than our our Writing 87% (2017 -18) GD writing 23%					
<b>To always expect more</b> and create CCL in lessons between art and Spanish to enhance teaching and learning.	<ul style="list-style-type: none"> <li>Children to use ART to produce work and interact with activities. (relates to MFL Talk Time - children wanted to do art)</li> <li>Art lessons using Spanish artists work. Variety of artists from different countries and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson monitoring and observations from subject leaders</li> </ul> <p>Monitoring in lessons, time spent around school will reflect reference to Always More - link to thinking (Green thinking , there is always another answer and a different way)</p>	SH MM	Ongoing throughout the year.	Images of Artists work on system so staff can access.	LJ	LJ and Local Advisory Board
<b>To always expect more</b> and Talk Time and respond to feedback from children to enhance their enjoyment of the subject.	•Meetings with theme	<p>Talk Time minutes will reflect pupil voice and input into new procedures and plans. Subject action plan to evidence where pupil voice has had input or recognised impact in a clearer way.</p> <p>Talk Time will reflect Always More- children's learning behaviours, thought processes and learning styles</p>	SH MM	1 <sup>st</sup> half term (Autumn)	N/A	LJ	LJ and Local Advisory Board
<b>To always expect more</b> and raise profile of cultural awareness and where Spain is.	<p>Lesson each term to focus on culture of Spain and not just vocabulary.</p> <p>Lesson showing where Spain is and what it is like there (geographically and weather) Links with geog day.</p> <p>SH to monitor through discussion with staff and monitoring of planning. Geography/Countries special day</p>	<p>Children have greater awareness of different culture. (similarities and differences to own)</p> <p>Fact of the day</p> <p>By Year 2 children can find it on a map or globe. They can say that it is part of Europe.</p> <p>Children and staff engage enthusiastically in the Geography day.</p>	SH MM  All staff	<p>Ongoing through year</p> <p>Spring term</p>	N/A	LJ	LJ and Local Advisory Board

## The Wickford Church of England School

### PE Action Plan 2018/19 Subject leader: Polly Harris

TARGET What needs to be done?	STRATEGY How will it be done?	SUCCESS CRITERIA How will we know we have achieved the target?	ACTION GROUP Who is involved?	TIME SCALE Start and finish time.	COSTS/ TIME/ RESOURCES What will we need to do it?	MONITORING Who is responsible? Data sources?	EVALUATION Who? When? And who reported to?
To develop staff subject knowledge including inducting new staff and further developing existing staff	<p>SCITT students to teach alongside experienced class teachers and make use of Trust planning</p> <p>Experienced trust staff to write the PE MTPs throughout the year to support the teaching of PE in KS1 and support in the writing of the FS MTP</p>	<p>Students will teach PE sessions (not alone) alongside CT at least a good level</p> <p>Teachers will deliver lessons successfully using the MTP planning support - observations and lesson blink tests will demonstrate all teaching is good or outstanding</p> <p>Staff will demonstrate good subject knowledge in gymnastic lessons</p> <p>Attainment in PE across the school will be in line with Maths target</p>	Student mentors +All teaching staff	All year	Cost of PE subject leader time	LJ	<p>Subject lead to report to LAB termly via report</p> <p>Subject lead visit to LAB meeting (at least once a year)</p> <p>Governor visit</p>
To monitor the quality of our PE provision; ensuring expectations in teaching and learning are in-line with the high standards in core subjects	<p>HEARTS lesson expectations and observation criteria will be used in all PE lessons including supporting outside coaches</p> <p>Expectations will be of a high standard and mirror that of a core lesson - e.g. Repeated failure challenged/supported as necessary, behaviour policy in use, LO/Success criteria shared, Use of ICT, all pupils making progress in the lesson</p> <p>All staff delivering PE lessons and sports clubs of PE expectations document</p> <p>Play leaders will maintain tidiness of outdoor equipment</p>	<p>Lesson observations/ Blink Tests will show that high expectations are maintained within the lesson</p> <p>PE expectations will be evident in all sporting activities across the school</p> <p>PE areas around the school will be well kept; including the PE cupboard, display and outdoor equipment</p> <p>Attainment in PE across the school will be in line with Maths target of 92% at National Expectation</p>	Subject lead + all teaching staff	All year	PE subject leader time	PE lead Termly data analysis	<p>Subject lead to report to LAB termly via report</p> <p>Subject lead visit to LAB meeting (at least once a year)</p>

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	and support subject lead and CTs to keep indoor equipment organised						
To provide children with sporting events with other Trust schools and Wickford cluster to develop relationships and sportsmanship skills	<p>HEARTS sports events to be run at least once termly for KS1 providing opportunity <u>for all</u> pupils to be involved at least once in KS1</p> <p>EYFS to engage with at least 1 sports day event during the year</p>	<p>Trust sports events will take place throughout the year - programme of events to be agreed by all HOS in Autumn term</p> <p>Register of pupils who have attended events to be kept to monitor that all children have attended a trust event</p>	PE lead + class teachers and PE leads across the trust	All year	<p>Costs of transport</p> <p>PE subject leader time</p>	<p>Staff attending events to evaluate events on Evolve</p> <p>Subject lead to monitor that all events are attended</p>	<p>Subject lead to report to LAB termly via report</p> <p>Sports Grant evaluation of impact</p> <p>Subject lead visit to LAB meeting (at least once a year)</p>
To continue to ensure that HQT pupils achieve in-line with the rest of their cohort	<p>Pupils to be identified within planning and supported as required</p> <p>Interventions to be rotated weekly to ensure pupils are not consistently missing PE and Sports sessions</p> <p>After-school club to run in Spring term to support HQT pupils if required</p>	<p>Children will achieve their year group expectations by the end of the year.</p> <p>Children will achieve in line with the rest of their cohort</p> <p>The gap between HQT and non-HQT will reduce or diminish by the end of the year</p> <p>Children will not repeatedly miss PE sessions due to booster sessions</p>	<p>All teaching staff</p> <p>Sports coaches</p> <p>TAs</p>	All year	<p>Cost of PPA coaching</p> <p>Time to prepare intervention timetables</p>	<p>PE lead</p> <p>Termly data analysis</p> <p>Intervention timetables</p>	Subject lead to report to LAB termly via report
To raise attainment so that children across the school achieve in-line with core subjects	<p>High quality sports coaches to be employed for Thursday provision</p> <p>Staff to use Trust planning to ensure clear progression in lessons</p> <p>Experienced staff to support less-experienced</p>	<p>Attainment across the school will meet target of 92% in-line with Maths attainment at end of 2017-18</p> <p>EYFS - 91% Physical development EYFS 2018</p>	<p>PH</p> <p>All teaching staff</p> <p>Coach</p>	Throughout year	<p>Cost of coach</p> <p>Cost of training</p>	<p>PE lead</p> <p>Termly data analysis</p> <p>Student/Teacher lesson observations</p>	<p>Subject lead to report to LAB termly via report</p> <p>Subject lead visit to LAB meeting (at least once a year)</p>
To continue to improve and develop (introduce non-swimmers) swimming skills and techniques.	<p>Children to receive 10 teaching sessions at Wickford Swimming Pool</p> <p>Spare swimming kit to ensure all children take part</p>	<p>Children will attend 10 lessons for the duration of the Summer term.</p> <p>Pupil and staff feedback will be positive</p> <p>Pre and post assessments will show improvements in children's swimming skills</p>	<p>Year 2 teachers</p> <p>Office staff</p>	Summer term	<p>Approx cost including coach</p> <p>£2400 - Sports Grant to cover coach</p> <p>FACES may fund lessons</p>	<p>Staff attending swimming to evaluate on Evolve and through staff feedback at end of swimming</p>	<p>Subject lead to report to LAB termly via report</p> <p>Sports Grant evaluation of impact</p>

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						sessions	
						Subject lead to monitor that all events are attended	
To ensure the profile of reading, the quality of text considered and the highlighting of new vocabulary is raised in all subjects.	<p>New language from this subject to be taught, demonstrated and explored to ensure full understanding of different techniques, sports and games.</p> <p>Vocabulary to be seen and used through out P.E lessons and coach sessions and gym display.</p> <p>Vocabulary to be heard in discussions and to be listed in the success criteria and part of the self/peer evaluation process.</p>	<p>Children will be incorporating their new vocabulary within P.E lessons, demonstrating/performing/explaining the meanings of the words taught.</p> <p>Monitoring of lessons will experience and observe the extended use of vocabulary and the teaching involved.</p> <p>Key vocabulary will be viewed by children on displays</p>	<p>All staff teaching P,E</p> <p>PE subject lead</p>	Ongoing	<p>Resources from P.E schemes</p> <p>PPA time</p>	PH	Subject lead to report to LAB termly via report
<b>Always more...</b> Ephesians 3:20 With God's power working in us, God can do much, much more than anything we can ask or think of.	<p>Children to be given a variety of opportunities: more clubs to take part in, more school trips and sport competitions with other schools in the trust.</p> <p>Children are given the opportunity to be able to build <b>more</b> confidence, <b>more</b> skills and <b>more</b> friendships from trust sport events.</p> <p>Children will be able to build <b>more</b> skills in unique afterschool clubs.</p>	<p>Children will have the choice to attend unique afterschool clubs such as learning the skill of fencing and multi-sports.</p> <p>Children will be invited to attend multiple sporting events across the trust and other schools (dance festival)</p> <p><b>Always more</b> friends to make.... in the community,  Always more sports to try  Always more competitions to enter  Always more effort to give!</p>	<p>P.E lead</p> <p>Leaders of clubs</p>	Ongoing	<p>Cost of transport for sporting events</p> <p>Cost of clubs (paid by parents)</p>	<p>LJ</p> <p>Subject leader</p>	Subject lead to report to LAB termly via report