



Dean Field Community Primary School

SCHOOL IMPROVEMENT PLAN

September 2018-19

Introduction

The SIP will address the main findings of the Ofsted report from January 2017 and analysis of priorities by the Senior Leadership team and the Head teacher. This SIP is written in collaboration with all stakeholders and takes into account the views of parents, pupils and staff.

Priority 1: Raising Pupil Achievement

Priority 2: Quality of Teaching and Learning

Priority 3: Personal Development, Behaviour and Welfare

Priority 4: Curriculum Development

Priority 5: Leadership and Management

At Dean Field Community Primary School, we believe that every child matters. There is driving determination to ensure that pupils and adults in the school reach their full potential. Our ethos is a simple one 'Learning without Limits.'

We aim to feel great about our learning, to work hard to reach high standards for the best possible start in life. We aim to create well behaved and motivated children. We aim to broaden our horizons through an exciting and engaging creative curriculum. We aim to make good progress, become great thinkers, have confidence in our own abilities and be enterprising.

Our Aims:

- To have a committed staff who inspire and motivate individual children to achieve their highest standards.
- To broaden pupils' horizons through an exciting and engaging creative curriculum.
- To make good progress especially in English and Maths.
- To provide a stimulating, challenging and creative learning environment.
- To maintain high expectations for our children's performance.
- To develop a healthy lifestyle for both body and mind.
- To be proud of our school and promote an ethos and environment in which children enjoy learning.
- To develop enthusiastic, independent and confident learners.
- To develop pupils who feel valued as an individual and as a member of the school community.
- To understand the need to treat others as equals regardless of sex, race or religion.
- To develop our children's' sporting and artistic talent.

Priority 1: TO CONTINUE TO RAISE ACHIEVEMENT OF ALL PUPILS

WHAT SUCCESS WILL LOOK LIKE:

Pupils are making accelerated progress in Reading, Writing and Mathematics

Standards at the end of EYFS, KS1 and KS2 are at least in line with the national average for all groups

Pupils are accurately assessed across reading, writing and maths through a range of summative and formative assessments

Objectives	Actions and Personnel	Resources	Milestone 1 December 2018	Milestone 2 April 2019	Milestone 3 July 2019	Monitoring and Evaluation
Analyse summer term 2018 teacher assessments to identify areas of strengths and weaknesses	Analyse results for different groups from Target Tracker. – FP Analyse ASP and data from perspective lite. – FP Feedback findings to CEO governors, class teachers and subject managers. – FP	Time to feedback to teachers in staff meeting – September 2018. Individual Pupil Progress meetings	All teachers will be clear on data for individuals and groups of children within their class and be working on closing the gap. Interventions put in place for groups of pupils not making expected progress.	4x half termly data collections to show attainment of key groups is improving. Interventions put in place for groups of pupils not making expected progress.	End of year data analysis to show closing of gap within those groups identified in Summer term 2018. Evaluation of what worked well – continue into next year. What didn't work well and why?	FP – ½ termly data collection from teachers and analyse. Termly pupil progress meeting with teachers.
To raise achievement in reading in KS1 and KS2 by improving children's reading comprehension skills	Weekly whole class differentiated comprehension- children record answers in comprehension workbook. – teachers yrs2-6. Expectations for teaching of reading comprehension shared with staff in <i>Reading Expectations</i> document. - FP Termly NFER reading tests to be taken. – yrs 2 – 6. Continue to use Accelerated Reader across school.	Staff meeting time – September 2018 Accelerated Reader subscription renewal cost. Cost of NFER tests. Cost of Testbase resource.	All KS1 expected (2B pupils) on track to achieve KS2 expected Analysis of Accelerated reader to show an improvement in quiz scores across the school. All 'key pupils' who were targeted for support in September to be at ARE by December data drop.	Pupils reading comprehension test scores school improvement Analysis of Accelerated reader to show an improvement in quiz scores across the school.	Improved percentage of pupils achieving expected in reading tests compared to July 2018 across the school.	JB – monitor comprehension books/work in KS2. FP – monitor comprehension in KS1. Tracking data - FP Learning walks in reading sessions – FP/HV

	<p>Small group teaching of reading delivered by teacher and highly skilled TAs in Year 6 – JB.</p> <p>Year 6 reading comprehension group for targeted pupils – FP</p>					
<p>To ensure pupils are reading regularly and there is a consistent use of the reading record</p>	<p>Pupils' reading records monitored regularly by HT. – FP</p> <p>Pupils not reading allocated place in lunchtime reading club and after school clubs. Teachers to make time to read with pupils who are not reading regularly at home. – all teachers</p> <p>Parent Volunteers used in EYFS and KS1 to read with vulnerable pupils. – HV</p> <p>Termly reading celebrations – FP Reading Oscars Reading week</p> <p>Create library space so pupils can access AR books and choose their own texts – HV</p> <p>Appoint junior librarians from year 6 to monitor and maintain the library. – HV</p> <p>Create a whole school reading display for accelerated reader –HV. <small>school council thing?</small></p>	<p>Staff costs for running reading clubs</p> <p>Rewards £500</p>	<p>Pupils identified and targeted with additional support in clubs/within class.</p> <p>Reading records show all pupils are reading to an adult at least once a week</p>	<p>All pupils are reading regularly and taking quizzes.</p> <p>All pupils are accessing the school library regularly.</p>	<p>All pupils are reading regularly and taking quizzes All pupil achieving 80%+ on quiz</p>	<p>Reading records monitoring FP</p> <p>Set up of librarians – HV</p> <p>Organising parent volunteers to read with children – HV</p>
<p>To ensure the majority of pupils meet the expected standard in the Year 1 phonics check.</p> <p>Ensure those pupils who take the phonics check in year 2 pass.</p>	<p>Deliver phonics through RWInc from Nursery upwards – HV.</p> <p>Phonics interventions delivered to pupils 'new' and falling behind in Year 1 – HV.</p> <p>Regular communication between home and school regarding phonics/reading – EYFS/KS1</p>	<p>Collect data in half termly via RWI tracker – HV.</p> <p>Year 2 pupils to be tested half termly starting in September – HV.</p> <p>HV to monitor children and set up booster groups.</p> <p>Staff training on early phonics</p>	<p>Practice Phonics Check administered</p> <p>Pupils needing further intervention identified</p> <p>Regular testing of year 2 pupils to ensure they are on track to pass.</p>	<p>Phonics Check showing majority on track to meet expected standard.</p> <p>Regular testing of year 2 pupils to ensure they are on track to pass.</p>	<p>Improvement in percentage of pupils achieving the expected pass level.</p> <p>Monitor teaching of phonics in Nursery</p>	<p>HV tracking data on termly basis via RWI tracker</p> <p>Phonics Check outcomes</p>

	<p>teachers.</p> <p>Phonics workshops for parents to attend – HV.</p>	<p>for EYFS team – HV</p> <p>Nursery practitioner trained to deliver high quality phonics provision in Nursery - HV</p>	<p>Monitor teaching of phonics in Nursery</p>	<p>Monitor teaching of phonics in Nursery</p>		
<p>Establishment of a framework for monitoring progress in English and Mathematics</p>	<p>Create a monitoring schedule – SLT</p> <p>Analyse data half termly – FP</p> <p>Have half termly meetings with the Teaching and Learning Team – SLT</p> <p>Carry out typicality observations, learning walks, pupil interviews, pupil progress meetings. All of this to be done in conjunction with members of SLT/subject managers at Beech Hill. – SLT</p> <p>Writing Moderation on termly basis – joint year group moderation across the trust once a term. – All teachers</p>	<p>Time for pupil progress meetings.</p> <p>Release time for members of Beech Hill to carry out observations/scrutinies etc.</p> <p>Staff meeting time for writing moderation.</p>	<p>All teachers to have moderated writing across their year group within the trust.</p> <p>Autumn Term pupil progress meetings and interventions organised for spring term.</p> <p>1x typicality observations to have taken place.</p>	<p>All teachers to have moderated writing twice across their year group within the trust.</p> <p>Spring Term pupil progress meetings and interventions organised for spring term.</p> <p>1x typicality observations to have taken place.</p>	<p>End of year writing judgements to be moderated by SLT.</p>	<p>FP to organise 3x moderation staff meetings across the trust.</p> <p>Termly pupil progress meetings.</p> <p>Termly typicality weeks.</p>
<p>To ensure accurate assessment of reading, writing and maths across the school.</p>	<p>Assessment Policy shared with teaching staff – September 2018 – FP</p> <p>Staff meeting to train teachers on use of Target Tracker – October 2018</p> <p>Use of Target Tracker to assess pupil progress against KPIs.</p> <p>Termly NFER tests in reading and maths</p> <p>Target tracker updated half termly and data analysed – FP</p> <p>Termly pupil progress meetings to quality assure accuracy of data – FP/HV</p> <p>Termly moderation meetings across the trust</p>	<p>Staff meeting time</p> <p>Cost of target tracker</p> <p>Release time for teachers for pupil progress meetings</p>	<p>All teachers to have jointly moderated writing across the trust.</p> <p>Teachers to have an understanding of how to use TT to input teacher assessment data</p> <p>Teachers confidently using summative assessments.</p>	<p>All teachers to have jointly moderated writing across the trust x2</p> <p>Teachers confidently using TT to input teacher assessment data</p>	<p>All teachers to have jointly moderated writing across the trust x3</p>	<p>FP to ensure teachers are updating TT. FP/HV to monitor interventions following pupil progress meetings.</p>

	Assessment wallets introduced in EYFS and Y1 to keep track of pupil progress across Core Subjects					
To ensure all of Y6 cohort who achieved expected level at KS1 are at least Year 6 expected	<p>Children given Revision guides for Maths, Reading Comprehension and Grammar at the end of Y5 – JB</p> <p>Holiday Homework – Diary writing set to ensure pupils keep writing in the holidays – JB</p> <p>Weekly Reading comprehension homework set – JB</p> <p>Reading comprehension group to meet twice a week – FP</p> <p>Maths lunchtime club – KL</p> <p>Seesaw App used to set homework and respond to pupils work – JB</p> <p>Virtual Easter school organised for Easter holidays to keep children engaged and prepare them for the tests – JB</p> <p>Teachers aware of children who were 2B in KS1 – FP</p> <p>Reading clubs and homework clubs set up to target year 6 ks1 expected pupils – JB</p> <p>Each year 6 child to have a staff mentor throughout the year – weekly meetings to take place. – JB</p>	<p>Revision Guides-£200 JB to order</p> <p>Seesaw APP</p> <p>Teacher/TA release time to deliver intervention</p>	All pupils on track to achieve expected – measures put into place for those who aren't.	All pupils achieving expected on Mock test	All pupils in intervention make expected progress and achieve Y6 expected.	<p>Pupil data FP</p> <p>Termly report to governors</p> <p>JB to set up Interventions /lunchtime/after School clubs</p> <p>JB to monitor mentor scheme</p>
To improve whole school times table knowledge through our subscription to 'Times table Rockstars'	<p>Children will use TT rock stars as starters or when they have finished their work early in Maths. Teachers will encourage healthy competition between pupils as they do head to head challenges – all teachers.</p> <p>KS2 will do TT rockstars baseline test in September – EC.</p>	<p>EC to have 10 mins staff meeting time to discuss use.</p> <p>All class teachers to show and encourage children.</p> <p>Subscription cost</p>	<p>All pupils to have access to TT rockstars.</p> <p>Ks2 pupils to do a TT rockstars baseline.</p>	<p>All pupils to be regularly accessing TT rockstars.</p> <p>EC to analyse termly data.</p>	Evaluation of impact of TT rockstars.	<p>Times table fluency will improve throughout school. When children repeat baseline test their scores will have improved.</p>

<p>To ensure full NC coverage in maths.</p>	<p>Coverage map given to each year group to ensure the basics of number, place value and calculation are covered in the first instance. -EC</p> <p>All teachers have pocket national curriculums to refer to – ensuring the correct NC objectives are taught to the appropriate year group. – FP</p> <p>Expectations for maths document given out in September to ensure consistency in teaching, marking, working walls etc across the school.- FP</p> <p>Regular opportunities to share good practice across the trust. - FP</p>	<p>Pocket National Curriculums Staff meeting to go through expectations – EC</p>	<p>All teachers to focus on teaching number and place value in the first term.</p> <p>Learning walk to show the focus throughout the school is consistent.</p>	<p>Teachers to continue to work through the NC objectives ensuring that the majority have mastered them before moving on.</p>	<p>Teachers to have completed their yearly maths overviews to show the gaps in coverage ready to hand over to the next teacher.</p>	<p>EC and SLT to monitor coverage through drop ins, typicality week and book looks.</p> <p>FP to ensure joint planning and assessment opportunities across the trust are available to all teachers.</p>
<p>To ensure quality first teaching is delivered in English sessions.</p> <p>To ensure accurate teacher assessment judgements in writing.</p>	<p>Shared planning across the trust.- all teachers</p> <p>Each year group teacher has a buddy back at BH who they will meet regularly for support – all teachers to ensure they communicate with their buddy.</p> <p>Joint moderation between year groups on a termly basis- FP</p> <p>DF will have access to English writing training through SC SLE at BH.</p>	<p>Staff meeting time for moderation.</p> <p>Regular release time for teachers to liaise with their team back at BH.</p>	<p>Staff will be using but adapting BH English planning.</p> <p>Teachers from both schools will have had the opportunity to meet each other for support – ideally this to include some team teaching/informal observations/learning walks at BH.</p>	<p>Joint trust moderation x2</p>	<p>Joint trust moderation x3</p> <p>Teachers will be more secure with their judgements.</p>	<p>FP/HV to check planning regularly on p drive.</p> <p>Monitoring via seesaw.</p> <p>Drop ins</p> <p>Book looks</p> <p>CEO termly learning walks.</p>

<p>To raise achievement of pupils across EYFS to be in line with age related expectations.</p> <p>To ensure pupil's make accelerated progress across the 'Good Level of Development' Areas of Learning:</p> <p>Personal, Social and Emotional Development. Communication and Language Physical Development Literacy Mathematics</p> <p>Clear tools used to accurately assess pupils' attainment against The Early Years Outcomes.</p>	<p>Collect and analysis termly data across Nursery and Reception</p> <p>Support from Joan Haines (Achievement for All) to externally critique analysis and support termly action planning.</p> <p>Yearly overview implemented with monthly breakdown of assessments and monitoring arrangements across Nursery and Reception.</p> <p>Assessment wallets introduced to provide teachers with assessment tools in order to inform summative judgements.</p> <p>Class teachers to complete termly 'Gap Strength Analysis' on their class to ensure they provide an environment based on assessment.</p>	<p>Yearly subscription to Tapestry.</p> <p>Assessment wallets for all Nursery and Reception pupils £60</p>	<p>Nursery cohort groups set up on Tapestry to track different intakes with a focus on the raising three's.</p> <p>Staff confident at using assessment wallets to completed formative assessments to secure teacher assessment judgements.</p> <p>Progress data for Autumn term shared with teachers so planning and provision can be adapted accordingly.</p> <p>Classroom environments and provision changed to reflect assessments of pupils.</p>	<p>Progress data for Spring term shared with teachers so planning and provision can be adapted accordingly.</p> <p>Classroom environments and provision changed to reflect assessments of pupils.</p>	<p>End of year data submitted to LA.</p> <p>Analysis of pupils' attainment being in line with national.</p> <p>Progress of all pupils including those that are disadvantaged (Pupil Premium children) being accelerated in PSED, CL, PD, L and M.</p>	<p>(Refer to assessment schedule for further details)</p> <p>Termly Pupil progress meetings Data collection – HV Informal team meetings to review planning and provision – HV</p> <p>'Achievement for All' coach in school termly to support EYFS Manager – JH</p> <p>End of Nursery outcomes EYFSP outcomes in line with National.</p>
<p>EYFS: To effectively record pupils' progress and attainment using a range of methods.</p>	<p>To use online learning journey system; Tapestry to record and monitor pupil progress</p> <p>To use writing journeys to effectively record and monitor progress in Writing.</p> <p>Improved staff knowledge of the Early Years outcomes. Highly skilled support staff in levelling and setting next steps for pupils. Targeting areas for development across FS</p>	<p>Ensure record keeping is up to date – HF, MD, support staff across EYFS.</p> <p>Staff training on expectations for observational evidence and work recorded in books.</p>	<p>Staff effectively contributing to pupil learning journeys. Expectations shared in September and implemented across the first term – HV.</p> <p>All staff contributing to writing journey's</p> <p>Progress across term evident from Typicality</p>	<p>Staff trained on writing next steps for observational evidence – HV.</p> <p>Rapid progress evident from Typicality.</p> <p>Evidence shared with trust school BH and externally for moderation purposes.</p>	<p>Accurate Summative assessments made from evidence.</p> <p>Assessments shared with Year 1 team in preparation for submission of data and transition to Year 1. Likewise Nursery moving to Reception.</p>	<p>Termly typicality week – HV Informal weekly checks on Tapestry – HV</p> <p>Book securities – HV/FP</p> <p>Moderation of observations as part of staff meetings, discussions across year group teams.</p>

<p>To identify pupils' in EYFS with developmental concerns early and interventions put in place to support good progress.</p> <p>To track SEN pupils' attainment using the small steps 'Derbyshire Tracking' system. (Simplified tracking system linked to 'Early Years Outcomes' that can be shared or carried out with parents)</p>	<p>To baseline and track pupils with significant SEN needs on the tracker to provide small steps for attainment and continue to make termly assessments on pupil progress to support target setting.</p> <p>To share the Derbyshire Tracking steps/next steps with parents in review meetings.</p> <p>Enable teachers and support staff to track progress within the age bands and set suitable SMART targets for pupils on the SEND register.</p> <p>Tracker to be shared with external professionals who use it in the local authority – (SALT, EYST, Health visitors).</p>	<p>Lead Nursery practitioner (HF) to have Derbyshire Tracker training in order to carry out accurate assessments of SEND pupils. £25</p> <p>(Autumn Term)</p>	<p>New admissions to Nursery and Reception baselines completed. Pupils working well below age related expectations flagged up and referred to external agencies as appropriate.</p> <p>DT assessments completed and shared with parents to aid target setting.</p>	<p>Targets and progress reviewed termly in line with cohort assessments.</p>	<p>Targets and progress reviewed termly in line with cohort assessments</p>	<p>Termly assessments to be inputted by class teachers.</p> <p>Derbyshire Trackers to be monitored as part of SEND file scrutiny – JB</p> <p>Monitoring of progress towards individual targets by external professionals.</p>
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PRIORITY 2: QUALITY OF TEACHING AND LEARNING

WHAT WILL SUCCESS LOOK LIKE:

All teaching is consistently meeting the expectations outlined

All teaching is good across the curriculum

Teaching Assistants are effectively deployed and effectively supporting pupil progress

Early career stage teachers are supported

Objectives	Actions and Personnel	Resources	Milestone 1 December 2018	Milestone 2 April 2019	Milestone 3 July 2019	Monitoring and Evaluation
To develop a monitoring and evaluation schedule/timetable for teaching and learning.	Yearly calendar broken down into terms to show monitoring and evaluation that will be carried out by SLT across the year- SLT.	Yearly calendar printed and distributed to all staff.	Aututmn term calendar given to all staff. Drop ins, book looks, lesson observations to show the quality of teaching and learning at DF is improving.	Spring term calendar given to all staff. Drop ins, book looks, lesson observations to show the quality of teaching and learning at DF is improving.	Summer term calendar given to all staff. Drop ins, book looks, lesson observations to show the quality of teaching and learning at DF is improving.	SLT and key leaders are able to confidently talk about teaching and learning at DF and have evidence to back this up.
Create a new maths calculation policy.	Staff meeting to share the policy with staff - EC Posters created to show calculations for each key stage clearly in school – EC.	EC	Draft policy given to staff for approval.	Policy agree and used within teaching of calculation. Books looks to show the policy is being adhered to.	Consistent and correct approach to calculation across the school.	EC to monitor regularly with the support of SLT through the use of book looks. SLT to monitor when carrying out lesson observations or drop ins.
To improve the technical teaching of mathematics across the school.	Coordinator to create and share in staff meeting an aide memoir and list of key vocab along with the calculations policy to ensure the correct teaching of concepts. – EC EYFS Action planning placing a focus on daily teaching of maths and mathematical opportunities throughout	Staff meeting time EC release time	Key vocab list to have been given out and shared with staff. Learning walk by EC and BJ to show correct and consistent teaching of place value and calculation across the school.	Book looks and lesson observations to show evidence of key concepts and mathematical vocab being taught correctly.	Book looks and lesson observations to show evidence of key concepts and mathematical vocab being taught correctly.	SLT to carry out termly maths scrutiny Learning walks

	provision - HV					
To improve pupils' mathematical problem solving skills	<p>Word Problem of the Week to run in each class from 1-6 and be visible on the maths WW. – all teachers</p> <p>Puzzle lunchtime/after school club for ks1 and 2 – EC</p> <p>Themed days with a focus on resilience and keeping going – some will have a maths/problem solving focus. – EC</p> <p>Use of Testbase as a resource to find mathematical problems directly from past papers.</p> <p>Use of WRMH for problem solving resources.</p>	<p>Resources for puzzles clubs - £100</p> <p>Testbase £240</p>	<p>Puzzle clubs set up and running.</p> <p>At least one problem solving theme day to have been held.</p>	<p>Ability to problem solve within maths lessons or test situations to have increased across the school.</p> <p>Test scores to have improved.</p>	<p>Ability to problem solve within maths lessons or test situations to have increased across the school.</p> <p>Test scores to have improved.</p> <p>End of year data to show improvement.</p>	<p>EC to monitor use of wpow through informal drop ins.</p> <p>EC/BJ/FP to monitor use of word problems through book looks.</p>
To ensure all teaching across the curriculum is at least good and in line with the expectations set out by SLT.	<p>All teachers at DF to have a teacher 'buddy' at BH to observe practice to support them improve their practice. – all teachers</p> <p>Joint planning sessions in year groups across the trust. – all teachers</p> <p>Staff to swap within DF - classes across key stages to gain experience of teaching in other year groups- once a term. Staff meeting time to be allocated to plan for this swap.- FP</p>	<p>Staff meeting time</p> <p>Release time to cover classes</p>	<p>Triangulation of evidence shows progress</p>	<p>Triangulation of evidence shows increased evidence of outstanding teaching</p> <p>School judgements verified by external monitoring</p> <p>All teachers on track to meet their PM targets and receive pay award</p>	<p>Pupil outcomes are at least good, with some outstanding</p> <p>All teachers meet their targets and receive pay awards</p>	<p>Triangulation of lesson observations/pupil outcomes and progress in books shows that teaching is good/outstanding</p>

<p>To develop the skills of Teaching Assistants and Support Assistants through high quality bespoke training</p>	<p>Bespoke training will be rolled out across the year focussing on developing the role of the TA within the classroom to maximise learning.</p> <p>TAs to observe year group TAs at BH to have good practice modelled to them.</p> <p>TA Staff Swap at DF</p>	<p>FP/HV to plan a programme of training term by term.</p> <p>FP to organise for each TA across the first half term to observe good practice at BH.</p>	<p>Programme of training for the year established through consultation with TAs and teachers.</p> <p>TAs trained in teaching of reading comprehension</p>	<p>TAs trained in providing effective feedback to move pupils along with their learning.</p>	<p>highly effective quality first teaching prioritised alongside tightly targeted interventions in order that children do not fall behind</p> <p>Teaching assistants will be well trained/developed in relation to the roles that they are required to fulfil.</p> <p>Teaching assistants will be able to describe their impact on pupil progress</p>	<p>SLT to monitor through</p> <p>Performance Management files Lesson observations Book looks</p>
<p>To embed the use of Seesaw as a tool to promote teaching and learning</p>	<p>Teachers post questions/challenges for children to respond to.</p> <p>Homework to be set through this App.</p> <p>Teachers to encourage pupils to put children's work on Seesaw to show parents</p>	<p>Seesaw App</p>	<p>70% of parents in Y1-6 have downloaded the App</p> <p>All year group have posted questions/challenges at least once a week</p>	<p>80% of teachers are using Seesaw App to set homework and set challenging questions</p> <p>Teachers are using Seesaw as an evidence base to demonstrate the teaching and learning in their class.</p>	<p>Seesaw APP used by all teachers to set homework and as a tool to support teaching and learning in the classroom</p> <p>Majority of parents have used the App</p> <p>When evaluating teaching and learning across the school, Seesaw is a key database of evidence.</p>	<p>SLT to monitor through pupil work scrutiny</p>
<p>To write a new assessment policy combining the summative assessment procedures with the holistic formative assessment approach.</p>	<p>Policy to be shared and discussed with all staff- agreed and amended where necessary- FP</p> <p>Policy to be presented to governors to ensure that they all have a sound knowledge of what teaching, learning and assessment looks like at our school. – FP</p> <p>Any new members of staff are to be given the policy as part of</p>	<p>FP/HV</p>	<p>Draft policy given to staff</p> <p>Policy then amended</p>	<p>Assessment policy agreed by Governors</p> <p>Clear information on how assessment is carried out at Beech Hill</p>	<p>All stakeholders are fully aware of the way we assess at Dean Field school including any new members of staff</p>	<p>Policy completed and monitored throughout the academic year.</p>

	induction.- DE					
<p>To ensure our early career stage teachers are supported thoroughly with regards to teaching and learning.</p>	<p>Bid to the DfE for funding to support early career stage teachers – FP.</p> <p>Ensure ECST receive additional release time to allow them to plan and assess, visit BH, observe teachers across the trust and receive the support they need- SLT</p> <p>Ensure all ECST have a teaching and learning buddy in their year group at BH to support them – SLT</p> <p>Ensure all ECST have a subject management buddy to support them in their new subject manager role – SLT</p>	<p>Release time for ECST. (funded through DfE bid)</p>	<p>Questionnaire to highlight what support each ECST feels they need.</p> <p>ECST to have met their teaching and learning/subject manager buddy at least once during the Autumn term.</p> <p>Plan in place for the support the ECST will receive during the spring term.</p>	<p>ECST to continue to have regular interactions with their support buddy at BH.</p> <p>Plan in place for the support the ECST will receive during the summer term.</p>	<p>Evaluation of the support to show the impact it has had on the ECST and teaching and learning/subject management.</p>	<p>FP to ensure questionnaires are carried out at the beginning and end of the year.</p> <p>SLT to ensure ECST receive regular support and face to face time with their buddy.</p>

PRIORITY 3: THE CURRICULUM

WHAT WILL SUCCESS LOOK LIKE:

Dean Field has an exciting and engaging creative curriculum that meets the needs of all its pupils

Cross curricular links are made to the core subjects

The curriculum is broad and balanced and has been enriched with a wide range of enrichment activities

We are beginning to develop accurate and purposeful assessment across the foundation subjects

Objectives	Actions and Personnel	Resources	Milestone 1 December 2018	Milestone 2 April 2019	Milestone 3 July 2019	Monitoring and Evaluation
To ensure high quality, engaging topic lessons are taught throughout school that cover the national curriculum for each key stage.	Shared planning with BH – all teachers. Yearly overview and topic webs created for teachers to plan from – HM – these will also ensure the correct coverage.	Time for teachers to plan Time for teachers to liaise with colleagues at BH	All teachers to use their topic grids to plan high quality curriculum lessons tailored to the needs of their class.	Report to governors on progress within the creative curriculum- HM	Triangulation of lessons, pupil work to show good/outstanding teaching and learning across the creative curriculum	Planning checked on the shared drive regularly – SLT Books looks, drop ins, observations used throughout the year to monitor – HM/SLT
To ensure our pupils are exposed to as many cross curricular links as possible.	Wherever possible teachers to consciously create meaningful links across the curriculum specifically linked to English and Maths.- all teachers Provide pupils with opportunities to consolidate their learning and further develop mastery skills. – all teachers	Time for purposeful planning.	Topic webs to show a well thought out and balanced curriculum.	Book looks and observations show clear link to English and Maths within foundation subjects.	Improvement in English and Maths results.	HM to ensure topic webs link to the core subjects. SLT and the T&L Team to carry out monitoring throughout the year.
To ensure our school drivers are planned for effectively throughout curriculum topics.	Drivers to be evident in planning and in classrooms on the curriculum display boards – all class teachers. Pupils to be able to speak about the drivers and what they mean to them.	Release time for HM to monitor use of drivers.	Learning walks and book looks to show use of drivers throughout school.	Pupils to be able to talk about the drivers and what they mean to them.	Use of drivers to be embedded across school.	HM/SLT to monitor use of drivers throughout the year via our monitoring and evaluation schedule.
To consolidate the use of mathematics across the curriculum	Develop planning sheets to include mathematics in topic planning – particular focus on data handling and statistics – EC Develop outdoor	Staff meeting time	Work scrutiny in December-EC	Typicality focus on Maths across the curriculum	All year groups are able to evidence mathematics across all areas of the curriculum	Topic planning in all year groups Topic/science books – EC/SLT

	provision/playground to encourage teaching of maths – EC					
To establish of a framework for monitoring progress in the foundation subjects	<p>Explore the use of TT to assess the foundation subjects – FP/HM</p> <p>Monitor progress through- learning walks, pupil interviews, planning and work scrutinies – SLT/HM</p> <p>All coordinators to produce Action plans in Autumn Term to show how the subject will be moved forward (To become appendices to SIP) – all teachers</p>	<p>Staff meeting time</p> <p>Release time for HM</p> <p>Release time for subject managers.</p>	<p>All subject manager action plans completed – September and reviewed in December.</p>	<p>Explore the use of TT to assess the foundation subjects.</p> <p>Seesaw to be used as a database to hold progress and teacher assessment data for the foundation subjects</p>	<p>TT or paper based alternative used to assess the foundation subjects.</p> <p>Seesaw used as a teacher assessment tool to show progress.</p>	<p>Progress monitored termly through learning walks, observations and book looks – FP/HM</p> <p>Data from TT to be monitored termly – SLT.</p>
To gain the Arts Mark Bronze Award in recognition of excellence in Art across school life.	<p>MD to attend Artsmark Development Day</p> <p>MD to share criteria of Award with teachers in staff meeting</p> <p>Year groups to plan to meet criteria and provide existing evidence of Arts coverage across school life – all teachers.</p> <p>Arts Team to create action plan for ensure coverage of the principles at Bronze level – LB/MD.</p> <p>Arts Team across the trust to work together to compile portfolio of evidence. – LB/MD</p>	<p>Resources</p> <p>Training course</p> <p>Staff meeting time</p> <p>MD release time</p>	<p>Complete self-assessment tool for achieving Artsmark</p> <p>Identify areas to cover to achieve Bronze award</p> <p>Action plan completed</p>	<p>Arts Team beginning to compile a portfolio of evidence against success criteria of award</p>	<p>Completion of portfolio ready for submission</p>	<p>Evidence compiled to meet success criteria for award</p>

Priority 4: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

WHAT WILL SUCCESS LOOK LIKE:

Pupils across the school demonstrate high standards of learning behaviour

Children are able to show enjoyment, resilience, effort and confidence in applying skills to unfamiliar contexts in tackling challenges and solving problems

Our school council is meaningfully involved in school improvement – children demonstrate strong team work, leadership and an understanding of democracy.

Objectives	Actions and Personnel	Resources	Milestone 1 December 2017	Milestone 2 April 2018	Milestone 3 July 2018	Monitoring
To continue to use the Forest School provision at BH along with outdoor learning opportunities at DF to impact on the behaviour and learning strategies for our vulnerable children.	<p>Key pupils identified to access forest school provision – NA/LS</p> <p>On-going detailed assessments of individuals to be carried out and updated on edukey at the end of each term. - NA</p> <p>Identified difficulties of pupils to be shared with class teachers to inform strategies in class.- NA/LS</p> <p>Tailored approaches to be offered on an as and when needed basis. – NA/LS</p>	Resources/consumables for outdoor learning - £1000	Small group of identified pupils to access the FS provision at BH.	Development of outdoor learning and our outdoor space at DF.	<p>Outdoor provision utilisation plan in place – budget permitting plans in place and developments being made.</p> <p>FS provision used regularly at BH for our most vulnerable pupils.</p>	<p>Forest School portfolio</p> <p>Year group planning showing evidence of Forest School</p>
To monitor the behaviour system introduced summer term 2018 to ensure consistency across school.	<p>SLT and Inclusion mentor to devise behaviour toolkit to support teachers with managing behaviour for all children including those who are persistently on amber or red. SLT/LS</p> <p>Referrals to learning mentor for pupils who can't access</p>	Staff meeting time Assembly time to share with pupils	<p>Assess effectiveness of new system/flowchart and amend flow chart</p> <p>Parents to be reminded of the behaviour system via parent information leaflets/newsetters/ Seesaw and</p>	Reduction in children on amber and red	<p>More pupils taking part in end of year merit treat</p> <p>Staff questionnaire shows staff feel behaviour across the school has improved and has been maintained</p> <p>Fewer pupils on amber and red</p>	Behaviour tracker

	behaviour steps or to deal with low level behaviour. - LS Individual Behaviour Plans to be used for pupils who it is deemed the behaviour steps are not working. - LS		information sessions			
To use the Boxall Profile to help identify and monitor children with behavioural and emotional difficulties	Identify pupils who have struggled to maintain behaviour within the current behaviour system -Sept 2018 – LS/NA Initial assessment to be completed and then redone at the end of each term. - NA Interventions to be used based on the outcome of the Boxall Profile – NA/teachers Nic Attwood to support in use of Boxall Profile	Nic Attwood to support in use of Boxall Profile. teachers to be trained in the use of the Boxall Profile.	Target pupils identified and assessed Individual Behaviour Plans in place for these pupils Meeting with parents held Target pupils showing improvements in behaviour	Behaviour incidents involving identified pupils In the classroom and playground are reduced	Some or all of target pupils gain a merit badge and take part in a merit treat Completed assessment at the end of the year show improvement	Behaviour tracker
To promote positive behaviour across the school	Use of Seesaw to post praise and positive messages to share with parents – teachers/TAs Send texts/notes home to reward pupils – teachers/TAs teachers to devise own weekly reward in replacement of smiles Continue with end of term rewards such as party outside/bowling/gaming bus etc Gold book used to promote positive behaviour – all teachers/SLT	Stickers - £100 Rewards -£1000	Teachers in all year groups are sending notes/texts/posting on Seesaw to praise and reward pupils End of term treat planned to reward good behaviour	DFGT – Only pupils with good behaviour take part.	More pupils compared to July 2018 take part in merit treat	Pupil/staff questionnaires show improvement
To improve behaviour across lunchtimes.	Zoned areas of playground to ensure safe play takes place. – DE/HV Appoint Play leader to improve	playground equipment Play Leaders salary	Plans drawn and playground equipment chosen in consultation with School Council	Bid for playground equipment in place Playleader and	Reduction in behaviour issues at lunchtime Lunchtimes well organised and	Lunchtime provision monitoring Behaviour monitoring records showing decrease of

	<p>the range of activities in the playground at lunchtime provision by midday supervisors - DE</p> <p>Common room for Y6 children supervised by Y6 support staff? - JB</p> <p>Pupils with social and emotional difficulties targeted by Learning mentor team – LS/NA</p> <p>Clubs offered over lunchtime e.g reading club, colouring club and ICT – FP</p>		<p>Playleader in place</p> <p>Range of other activities to keep children busy throughout lunchtime</p> <p>Speaker set up so music can be played and announcements can be made</p>	<p>midday supervisors engage pupils in range of activities</p>	<p>managed by lead midday supervisor/Play leaders</p>	<p>incidents at lunchtime.</p>
<p>To continue to ensure attendance is at least 96%</p> <p>To reduce the number of children who are persistently late</p>	<p>First day call</p> <p>Home visits</p> <p>Attendance discussed in all year group meetings</p> <p>nurse/other agencies</p> <p>Clearer procedures for term time holidays sent out at beginning of term</p> <p>Target specific children through interventions</p> <p>Weekly monitoring of absence (September 2018)</p> <p>Sending out warning letters and asking parents to attend</p> <p>Attendance panel with Head/Deputy/Inclusion Manager</p> <p>Targets set at Attendance panel and if targets not met referral to EWO.</p> <p>Referrals made to EWO for persistent lateness</p> <p>Fines for extreme cases of</p>	<p>Rewards: £1000</p>	<p>Attendance for target pupils showing improvement</p>	<p>School attendance on track to be in line with national average</p>	<p>Overall attendance is in line/above the national average</p> <p>% of PA is lower than last year</p> <p>Improved attendance for target pupils</p>	<p>Termly reports to governors</p> <p>FP to monitor whole school attendance</p> <p>Tracking folder</p> <p>Attendance file showing referrals/fines</p>

	<p>P.A/failure to adhere to school policies (90% or below)</p> <p>Assemblies to promote the importance of attendance and impact on learning</p> <p>Rewards class and individual</p> <p>Further raise focus on attendance, through regular communication with parents and carers via newsletter, general letters on concerned areas. (lates, holidays during term time etc)</p> <p>FP/LS</p>					
To continue to ensure pupils can keep themselves safe using social media and internet safety	<p>Deliver workshops/assembly on internet safety and 'cyber bullying' AH</p> <p>Regular information sent out to parents via newsletter/Seesaw. AH/LS</p> <p>Parents workshop as part of Parents week –LS/AH</p>	Resources -£200	Pupil survey in Nov 2018	<p>Pupils will know how to keep themselves safe online</p> <p>Pupils will know how to get help if they need it in relation to online behaviour</p>	<p>Pupils will know how to keep themselves safe online</p> <p>Pupils will know how to get help if they need it in relation to online behaviour</p> <p>Staff and parents will feel more empowered to support and help children in keeping safe online</p>	<p>Termly report to governors</p> <p>Evidence file including newsletter messages/letters</p> <p>Pupil survey</p>
Pupils continue to contribute to school life and promote pupil voice	<p>Whole school election for school council - HV</p> <p>School council involved in SIP priorities - HV</p> <p>Pupil surveys carried out throughout the year - HV</p> <p>School council involved in planning whole school events - HV</p>	School council budget -£300	Pupil questionnaires completed and action plan drawn on what we could improve in school	Actions carried out in areas identified by school council	Pupil voice contributes to school life	Pupil questionnaires

Priority 5: LEADERSHIP AND MANAGEMENT

WHAT SUCCESS WILL LOOK LIKE:

The school has a strong leadership team which includes support across the trust

Parents are well engaged with the school and support their child's learning

Governors continue to challenge school leaders and hold them to account

Staff have a healthy work life balance

Objectives	Actions and Personnel	Resources	Milestone 1 December 2017	Milestone 2 April 2018	Milestone 3 July 2018	Monitoring and Evaluation
To continue to encourage parents to be more involved and more willing to feedback on what is happening on school	<p>Regular workshops for parents to increase curriculum knowledge – e.g calculations in year groups (Subject managers) – SLT</p> <p>Regular calendar of events throughout the year where parents can informally come into school – HV</p> <p>Inclusion Manager and Learning Mentor available at beginning and end of day. LS/NA</p> <p>FS/Whole school parental involvement action plan HV</p> <p>Termly Parents' Forums – FP</p> <p>Behaviour support sessions for parents LS</p> <p>Weekly coffee morning where parents meet and discuss issues - LS</p>	Rewards/Events budget - £1000	<p>90% parents on Seesaw.</p> <p>50% parents on Seesaw regularly engaging</p>	<p>Regular turn out at coffee mornings and key events throughout the year.</p> <p>Parents engaged on Seesaw.</p>	<p>Parents are contributing to the SIP.</p> <p>All parents feel welcome at Dean Field</p> <p>Increased attendance at events.</p>	<p>Parents survey</p> <p>Programme of events</p> <p>Evaluation of Foundation Stage parental involvement</p> <p>Questionnaires given to gather feedback from parents after events/meetings/workshops - HV</p> <p>HV to monitor this and engagement of these families</p>

To engage parents in childrens' learning through the use of Seesaw	<p>Target parents in playground to support them with uploading the app - NA</p> <p>IT coordinator to draw up and share SEESAW expectations with parents/pupils/staff – BJ/AH</p> <p>SLT to monitor team's use of Seesaw to ensure consistency across the year group accounts</p> <p>Year groups to post homework questions on Seesaw regularly</p> <p>FP to be allocated as member on all year groups accounts so she is able to comment on work posted.</p>	80-90% Of parents have access to Seesaw via the app All year groups have shared work on Seesaw	<p>Most parents across KS1/2 are accessing and using Seesaw.</p> <p>All year groups are posting homework questions on Seesaw</p>	<p>Governors for each year group to be on Seesaw and commenting on pupil work.</p> <p>Increase in engagement on Seesaw/Early Essence.</p>	<p>Seesaw is an integral part of daily communication between home and school.</p> <p>Seesaw has had a positive impact on school life.</p>	SLT to monitor throughout the year using Seesaw stats and parental questionnaires.
To continue to ensure Governors are equipped with the skills and knowledge of the school to provide rigorous challenge to the leadership team	<ul style="list-style-type: none"> • Gobs invited to attend events in school – all teachers • All classes to have a class governor poster up in their room – all teachers • Gobs meeting with managers and involved in enquiry walks – SLT • Governors to submit 	<p>To send out calendar of events ½ termly</p> <p>Termly update at Gobs meeting-Chair/Headteacher</p>	All classes have engaged with their class governor once this term.	Governors are involved in school and are beginning to ask challenging questions and hold leaders to account.	Governors are fully involved in school and are able to ask challenging questions and hold leaders to account.	

	<p>feedback to the chair and headteacher after each visit</p> <ul style="list-style-type: none"> • Governor file to be created to show evidence of their impact on school. – FP 					
<p>To continue to promote staff wellbeing through achieving an appropriate work life balance</p>	<p>PPA can be taken at home</p> <p>Regular staff events such as appreciation week, staff Barbeque, Flu Jabs, Relaxation techniques</p> <p>Subsidised meals</p> <p>Access to learning/CPD across the trust</p> <p>Joint planning/shared resources across the trust</p> <p>Staff given paid religious holidays</p> <p>Onsite HR support – JL</p> <p>Free Refreshments and biscuits</p> <p>Staff given additional release time by SLT to ensure work-life balance</p> <p>Staff wellbeing champion appointed– FR</p> <p>Wellbeing board in staffroom</p> <p>Supervision meetings carried out for all EYFS staff – HV</p> <p>Introduction of mindfulness sessions for staff to access – JL</p>	<p>Cost of subsidising schools meals.</p> <p>Cost of refreshments.</p>	<p>Monitoring and maintaining of wellbeing.</p> <p>Improvement of staff wellbeing.</p>	<p>Monitoring and maintaining of wellbeing.</p> <p>Improvement of staff wellbeing.</p>	<p>Improved staff wellbeing – questionnaire to be completed summer 2018</p> <p>Better and more effective communication through use of WHATSAPP/email</p>	<p>SLT to monitor termly.</p> <p>Termly supervision meetings for EYFS staff – HV</p>