TRIMLEY ST. MARTIN

Rolling School Development Plan

Trimley St Martin Primary School
Sept 2023

School Development Plan 2023 – 2024

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Key Areas for Development – September 2023

	Area for development	How are we going to do it?
Quality of Education and Leadership & Management	1. To develop and maintain clearly defined roles and responsibilities across SLT and Phase Leaders to improve quality of teaching and learning. **1st YR**	To continue to develop the school's SLT and Phase Leaders, while making leadership sustainable and effective: To ensure all leaders have a clear understanding about teaching & learning and progress across the school and their role in school improvement: ▪ Ensure SLT & Phase Leaders have dedicated research and monitoring time to allow for effective monitoring of the intent, implementation and impact progress across the school ▪ SLT & Phase Leaders to continue to maintain a support system of team teaching and coaching of staff to ensure Quality First Teaching across all subjects in order to sustain best practice of our extended leadership team and ensure supported accountability ▪ SLT & Phase Leaders to revisit/check subject intents and ensure class teachers are working toward them using subject progression documents ▪ Work with subject leads/class teachers and progression grids for every subject in the curriculum ▪ SLT to have written a robust Development Plan that sets clear aims and objectives, how these will be achieved and the intended outcomes. ▪ Development plan shared, discussed and approved by all staff ▪ SLT to have written a robust "SEF" highlighting strengths and areas of development and shared, discussed and approved by all staff ▪ Class teachers, support staff and subject leads have clear understanding of the three I's of each subject ▪ SLT/Phase Leaders to have clear plan/agenda and minuted meetings to lead school improvement ▪ Phase Leaders will ensure the curriculum enables memorable learning for all pupils with clear outcomes ▪ Phase Leaders will ensure the intent and implication of the curriculum is shared and consistent across the school ▪ Phase Leaders to monitor impact / pupil progress using evidence within books & Target Tracker and talking to the children ▪ Monitoring of the teaching and standards in these areas is developed further ▪ SLT and Phase Leaders are aware of pupils who are disadvantaged in some way and support teachers with planning lessons and obtaining or making resources to ensure rapid progress ▪ Class teachers & Phase Leaders are fully accountable for teaching/learning & progress in every class ▪ SLT and Phase Leaders will monitor pupil data / pupil progress and identify weaknesses in quality of teaching / low teacher expectation ▪ Continue formal training strategies: Leadership development opportunities are provided for middle and senior leaders (peer review experience, school visits, shadowing opportunities) through support and development framework/ appraisals ▪ The SLT and Phase Leaders will have clearly defined targets that are set out in their professional development meetings ▪ Increase opportunities for SLT and Phase Leaders to organise events/visits/reviews ▪ Ensure ECT mentor training and timely mentor meetings ▪ The Senior Leadership team and Phase Leaders will continually ask 'what is the impact for our children?' when asking staff to complete tasks across all areas of school.

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	2. To close the gaps and ensure the majority of pupils reach Age Related Expectations and to ensure identified pupils 'catch up' with their peers **3rd YR**	To continue to increase the progress and narrow the gap of identified pupils, including SEND and Pupil Premium and Boys by: ▪ A detailed Pupil Premium Strategy is in place to secure substantial improvement in diminishing the difference with progress and attainment of disadvantaged pupils ▪ To ensure all stakeholders have a clear understanding of the pathways and processes involved in identifying and supporting children with SEND in school ▪ Teachers working in partnership with the previous year group during transition discussions: what aspects of the curriculum were missed out and what should be prioritised for Autumn 1 ▪ AFL (Assessment for Learning) forms completed termly to identify any gaps in learning ▪ Teachers will follow a cycle of 'assess, plan, do, review' in English and Maths to continue to bring pupils back in line with the knowledge and skills required to follow the National Curriculum for their year group ▪ Same day/next day interventions are in place for pupils who have not made appropriate progress in lessons, especially PPG ▪ Teachers to lead targeted intervention in assembly slots ▪ Adopt and monitor evidence -based interventions to support Intervention TA lead in their small group and one -to -one instruction ▪ Ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them ▪ AHT and Year 3 teacher to attend and lead training on Metacognition ▪ Year 5 and Year 1 teachers to attend SEND training and disseminate training and good practice across the school ▪ English Lead to work with class teachers to audit class texts and writing opportunities to ensure the engagement of boys
	3. To further develop the school's curriculum, particularly in French, DT/Art, computing and Geography; ensuring strong connections across the curriculum, building on prior knowledge, sticky knowledge and cross curricular links, with a focus on high quality, purposeful texts, resources and 'tier 3' vocabulary **2YRs**	Increase the **consistency** of effective and consistently high teaching and raise achievement in foundation subjects and all year groups by: ▪ Ensuring the foundation curriculum is ambitious, broad, balanced and offers high quality teaching & learning experiences ▪ Whole school subject journey maps will show that the curriculum for each subject builds in difficulty and challenge through the key stages ▪ The Curriculum enables memorable learning for all pupils with clear outcomes ▪ The intent and implication of the curriculum is shared and consistent across the school ▪ Senior leaders to monitor impact / pupil progress using evidence within books & Target Tracker and talking to the children ▪ Monitoring of the teaching and standards in these areas is developed further ▪ Class teachers & middle leaders are fully accountable for teaching/learning & progress of subject areas ▪ Coaching from subject lead ensures increased teacher confidence in the teaching and planning ▪ Topics are given outcomes related to Loops of Learning ▪ SLT and subject leaders monitor pupil data / pupil progress and identify weaknesses in quality of teaching / low teacher expectation ▪ Ensuring children make at least good progress in all lessons ▪ Quality texts chosen to support topics. Tier 3 vocabulary drawn from the text ▪ For children to use tier 3 vocabulary when talking about their learning (informally) outside of the classroom, showing that their learning is deeper than surface level and is inspiring and engaging ▪ Displays in classroom focus around vocabulary and act as a working wall. ▪ For all children's rich specific vocabulary to be used across the curriculum, showing the depth of their understanding

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		- For their skill, knowledge and understanding, specifically in French, DT/Art, Computing and Geography, to be connected to their KS3 curriculum, preparing them for a smooth transition into secondary school - For children to be able to see the links between their learning and their everyday lives, inspiring and preparing them for future careers - For foundation subjects to be an opportunity to build, develop and deepen Reading, Writing and Maths skills - Improving the quality of the questions asked by teachers so that they consistently challenge pupils and check and deepen their understanding - Using assessment to plan tasks to match pupil's needs
	4. Further develop teaching and learning in writing in the Early Years, Key Stage 1 and Key Stage 2 3rd YR	To improve the quality of writing across the school so that more children are at Age Related Expectations (ARE) at the end of Reception, Year 2 and Year 6 and that more pupils make progress from their individual starting points by. - Update English policies - Ensure English policies and guidance followed - Update Marking and feedback policy - Ensure Marking and Feedback policy followed - Ensure high expectations across 'Writing' activities as part of English and phonic lessons - Whole school review of writing provision/teaching by English Lead - The Drawing Club are developed in Reception - Staff will have a series of (PDM) Professional Development Meetings to find out more about the EEF writing research. - Monitoring of writing sessions to ensure a consistent approach to 'Writing' and 'Extended Writing in KS 1' is taking place - English lead to monitor and support all staff in the use of "Extended" Writing across new academic year - Monitoring of progress in writing to be a focus at pupil progress meetings - Governor visit to update on progress made with writing across the school - Governor scrutiny of writing data by Pupil Progress Committee - Monitoring of writing with a particular focus on high quality writing opportunities - English lead to monitor and support all staff in the teaching of writing across new academic year
	5. To further develop the teaching and quality of reading across the school 2nd YR	Continue to promote and sustain our whole school ethos of reading for pleasure Vs reading for instruction to address gaps in learning and accelerate progress in reading by; - Ensure English policies followed - Ensure high expectations across 'reading' activities as part of English and phonic lessons - Whole school review of reading and guided reading provision/teaching by English Lead - Regular practice sessions and coaching sessions, with a particular focus on phonics for KS1 and guided reading for KS 2, led by English lead and Early Reading & Phonics Lead - Monitoring of phonics and guided reading sessions to ensure a consistent approach to 'reading' - Monitoring of progress in reading to be a focus at pupil progress meetings - Governor scrutiny of reading data by Pupil Progress Committee - Reading guidance for parents - Parental involvement through Reading afternoons - Maintain whole school ethos of reading for pleasure and embed as a culture within the school through 'training, doing and reviewing' (based on 'The Power of Reading for Pleasure' model– Teresa Cremin

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		- English Lead and Early Reading Lead to provide training and support using the research and strategies through "reading for Pleasure"- https://ourfp.org/ - Introduction of paired reading and book talk - All staff understand the importance of sharing their love of reading with the children. https://ourfp.org/finding/reading-teachers-teachers-who-read-and-readers-who-teach/ - All children have access to a wide range of home/school reading books that are not only challenging but match their correct reading ability; introduction of Accelerated Reader in KS2 - Continue to enhance reading areas in classrooms and across the school with texts and resources that are appropriate and engaging and are expressed through pupil voice - Ensure dedicated ERIC and story times are happening in every class
Behaviour & Attitudes	6. To ensure pupil attendance is above national and that persistent non-attenders attendance improves 1YR	To ensure school attendance is above national outcomes. Persistent non-attenders attendance is the same as the school average and above national averages; - Update school attendance policy - School complies with national legislation around school attendance - Appointment and training of school attendance officer - Timetabled monitoring of fortnightly and ½ termly attendance figures - School will support parents to understanding why good attendance is crucial and the impact of absence upon their child's learning and social well-being - Use newsletters, school blog, Seesaw and Tapestry to highlight attendance importance - Use PSHE lessons and assemblies to teach pupils the importance of school attendance - Where attendance is below expectation, appropriate steps will be taken and/or discussed with EWO - Parents will be offered support where appropriate in order to improve child's attendance including Early Help - Personalised targeted support for individual children - Use CPOMs to its full potential to monitor and support children and attendance - Attendance Officer to work with Pastoral Team to identify key processes to be followed consistently for pupils with attendance issues including SEMH, school refusal etc. - Use external companies to provide additional support
Personal Development	7. For pupils to be equipped with the skills, knowledge and understanding that society demands for their future lives 2nd YR	To provide pupils with the skills to enable them to become responsible, respectful, self-assured citizens, where they will understand, appreciate and respect differences in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities by; - Provide pupils with rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities which considerably strengthen the school's offer - To maintain and improve pupils' physical activity levels- Monitor uptake, ensuring that as many pupils as possible access at least one opportunity per week - Pupils engage with views, beliefs and opinions that are different from their own in considered ways - Develop pupils' emotional literacy, providing them with richer vocabulary to express their feelings - Ensure smooth transition processes for pupils to ensure they are ready for the next stage of learning, particularly year 1 - Continue to raise awareness of differences within the world and its people - Develop the range of clubs available to pupils

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		- Complete additional enrichment activities such as Young Voices, School Debates and plan these into the curriculum - Encourage visitors to school for 'aspiration' assemblies - Organise a 'Careers Awareness Workshop' - Develop the role of our School Ambassadors so they provide support for pupils with the whole of school life - Ensure PSHE and RE lessons are used to their maximum potential to develop discussions and debates - Invite visitors from different faiths to talk to the children

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Priority:	Main Aims / actions :
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Responsibility:		Monitoring:	
HT/SLT/	**HT, SLT**	☑ **Formal lesson observations, drop-in observations, learning walks, book scrutinies, planning scrutinies** ☑ **Assessment and progress data** ☑ **Pupil interviews / pupil perceptions**	

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PL/CT	/PL Gov	☑ Yearly and mid-year staff PDMs ☑ Timetabled and planned SLT and Phase Leader Meetings

Outcomes: What success will look like

- ✓ *Leadership Team is well established and is sharing the load of accountability for their area of school*
- ✓ *Phase Leaders will have engagement in a programme of support and coaching throughout the year*
- ✓ *There is a clear monitoring cycle in place supporting clear improvements in teaching & learning and progress across the school*

What?		Who?	When?	Cost?	☑
1.1	Key responsibilities will be redistributed and updated across the Senior Leadership Team and Phase Leaders as part of PD cycle	HT / SLT	Sept	Nil	
1.2	A robust school development plan and SEF written and approved by whole school community and used within monitoring cycle	Staff & Governors	Sept Throughout year	Nil	
1.3	Weekly SLT meeting with clear agenda and outcomes	SLT	Every Monday	Nil	
1.4	Timetabled Phase Leader meetings with Key stage staff	PL	Fortnightly		
1.5	Each member of staff has a programme of CPD for the year through performance management	SLT/PL/CT	Oct Throughout year	Cover costs	
1.6	Release time for phase leaders/subject leaders and SLT timetabled into "Quick Look" monitoring calendar	SLT/PL/CL/CT	Throughout year	Cover costs	
1.7	Planned monitoring and support for class teachers/support staff from phase leaders- planned within monitoring cycle	SLT/PL/CL/CT	Throughout year	Cover costs	
1.8	Phase Leaders will work with Subject Leaders to produce and monitor teaching and learning in foundation subjects using the "one page profile"	SLT/PL/CL	Throughout year	Cover costs	
1.9	Phase Leaders will review Attainment and Progress information from AP meeting between teachers and governors	SLT/PL/CT/Gov	Termly	Cover costs	
1.10	Phase Leaders will analyse ½ termly data and AFL and provide support and challenge where needed	SLT/PL/CT	½ termly	Cover costs	
1.11	Phase Leaders know which pupils need to make accelerated progress from starting points	SLT/PL	Sept-Throughout year	Nil	
1.12	ECT support through Unity is effective and fully compliant	ECT/PL/ Mentor	weekly	Cover costs	

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Success Measures		
Milestone 1 December 23	**Milestone 2** April 24	**Milestone 3** July 24
☐ Key responsibilities are redistributed and updated across the Senior Leadership Team and Phase Leaders as part of PD cycle	☐ Analysis of data, gaps in learning from Autumn Term completed for each year group by CT and Phase Led- actions taken	☐ Analysis of data, gaps in learning from Spring Term completed for each year group by CT and Phase Led- actions taken
☐ Governors clear about the roles of each member of the SLT and Phase Leaders	☐ Monitoring of teaching and learning highlights need for support/ coaching and timetabled into provision	☐ Monitoring of teaching and learning highlights need for support/ coaching and timetabled into provision
☐ Each member of staff has a programme of CPD for the year through performance management	☐ Phase Leaders analysed progression data and targeted support for pupils and/or teacher in place	Phase Leaders analysed progression data and targeted support for pupils and/or teacher in place
☐ CPD planned includes peer review experience, school visits, shadowing opportunities	☐ Phase leader support/coaching sees increase in confidence of teachers in own teaching	☐ Phase leader support/coaching sees increase in confidence of teachers in own teaching
☐ Intent, Implementation and Impact clearly reflected and updated in all policies and progression documents with support of Phase Leaders	☐ Phase leader support/coaching sees improvement in teaching and learning	☐ Phase leader support/coaching sees improvement in teaching and learning
☐ Weekly SLT meetings fully embedded into weekly timetable	☐ Children who did not achieve at least expected progress from Autumn term identified and focused on through intervention groups/targeted support	☐ Children who did not achieve at least expected progress from Autumn term identified and focused on through intervention groups/targeted support
☐ Phase Leader meetings fully embedded into fortnightly timetable	☐ % of children who make at least expected/rapid progress at this point is higher than last year	☐ % of children who make at least expected/rapid progress at this point is higher than last year
☐ Phase Leaders analysed progression data and targeted support for pupils and/or teacher in place	☐ Children who could achieve Greater Depth/make rapid progress identified and focused on through targeted support	☐ Children who could achieve Greater Depth/make rapid progress identified and focused on through targeted support
☐ School Development Plan being used by SLT/PL as part of monitoring plan and updated to reflect current position	☐ Termly feedback and report completed for ECT	☐ Termly feedback and report completed for ECT
☐ Termly feedback and report completed for ECT	☐	☐ Analysis of data, gaps in learning for Summer Term completed for each year group by CT and Phase

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				Led- SEF, SDP updated for 2024-2025 school improvement
⬜	% of children who make at least expected/rapid progress at this point is higher than last year	⬜		⬜	

Priority:	Main Aims / actions :
2. To close the gaps and ensure the majority of pupils reach Age Related Expectations and to ensure identified pupils 'catch up' with their peers t o h a	To continue to increase the progress and narrow the gap of identified pupils, including SEND and Pupil Premium and Boys by: ▪ A detailed Pupil Premium Strategy is in place to secure substantial improvement in diminishing the difference with progress and attainment of disadvantaged pupils ▪ To ensure all stakeholders have a clear understanding of the pathways and processes involved in identifying and supporting children with SEND in school ▪ Teachers working in partnership with the previous year group during transition discussions: what aspects of the curriculum were missed out and what should be prioritised for Autumn 1 ▪ AFL (Assessment for Learning) forms completed termly to identify any gaps in learning ▪ Teachers will follow a cycle of 'assess, plan, do, review' in English and Maths to continue to bring pupils back in line with the knowledge and skills required to follow the National Curriculum for their year group ▪ Same day/next day interventions are in place for pupils who have not made appropriate progress in lessons, especially PPG ▪ Teachers to lead targeted intervention in assembly slots ▪ Adopt and monitor evidence -based interventions to support Intervention TA lead in their small group and one -to -one instruction ▪ Ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them ▪ AHT and Year 3 teacher to attend and lead training on Metacognition ▪ Year 5 and Year 1 teachers to attend SEND training and disseminate training and good practice across the school ▪ English Lead to work with class teachers to audit class texts and writing opportunities to ensure the engagement of boys

Responsibility:	Monitoring:	
CT/Lit & Maths LD	HT/ SLT/ Gov	☑ **Formal lesson observations, drop-in observations, learning walks, book scrutinies, planning scrutinies** ☑ **Assessment & tracking data** ☑ **Discussion with the children**

Outcomes: What success will look like for pupils
✓ *Children will enter each new year group exactly where they should be for their age, therefore the need for catch up will be minimized* ✓ *Children will have a solid grasp of the key skills that they can apply to multiple different contexts and problems*

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What?		Who?	When?	Cost?	☑
2.1	Identify pupils using Target Tracking to identify individuals or groups needing intervention to close the gaps	HT/SEND LD	July/Oct/ Nov & ½ termly	Nil	
2.2	Targets set for identified pupils	HT/CT	Oct/Nov	Nil	
2.3	Half termly pupil progress meetings identify gaps in learning and solutions	CT/HT/Gov	½ Termly	Nil	
2.4	SEND leader to monitor progress and attainment of disadvantaged and vulnerable groups across the school	HT/SEND LD	From Sep onwards	Nil	
2.5	SEND leader holds half termly vulnerable learner meetings with class teachers to identify gaps/blocks in learning and ways to overcome these	CT/SEND LD/HT	From Sep onwards	Nil	
2.6	Whole school training to include and ensure a graduated approach to provision and quality first teaching	CT/SEND LD/HT	From Sep onwards	Nil	
2.7	Quality first teaching & learning using universal provision from graduated approach	CT	From Sep onwards	Nil	
2.8	Monitor provision in class for identified children, including SEND and PP pupils	HT/SLT/SEND LD	From Sep onwards	Nil	
2.8	SENDCO Action Plan & monitoring of teaching & learning	HT/SEND LD	From Sep onwards	Release time for SEND LD	
2.9	Intervention/catch-up groups looking to increase the number of children achieving **secure** by the end of the year use of Intervention TA and additional teacher in Y2 & Y6	CT	From Sep onwards	Catch-up Funding	
2.10	Intervention/catch-up looking to increase the number of children achieving **Greater depth** by the end of the year	CT	From Sep onwards	Catch-up Funding	
2.11	Disadvantaged focus link to key priorities- PP Strategy and Equalities Strategy				
2.11	Provision for boys a focus linked to key priorities- Maths/English "one page profile" and Equalities Strategy	HT/SEND LD	Sept-	Nil	

Success Measures

Milestone 1	Milestone 2	Milestone 3
December 23	April 24	July 24

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☐ Targets set for attainment and progress set in teacher's PD meetings	☐ Analysis of data, gaps in learning from Autumn Term/AFL action plan completed for each year group by CT and Eng/maths Led- actions taken	☐ Analysis of data, gaps in learning from Spring Term/AFL action plan completed for each year group by CT and Eng/maths Led- actions taken
☐ PP Strategy and Equalities Strategy shared with all staff	☐ Children who did not achieve at least expected progress from Autumn term identified and focused on through intervention groups	☐ Children who did not achieve at least expected progress from Spring term identified and focused on through intervention groups
☐ Transition meeting with previous teacher to pass on previous information including intervention targets/groups completed	☐ ½ termly Analysis of outcomes for boys and provision discussed with phase leaders and actions taken	½ termly Analysis of outcomes for boys, PP & SEND and provision discussed with phase leaders and actions taken
☐ Analysis of baseline of entry data, gaps in learning from previous year/data completed for each year group	☐ ½ termly Analysis of outcomes for PP and provision discussed with phase leaders and actions taken	☐ % of children at secure (+) at this point has narrowed the gap
☐ Children who not making expected progress from previous year identified and focused on through high quality teaching and class intervention	☐ ½ termly Analysis of outcomes and provision discussed with SENDCo and actions taken	☐ % of children at Greater Depth at this point has narrowed the gap
☐ ½ termly Analysis of outcomes completed for each vulnerable group in each year group	☐ Children who could achieve Greater Depth/make rapid progress identified and focused on through high quality teaching and class interventions	☐ % of children who make at least expected/rapid progress at this point is higher than previous term
☐ ½ termly Analysis of outcomes and provision discussed with SENDCo and actions taken	☐ PP Strategy and Equalities Strategy reviewed and actions taken	☐ % of children who make at least expected/rapid progress at this point is higher than previous term
Children who could achieve/make rapid progress identified and focused on through catch-up provision	☐ % of children who make at least expected/rapid progress at this point is higher than previous term and has narrowed the gap	☐ Analysis of data, gaps in learning from Summer Term completed for each year group by CT and Eng/maths Led and Phase Leaders ready for next year
☐ Improvement in provision for boys- audit of class text, writing opportunities shows greater engagement by boys	☐	☐ Analysis of outcomes and provision discussed with SENDCo and provisions planned for Sept
☐ % of children making rapid progress at this point is narrowing the gap from previous data	☐	☐ PP Strategy and Equalities Strategy reviewed and new properties set for Sept

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Priority:	Main Aims / actions :
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Responsibility:	Monitoring:	
HT/Subject Ld	**HT, SLT / Gov**	☑ **Formal lesson observations, drop-in observations, learning walks, book scrutinies, planning scrutinies** ☑ **Assessment and progress data** ☑ **Pupil interviews / pupil perceptions** ☑ **Loops of Learning working walls show effective learning is taking place** ☑ **Assessment folder scrutiny, looking through evidence and moderating**

Outcomes: What success will look like for pupils

✓ *Children benefit from receiving lessons where the quality is always consistently high and in a large amount of lessons they make very good progress.*

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✓	*Children enjoy their lessons much more because they are imaginative and well thought out and they feel / recognise that they are successful in their lessons*
✓	*Children are sure of the process of their learning using the Loops of Learning strategies*
✓	*Children can make links from prior knowledge and can discuss "sticky knowledge"*

What?		Who?	When?	Cost?	☑
3.1	Subject leaders to be accountable and lead subject areas effectively	HT / Senior LD / Subj LD	From Sept onwards	Nil	
3.2	Update individual subject overview for each subject including subject intent	HT / Senior LD / Subj LD	From Sept onwards	Nil	
3.3	Update individual subject knowledge maps to sequence Knowledge and progression from Reception to Year 6	HT / Senior LD / Subj LD	From Sept onwards	Nil	
3.4	Update the long-term plan for each subject based on their overview and knowledge map	HT / Senior LD / Subj LD	From Sept onwards	Nil	
3.5	Update whole school curriculum policy	HT / Senior LD / Subj LD	Oct/Nov	Nil	
3.6	Leaders to create appropriate actions for development and monitor teaching/learning & outcomes	HT / Senior LD / Subj LD	HT / Senior LD / Subj LD	Nil	
3.7	Leaders to analyse and evaluate school internal & external performance data for their subject across the school each term looking at over all outcomes, progress and all relevant groups	HT / Senior LD / Subj LD/CT	Termly	Nil	
3.8	Leaders to lead staff meetings and training	Subject LD	From Sep onwards	Nil	
3.9	HT and SLT to lead Performance Management of staff – to include objective and actions for curriculum subject	HT & SLT/ CT	Sept/Oct April	Nil	
3.10	Subject leaders to evaluate standards by monitoring the progression and acquisition/application of age appropriate skills	Subject LD	½ Termly	Nil	
3.11	Subject leaders to report to Leadership Team and Phase Leaders areas of strengths & developments using "one page" profile	Subject LD/SLT/HT	Termly	Nil	

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| 3.12 | Subject leaders to monitor skills and knowledge of subjects being taught | Subject LD/HT | Termly | Release time to complete the meetings. | |

Success Measures

Milestone 1 December 23	Milestone 2 April 24	Milestone 3 July 24
☐ Subject leads to have reviewed and analysed their subject area and have provided "One Page" profile with clear actions from strengths and areas of development analysis	☐ Subject reviews and reports to HT/governors (ongoing)	☐ Performance reviews demonstrate their effectiveness in driving up standards
☐ All subjects will have a clear updated implementation statement	☐ Class teacher reviews as part of whole school monitoring	☐ Learning walks & other monitoring demonstrates a wide range of curriculum coverage & age-related skills developed
☐ All subjects will have an updated individual knowledge map sequencing knowledge to be taught from reception to year 6	☐ Analysis of accuracy of pupils' predicted progress/on-track data for mid-year	☐ Teacher & TA PM reviews - New targets set for Sept 2024
☐ Foundation subject leaders have been given release time to monitor progression of skills	☐ Review teaching & learning needs of staff	☐ Review of staff CPD and needs for 2024-2025
☐ Pupil progress format updated to include section on curriculum progress for discussion with governors and HT	☐ Mid-point reviews of PM targets show on track to achieve targets	☐ 100% teaching & learning as 'Effective' with 25% 'Consistently High'
☐ Pupil progress & attainment meetings in place and targeted support/interventions used that have high impact- % increase in rapid progress	☐ % teaching & learning graded as 'Effective' over time has increased	☐ Governor monitoring by Maths & English & SEN link governors completed
☐ All Performance Management targets set & agreed –to include objective linked to Leadership	☐ Governor monitoring by Maths & English & SEN link governors completed	☐ Governor monitoring by identified curriculum governors completed
☐ Staff training needs identified – differentiation & timely interventions	☐ Governor monitoring by identified curriculum governors completed	☐
☐ Monitoring cycle for teaching & learning in place	☐	☐

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Priority:	Main Aims / actions :
4. Further develop teaching and learning in writing in the Early Years, Key Stage 1 and Key Stage 2 **t o h a**	To improve the quality of writing across the school so that more children are at Age Related Expectations (ARE) at the end of Reception, Year 2 and Year 6 and that more pupils make progress from their individual starting points by. ▪ Update English policies ▪ Ensure English policies and guidance followed ▪ Update Marking and feedback policy ▪ Ensure Marking and Feedback policy followed ▪ Ensure high expectations across 'Writing' activities as part of English and phonic lessons ▪ Whole school review of writing provision/teaching by English Lead ▪ The Drawing Club are developed in Reception ▪ Staff will have a series of (PDM) Professional Development Meetings to find out more about the EEF writing research. ▪ Monitoring of writing sessions to ensure a consistent approach to 'Writing' and 'Extended Writing in KS 1' is taking place ▪ English lead to monitor and support all staff in the use of "Extended" Writing across new academic year ▪ Monitoring of progress in writing to be a focus at pupil progress meetings ▪ Governor visit to update on progress made with writing across the school ▪ Governor scrutiny of writing data by Pupil Progress Committee ▪ Monitoring of writing with a particular focus on high quality writing opportunities ▪ English lead to monitor and support all staff in the teaching of writing across new academic year

Responsibility:	Monitoring:	
CT / Lit Ld	**HT/ SLT/ Gov**	☑ **Formal lesson observations, drop in observations, learning walks, book scrutinies, planning scrutinies** ☑ **Pupil perception interviews** ☑ **Evidence from reading assessments & tracking data** ☑ **Evidence of increased enjoyment and participation with reading at home**

Outcomes: What success will look like for pupils

✓ *Children see writing as an enjoyment*
✓ *Children are exposed to a high quality writing curriculum and teaching*
✓ *Children can talk about the fundamentals of writing and writing processes with confidence & fluency*
✓ *Children can apply their Spag and Ninja knowledge in extended pieces of independent writing*

What?		Who?	When?	Cost?	☑
4.1	Conduct a staff meeting to review current writing units with all staff giving their opinions and feedback honestly.	HT / Senior LD	Summer term	Nil	
4.2	English lead to produce a document that shows genres of writing to be taught in lower and upper school. The document will show progression in SPAG, linking to the National Curriculum	HT / Senior LD/Phase LDs	From Sept onwards	Nil	

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4.3	Conduct a staff meeting reviewing expectations in English, which includes modelled and shared writing, drama and expectations in "extended" writing opportunities and new planning format	English team	From Sept onwards	Release costs	
4.4	Hold team meetings, whereby marking will be looked at and scrutinised. Give staff feedback on how marking can move writing on, making reference to the English writing progression pathways	English team	Sept	Nil	
4.5	Hold a staff meeting focusing on using working walls effectively in English lessons	English team	Oct	Nil	
4.6	Conduct a work scrutiny to review writing units taught in the Autumn term to ensure they follow the curriculum mapping documents created and shared with staff at the end of summer term	HT / Senior LD / Subj LD/CT	½ Termly	Nil	
4.7	EYFS staff will be trained on The Drawing Club scheme and start to trial it in the summer term.	English team & EYFS	Summer term	Release costs	
4.8	The Drawing Club is used to teach writing in EYFS	CT	From Sept onwards		
4.9	In pupil progress meetings, ensure all staff have an awareness of different groups of learners in their class	Subject LD	From Sep onwards	Nil	
4.10	English Lead to research links that could be made with the local community which could inspire writing (e.g. Library, visitors, people in the community who help us)	HT & SLT/ CT	Sept/Oct April	Nil	
4.11	Raise the profile of writing across school by introducing whole school writing project and celebration assemblies to share writing outcomes once per half term. Ensure writing is displayed around school to show it is valued	Subject LD	½ Termly	Nil	
4.12	Paired classes to become writing buddies for celebration of writing	Subject LD/SLT/HT	Termly	Nil	
4.13	English Lead to look at provision for SEND children and discuss this with SENCO identifying strengths and areas for development	CT/TA	Across the year	Part funding through HNF/PP	
4.14	Review current moderated writing grids and create new ones that reflect the genre of writing children have written	English Team/CT	Across the year	Release cost	

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4.15	Hold regular team meetings for the moderation of writing. Train staff in how to use new moderation writing grids to assess children's writing	SLT	Across the year	Nil	

Success Measures

Milestone 1 December 23		**Milestone 2** April 24		**Milestone 3** July 24	
☐	Review our current approach to writing, identifying units that have produced quality writing and those that have not.	☐	There is progression in writing showing how grammar and punctuation has been taught sequentially and progressively	☐	Writing at all levels is at least good resulting in: expected/rapid progress
☐	Long term and medium-term plans for writing have been shared with staff. All staff are aware of the writing genres they will be teaching and the features of writing they will teach children	☐	Working walls show examples of sentences, grammar and punctuation for children to refer to	☐	Cross curricular writing is of high quality, where writing skills are applied in all areas of the curriculum
☐	Staff are aware of the grammar and punctuation that children need to be taught and when across the year.	☐	Books show evidence of proof reading and editing	☐	Children being given creative experiences through a broad and balanced curriculum, that they can write about
☐	All staff are aware of the knowledge Pathways in English and use these to help them plan for writing opportunities	☐	Children experience modelled and shared writing opportunities	☐	Children being able to take ownership of their writing and use writing jotters to record notes, spellings and vocabulary throughout lessons at their own discretion
☐	Teachers provide quality writing models for children.	☐	Children are given the opportunity for "extended" writing	☐	IT continues to be integrated into English lessons and laptops are used to aid children's writing
☐	"Extended" writing opportunities clearly planned into lesson sequence using new writing plan	☐	Children consistently respond to feedback and this feedback moves their writing on	☐	All monitoring and evaluation showing clear evidence that children are being challenged at their appropriate level in all opportunities for writing. This will include Science, History, Geography, RE and any other cross curricular writing areas.
☐	The TSM marking code is used consistently and correctly with all staff members.	☐	Whole school writing project using the same text across the school completed	☐	Attainment and progress in Writing has significantly improved.

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☐ Marking moves children's writing on providing them with clear next steps for development	☐ Mid-point reviews of PM targets show on track to achieve targets	☐ % of children secure working (+) stage at this point is higher than last year
☐ Success criteria is used consistently in writing lessons; with higher ability children forming their own success criteria	☐ % teaching & learning graded as 'Effective' over time has increased for writing	☐ AFL to identify gaps in writing for targeted support in autumn term- shared as part of transition meeting
☐ Staff plan for editing lessons so children can see how to edit and improve their writing.	☐ Pupil progress & attainment meetings in place and targeted support/interventions used that have high impact- % increase in rapid progress	☐
☐ Teachers have taught specified genres for the first term and assessed writing	☐ Governor monitoring by English & link governors completed	☐
☐ Drawing Club training completed	☐ % of children heading towards working within (+) stage at this point is higher than last year	☐
☐ % teaching & learning graded as 'Effective' over time has increased for writing	☐ AFL to identify gaps in writing for targeted support in summer term	☐
☐ Pupil progress meeting – on track data & predictions for end of year	☐	☐
☐ % of children heading towards beginning (+) stage at this point is higher than last year	☐	☐
☐ AFL to identify gaps in writing for targeted support in spring term	☐	☐

Priority:	Main Aims / actions :
5. To further develop the teaching and quality of reading across the school t o h a	Continue to promote and sustain our whole school ethos of reading for pleasure Vs reading for instruction to address gaps in learning and accelerate progress in reading by; - Ensure English policies followed - Ensure high expectations across 'reading' activities as part of English and phonic lessons - Whole school review of reading and guided reading provision/teaching by English Lead - Regular practice sessions and coaching sessions, with a particular focus on phonics for KS1 and guided reading for KS 2, led by English lead and Early Reading & Phonics Lead - Monitoring of phonics and guided reading sessions to ensure a consistent approach to 'reading' - Monitoring of progress in reading to be a focus at pupil progress meetings - Governor scrutiny of reading data by Pupil Progress Committee - Reading guidance for parents - Parental involvement through Reading afternoons

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	- Maintain whole school ethos of reading for pleasure and embed as a culture within the school through 'training, doing and reviewing' (based on 'The Power of Reading for Pleasure' model– Teresa Cremin - English Lead and Early Reading Lead to provide training and support using the research and strategies through "reading for Pleasure"- https://ourfp.org/ - Introduction of paired reading and book talk - All staff understand the importance of sharing their love of reading with the children. https://ourfp.org/finding/reading-teachers-teachers-who-read-and-readers-who-teach/ - All children have access to a wide range of home/school reading books that are not only challenging but match their correct reading ability; introduction of Accelerated Reader in KS2 - Continue to enhance reading areas in classrooms and across the school with texts and resources that are appropriate and engaging and are expressed through pupil voice - Ensure dedicated ERIC and story times are happening in every class

Responsibility:	Monitoring:	
CT /Mat Ld	**HT/ SLT/ Gov**	☑ **Formal lesson observations, drop in observations, learning walks, book scrutinies, planning scrutinies** ☑ **Pupil perception interviews** ☑ **Evidence from maths assessments & tracking data**

Outcomes: What success will look like for <u>pupils</u>

- ✓ *Children see reading as an enjoyment*
- ✓ *Children are exposed to a wider range of high quality text*
- ✓ *Children will have a solid grasp of phonics and the strategies to segment and blend for reading and writing*
- ✓ *Children will have a solid grasp of the extended vocabulary and can apply this in their comprehension & writing*

What?		Who?	When?	Cost?	☑
5.1	Reading and phonics policy updated	HT / Senior LD	Sept	Nil	
5.2	Reading/Phonics pathways checked and updated	HT / Senior LD	Sept	Nil	
5.3	Time tabled Inset/meetings for whole staff & phases	HT / Senior LD/Phase LDs	From Sept onwards	Nil	
5.4	Gain a clear understanding of how reading is delivered across school	English team	From Sept onwards	Release costs	
5.5	Produce a whole school plan for what is delivered in reading for every year group	English team	Sept	Nil	
5.6	Introduce "Paired Reading" and book talk	CT	Sept		

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5.7	Introduce Accelerated Reader across KS 2	English team/KS 2 CT	Sept	Cost of subscription	
5.8	Develop pedagogy in relation to how we deliver our Reading Curriculum	HT / Senior LD / English team /CT	½ Termly	Nil	
5.9	Leaders to analyse and evaluate school internal & external performance data for reading across the school each half term looking at over all outcomes, progress and all relevant groups	English team	Sept/Oct April	Nil	
5.10	Leaders to lead staff meetings and training	HT & SLT/ CT	From Sep onwards	Nil	
5.11	HT and SLT to lead Performance Management of all staff – teachers & support staff	English team	½ Termly	Nil	
5.12	English team to evaluate standards by monitoring the progression and acquisition/application of age appropriate skills	English team /SLT/HT	Across the year	Nil	
5.13	English team to report to Leadership Team areas of strengths & developments using "one page" profile	English team /SLT/HT	½ Termly	Nil	
	Target readers given additional opportunities to read/access phonics throughout the week	English Team/CT	Across the year	Release cost	
	Give staff the opportunity to identify skills gaps and possible training opportunities including coaching sessions	English team	Oct	Nil	
5.14	Reading festivals to be planned within the school year to show case reading/phonics and its impact on reading (and writing) to parents/carers	CT	Across the year		

Success Measures

Milestone 1 December 23		Milestone 2 April 24		Milestone 3 July 24	
☐	Reading and phonics policies updated and followed	☐	Reviews and reports relating to "one page" profile and development of reading and phonics to HT/governors (ongoing)	☐	Reviews and reports relating to "one page" profile and development of reading and phonics to HT/governors (ongoing)
☐	Marking and Feedback policy updated and in practise	☐	Class teacher reviews as part of whole school monitoring	☐	Performance reviews demonstrate their effectiveness in driving up standards in reading

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☐ English Team to have reviewed and analysed reading provision and have provided "One Page" profile with clear actions from strengths and areas of development analysis	☐ Opportunities for promoting reading undertaken during the spring term	☐ 100% teaching & learning as 'Effective' with 25% 'Consistently High'
☐ English Team has been given release time to monitor progression of skills	☐ Analysis of accuracy of pupils' predicted progress/on-track data for mid-year	☐ % of children heading towards secure (+) stage at this point is higher than last year
☐ Staff training needs identified – differentiation & timely interventions including coaching	☐ Review teaching & learning needs of staff	☐ Governor monitoring by English & link governors completed
☐ Reading for Pleasure training completed	☐ Mid-point reviews of PM targets show on track to achieve targets	☐ Teacher & TA PM reviews - New targets set for Sept 2022
☐ Pupil progress & attainment meetings in place and targeted support/interventions used that have high impact- % increase in rapid progress	☐ % teaching & learning graded as 'Effective' over time has increased for guided reading and phonics	☐ Review of staff CPD and needs for 2022-2023
☐ All Performance Management targets set & agreed – identifying development for reading	☐ Pupil progress & attainment meetings in place and targeted support/interventions used that have high impact- % increase in rapid progress	☐ AFL to identify gaps in reading and phonics for targeted support in autumn term-
☐ Pupil progress meeting – on track data & predictions for end of year	☐ Governor monitoring by English & link governors completed	☐ shared as part of transition meeting
☐ % of children heading towards beginning (+) stage at this point is higher than last year	☐ % of children heading towards working within (+) stage at this point is higher than last year	☐
☐ AFL to identify gaps in reading and phonics for targeted support in spring term	☐ AFL to identify gaps in reading and phonics for targeted support in summer term	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐

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Priority:	Main Aims / actions :
6. To ensure pupil attendance is above national and that persistent non-attenders attendance improves t o h	To ensure school attendance is above national outcomes. Persistent non-attenders attendance is the same as the school average and above national averages; • Update school attendance policy • School complies with national legislation around school attendance • Appointment and training of school attendance officer • Timetabled monitoring of fortnightly and ½ termly attendance figures • School will support parents to understanding why good attendance is crucial and the impact of absence upon their child's learning and social well-being • Use newsletters, school blog, Seesaw and Tapestry to highlight attendance importance • Use PSHE lessons and assemblies to teach pupils the importance of school attendance • Where attendance is below expectation, appropriate steps will be taken and/or discussed with EWO • Parents will be offered support where appropriate in order to improve child's attendance including Early Help • Personalised targeted support for individual children • Use CPOMs to its full potential to monitor and support children and attendance • Attendance Officer to work with Pastoral Team to identify key processes to be followed consistently for pupils with attendance issues including SEMH, school refusal etc. • Use external companies to provide additional support

Responsibility:		Monitoring:	
SLT /Att Officers	**HT/ SLT/ Gov**	☑ **Attendance Data- SIMs and FFT** ☑ **EWO** ☑ **CPOMs records**	

Outcomes: What success will look like for <u>pupils</u>

✓ *Improvement in overall attendance to above national*
✓ *A decrease in persistent absences*

What?		Who?	When?	Cost?	☑
6.1	To evaluate current attendance documentation and policy	HT	Sept	Nil	
6.2	Appoint Attendance Officers	HT	Sept	Nil	
6.3	Attend CME training	AO	Oct	Nil	
6.4	Attend attendance training	AO	Throughout year	Nil	
6.5	Parents provided with relevant attendance information highlighting importance of attendance, including termly HT Newsletter	HT/AO	Throughout year	Nil	

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6.6	Regular staff meetings for staff to discuss children & attendance	Phase Lds	Throughout year	Nil	
6.7	Regular SLT meetings for management to discuss children & attendance	SLT	Monthly	Nil	
6.8	Regular meetings for staff to discuss children & attendance with pastoral lead	CT/Pastoral LD	Throughout year	Nil	
6.9	Termly Attainment and Progress meetings for teacher and class governor to discuss children & attendance	CT/Gov	Termly	Nil	
6.10	Completion of monitoring for EWO	AO	From Sep onwards	Nil	
6.11	Fortnightly, ½ termly and termly attendance monitoring by Attendance Officer and Attendance Policy procedures followed with parents	AO/HT	From Sep onwards	Nil	
6.12	Attendance Officer to identify attendance / PA data and identify cases requiring support and plan appropriate action, focus to be on under 95%/90%	AO/HT	From Sep onwards	Nil	
6.13	Penalty notices and warning letters for un-authorised leave taken during term time are sent out to parents by the attendance officers	AO/HT	From Sep onwards	Nil	

Success Measures

Milestone 1 December 23		Milestone 2 April 24		Milestone 3 July 24	
☐ Attendance Policy updated	☐	½ termly HT Newsletter highlights current attendance issues, figures and updates for parents	☐	½ termly HT Newsletter highlights current attendance issues, figures and updates for parents	
☐ Attendance Officers appointed	☐	Staff meeting discussions highlight and track support and action for children & parents through class teacher support and impact tracked	☐	Staff meeting discussions highlight and track support and action for children & parents through class teacher support and impact tracked	
☐ CME training completed	☐	SLT meetings discuss and put into action clear targets, support and strategies with Attendance Officer & parents and impact tracked	☐	SLT meetings discuss and put into action clear targets, support and strategies with Attendance Officer & parents and impact tracked	

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☐	Attendance training completed	☐	Pastoral lead supporting targeted children/families improves attendance and punctuality	☐	Pastoral lead supporting targeted children/families improves attendance and punctuality
☐	Parents provided with relevant attendance information in ½ termly HT Newsletter	☐	Termly Attainment and Progress meetings highlight ongoing strategies, support and impact discussed	☐	Termly Attainment and Progress meetings highlight ongoing strategies, support and impact discussed
☐	Regular staff meetings for staff to discuss children & attendance in place	☐	½ termly monitoring for EWO highlights continued support and impact of interventions	☐	½ termly monitoring for EWO highlights continued support and impact of interventions
☐	Regular SLT meetings for management to discuss children & attendance in place	☐	% of attendance improves	☐	% of attendance above national
☐	Pastoral Lead to engage with identified families in the Early Help Process as and when required in order to help improve school attendance/home routines.	☐	% persist absence decreases	☐	% persist absence below national
☐	Termly Attainment and Progress meetings for teacher and class governor to discuss children & attendance in place	☐		☐	
☐	½ termly monitoring for EWO in place	☐		☐	
☐	% of attendance improves	☐		☐	
☐	% persist absence decreases				

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Priority:	Main Aims / actions :
7. For pupils to be equipped with the skills, knowledge and understanding that society demands for their future lives t h	To provide pupils with the skills to enable them to become responsible, respectful, self-assured citizens, where they will understand, appreciate and respect differences in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities by; ▪ Provide pupils with rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities which considerably strengthen the school's offer ▪ To maintain and improve pupils' physical activity levels- Monitor uptake, ensuring that as many pupils as possible access at least one opportunity per week ▪ Pupils engage with views, beliefs and opinions that are different from their own in considered ways ▪ Develop pupils' emotional literacy, providing them with richer vocabulary to express their feelings ▪ Ensure smooth transition processes for pupils to ensure they are ready for the next stage of learning, particularly year 1 ▪ Continue to raise awareness of differences within the world and its people ▪ Develop the range of clubs available to pupils ▪ Complete additional enrichment activities such as Young Voices, School Debates and plan these into the curriculum ▪ Encourage visitors to school for 'aspiration' assemblies ▪ Organise a 'Careers Awareness Workshop' ▪ Develop the role of our School Ambassadors so they provide support for pupils with the whole of school life ▪ Ensure PSHE and RE lessons are used to their maximum potential to develop discussions and debates ▪ Invite visitors from different faiths to talk to the children

Responsibility:	Monitoring:	
HT/All Staff/Pastoral care Lead	**HT/Gov**	☑ **Formal lesson observations, drop in observations, learning walks, work scrutinies, planning scrutinies** ☑ **Pupil perception interviews** ☑ **Evidence from Loops of Learning Books & Gem Awards** ☑ **CPOMs records** ☑ **Discussions with children**

Outcomes: What success will look like for pupils/staff and parents

✓ *Consist and effective approach of support reducing challenging behaviours & improving SEMH of children*
✓ *Pupils have a well-informed, age-appropriate understanding of issues such as racism and how to tackle it*
✓ Pupils demonstrate a clear understanding and respect of differences in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities

What?		Who?	When?	Cost?	☑
7.1	Use of Jigsaw and well planned PSHE sessions	CT	Sept	Nil	
7.2	Use of Emanuel project and well planned RE sessions	CT	Sept	Nil	
7.3	Audit of provision across the school & curriculum areas	HT/SLT/CT	Sept	Nil	
7.4	Audit of extra-curricular provision	HT/SLT/CT	Sept	Nil	

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7.5	Pupil voice	HT/All staff	From Sept onwards	Nil	
7.6	Introduce "Careers Awareness Workshops"	HT/CT	Dec	Nil	
7.7	Promotion of the diversity of modern Britain that both reflects TSM children and their families and beyond	HT/Governor	Sept onwards	Nil	
7.8	Ambassador leaders including Head, Sports' and Eco ambassadors elected by school community	AHT & Pastoral LD	Termly	Nil	
7.9	Long term plan for community links- visitors of faith, culture and world of work	HT & SLT/ CT	Dec	Nil	
7.10	Long term plan for enrichment activities	HT & SLT/ CT	Dec	Nil	
7.11	Transition from EYFS to Year 1 reviewed and improvements made	HT & SLT/ CT- EYFS & Y1	April	Nil	

Success Measures

Milestone 1 December 23	Milestone 2 April 24	Milestone 3 July 24
☐ Jigsaw and well planned PSHE sessions in every class	☐ Observations and discussions with children show a growing awareness and understanding of differences in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities	☐ Observations and discussions with children show a good awareness and understanding of differences in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities
☐ Emanuel project and well planned RE sessions in every class	☐ Pupils and families at risk are identified and support for individuals and families through partnership services such as mentoring, counselling and other signposted services	☐ Pupils and families at risk are identified and support for individuals and families through partnership services such as mentoring, counselling and other signposted services
☐ Audit of provision across the school & curriculum areas completed	☐ School ambassadors trained as citizenship champions	☐ School ambassadors feel confident in supporting children's understanding of citizenship
☐ Audit of extra-curricular provision completed and additional provision in place	☐ Audit of extra-curricular provision for summer term completed and additional provision in place	☐ "Careers Awareness Workshops" in place for summer term and planned for Autumn term 2024

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☐	Research for "Careers Awareness Workshops" completed and long term plan in place	☐ "Careers Awareness Workshops" in place	☐ The number of pupils taking part in extra activity increases
☐	Ambassador leaders including Head, Sports' and Eco ambassadors have been elected by school community	☐ Visitors of faith, culture and world of work in place in class and in assemblies	☐ Visitors of faith, culture and world of work in place in class and in assemblies
☐	Long term plan for community links- visitors of faith, culture and world of work in place	☐ Plan for enrichment activities completed and provision in place for spring term	☐
☐	Long term plan for enrichment activities completed and some provision in place for Autumn term	Organisations from the local community invited to be involved in supporting pupils to understand what is meant by a 'inclusion'	
☐	INSET to introduce a review to question and adapt what we are teaching so our curriculum accurately represents Britain's diverse past and the society we live in today	☐	☐
☐	Displays in school visibly celebrate multiculturalism. Diversity is reflected in displays in classrooms and around the school	☐	☐
☐	Audit completed and purchase of books so children can see themselves and their lives reflected in books at TSM	☐	☐
☐		☐	

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