

**WTCS Federation**  
**Greenhead and Henshaw**  
**School Development Plan**  
**2021/2022**



## Quality of Education objectives

- Ensure that there is longer term ambition in place for disadvantaged pupils (linked to DfE and EEF advice) and their progress is tracked and that it is at least as good as their peers.
- Ensure that critical gaps are taught alongside new learning.
- Strengthen subject provision and achievement in foundation subjects so there is clarity about what pupils will achieve at end points
- Ensure that teachers are skilled in supporting SEND pupils through Quality First Teaching approaches
- Embed effective feedback linked to metacognition and assessment for learning
- Ensure teachers are skilled in the use of assessment so they present subject matter clearly, checking understanding , providing accurate and clear feedback and adapting teaching as necessary
- Embed approaches to reading to become a reading school where reading is taught very well so pupils read widely and often.
- Address all learning gaps in writing and develop high expectations across all subjects

Objective:		Ensure that there is longer term ambition in place for disadvantaged pupils (linked to DfE and EEF advice) and their progress is tracked and that it is at least as good as their peers.		
Priority	Quality of Education	Staff Priority Lead	Debbie Clarke/ Joanne Fairless	
		Governor Priority Lead	David Ratcliff	
Success Criteria			Evaluation (December 2021)	RAG
Pupil premium children close the gap with their peers both in school and out of school.				
Pupil Premium Coordinator collates evidence from staff regarding the provision needed for children in receipt of PP, produces a report and the report is then shared with all staff and link governor.				
Interventions have the desired impact.				
Results for pupil premium children are at least in line with national averages.				
Pupil premium children feel well supported.				
Pupil premium pupils close the gaps with their peers both in school and nationally.				
PP children feel safe and confident in school and their barriers to learning are broken down.				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Pupil premium funding is allocated to support the most vulnerable pupils.	December 2021	All staff SLT PP Coordinator	PP breakdown/ cost allocation per child- time for PP coordinator.	SLT/ PP Coordinator	
All staff know who the pupil premium children are for the age group that they teach.	September 2021	All staff SLT PP Coordinator	Staff meeting time	SLT/ PP Coordinator	
Pupil premium pupils are giving free access to the school's breakfast club and have subsidised trips.	September 2021	All staff SLT PP Coordinator	Admin time to negotiate costs per trip/ swimming/ clubs etc...	SLT/ PP Coordinator	
In class support targets PP children.	October 2021	All staff SLT PP Coordinator	Staff meeting time PP Coordinator time	SLT/ PP Coordinator	

**Objective:** Ensure that critical gaps are taught alongside new learning.

Priority	Quality of Education	Staff Priority Lead	All staff	
		Governor Priority Lead	David Ratcliff	
Success Criteria			Evaluation (November 2021)	RAG
Subject leads and teachers are aware of potential gaps in learning and through careful planning/monitoring of lessons, book looks, planning scrutiny and assessment data gaps are closed.				
At the end of the academic year significant gains in children’s knowledge and skills is evident which leads to at least 75% of children achieving National Expectations in each foundation subject.				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Staff must use Curriculum Maestro to support with recognising the learning that came before and the next step in the learning sequence for each foundation stage lesson.	Ongoing throughout the year	Teachers Subject leads	PPA Time	SLT/ Governors	
Teachers use formative assessment to gauge the children's current learning which then informs future planning.	Ongoing throughout the year	Teachers Subject leads	Time	SLT/ Governors	
Teachers make colleagues aware of the main learning that was missed due to the National Lockdown as they pass their class information on to ensure any knowledge gaps are filled.	By September 2021	Teachers	Time	SLT/ Governors	
There is evidence of differentiation for all children in teacher's planning and evidenced in children's books.	Ongoing throughout the year	Teachers Subject leads	Time	SLT/ Governors	
The use of knowledge organisers help to ensure revision of previous learning and build upon the children's knowledge and skills.	Ongoing throughout the year	Teachers Subject leads	Time	SLT/ Governors	
Teachers begin to assess all foundation subjects using Curriculum Maestro.	Ongoing throughout the year	Teachers Subject leads	Time/ training to use Curriculum Maestro assessment tool effectively	SLT/ Governors	

Objective: Strengthen subject provision and achievement in foundation subjects so there is clarity about what pupils will achieve at endpoints				
Priority	Quality of Education	Staff Priority Lead	All staff/ Subject leads	
		Governor Priority Lead	David Ratcliff	
Success Criteria			Evaluation (December 2021)	RAG
At the end of the academic year subject provision has improved and children’s achievement leads to at least 75% of children achieving National Expectations in foundation subjects.				
Teachers and subject leads are aware of the expected endpoints at the end of each topic and ensure that at least 75% of children reach these.				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
The use of knowledge organisers help to ensure revision of previous learning and build upon the children's knowledge and skills.	Ongoing throughout the year	Teachers Subject leads	Time	SLT/ Governors	
Teachers begin to assess all foundation subjects using Curriculum Maestro.	Ongoing throughout the year	Teachers Subject leads	Time/ training to use Curriculum Maestro assessment tool effectively	SLT/ Governors	
Subject leads carefully monitor lessons, books, planning and assessment to ensure subject provision and achievement are good in all subject areas.	Ongoing throughout the year	Subject leads	Subject release time - termly	SLT/ Governors	
Subject leads complete audits and update the subject lead self-evaluation grid	Ongoing throughout the year	Subject leads	Subject release time - termly	SLT/ Governors	
There is evidence of	Ongoing throughout	Teachers	Time	SLT/ Governors	

differentiation for all children in teacher's planning and evidenced in children's books.	the year	Subject leads			
Subject leads provide training sessions for main content for their subject area e.g. <i>What is it to be a geographer?</i>	Ongoing throughout the year	Subject leads	Subject release time - termly Staff meeting time	SLT/ Governors	
Teachers say that they feel confident teaching foundation subjects and know where to go for support.	Summer 2022	Subject leads	Time	SLT/ Governors	

**Objective:** Ensure that teachers are skilled in supporting SEND pupils through Quality First Teaching approaches

Priority	Quality of Education	Staff Priority Lead	All staff	
		Governor Priority Lead	David Ratcliff	
Success Criteria			Evaluation (December 2021)	RAG
SEND children make at least as much progress as their peers from their given starting point.				
Staff feel confident in supporting SEND children and ensure that they are included in whole class learning as much as possible for their individual needs.				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Appropriate CPD is provided for all staff.	On going	J Fairless	Staff meeting time TT Day time	SLT/ Governors	
Knowledge of SEND is shared well across the school. SENDCo works with all staff to update support plans/ relevant documentation if necessary.	End of September 2021	Debbie Clarke	Staff meeting time TT Day time	SLT/ Governors	

Staff receive support from the SENDCo	Staff meeting- Monday 13 <sup>th</sup> September	Debbie Clarke	Staff meeting time	SLT/ Governors	
Best practice of working with children with SEND is observed across the school	On going	Debbie Clarke		SLT/ Governors	
SEND children feel part of the school and fully included.	On going	Debbie Clarke/ Joanne Fairless		SLT/ Governors	
There is evidence of differentiation for all children in teacher's planning and evidenced in children's books.	On going	Joanne Fairless		SLT/ Governors	

**Objective:** Embed effective feedback linked to assessment

Priority	Quality of Education	Staff Priority Lead	Joanne Fairless/ All staff	
		Governor Priority Lead	David Ratcliff	
Success Criteria			Evaluation (December 2021)	RAG
Children understand about their own learning and are aware of how they learn and can verbalise this				
Teachers use feedback to help the children move on in their learning in line with the feedback policy				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
CPD for staff on marking and feedback during staff meeting.	Autumn term	Joanne Fairless	Staff meeting	SLT/ Governors	
Children are taught to understand their thought process	Ongoing throughout the year	All staff	Time	SLT/ Governors	

Children can justify their answers explaining their thought processes.	Ongoing throughout the year	All staff	Time	SLT/ Governors	
Staff use marking and feedback to modify lessons where necessary`	Ongoing throughout the year	Joanne Fairless/ All staff	Time	SLT/ Governors	

**Objective:** Ensure teachers are skilled in the use of assessment so they present subject matter clearly, checking understanding, providing accurate and clear feedback and adapting teaching as necessary

Priority	Quality of Education	Staff Priority Lead	Joanne Fairless/ All staff	
		Governor Priority Lead	David Ratcliff	
Success Criteria			Evaluation (December 2021)	RAG
By the end of the academic year, staff have a clearer understanding of the different types of assessment and how to best use these in their practice to move the children’s learning on and address any misconceptions quickly.				
A variety of assessment types can be seen during lesson visits and in books including formative and summative assessments.				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
There is evidence of differentiation for all children in teacher's planning and evidenced in children's books.	Ongoing throughout the year	Teachers Subject leads	Time	SLT/ Governors	
Subject leads provide training sessions for main content for their subject area e.g. <i>What is it to be a geographer?</i>	Ongoing throughout the year	Subject leads	Subject release time - termly Staff meeting time	SLT/ Governors	
Teachers say that they feel confident about assessing foundation subjects and know	Ongoing throughout the year	Teachers Subject leads	Time	SLT/ Governors	



where to go for support.					
Teachers begin to assess all foundation subjects using Curriculum Maestro.	Ongoing throughout the year	Teachers Subject leads	Time	SLT/ Governors	
Teachers use formative assessment to gauge the children's current learning which then informs future planning.	Ongoing throughout the year	Teachers	Time	SLT/ Governors	
Monitoring of planning show that subject matter is being taught clearly with time for checking understanding whilst providing accurate and clear feedback to move their learning on.	Ongoing throughout the year	Teachers Subject leads	Subject release time - termly	SLT/ Governors	
Staff are trained in a variety of assessment techniques to use in their lessons	Ongoing throughout the year	Teachers Subject leads	Staff meeting	SLT/ Governors	
Staff follow the schools feedback policy	Ongoing throughout the year	Teachers Subject leads	Time	SLT/ Governors	

**Objective:** Embed approaches to reading to become a reading school where reading is taught very well so pupils read widely and often.

Priority	Quality of Education	Staff Priority Lead	All staff	
		Governor Priority Lead	David Ratcliff	
Success Criteria			Evaluation (December 2021)	RAG
At least 70% of children say they read widely and often and this is recorded.				
Reading is at the heart of the curriculum and children achieve well.				

Phonics Screening results continue to be above 75%		
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Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Reading diaries are checked and children are expected to read at home.	Ongoing throughout the year	Teachers/ Support Staff	Time	SLT/ Governors	
One phonics program is chosen and all phonics lessons adhere to this (GH-Oxford Owl/ Henshaw RWI)	March 2022		Time Money to buy the new scheme	SLT/ Governors	
Fully decodable books that run alongside the phonics program are used as home reading books	March 2022		Time Money to buy the new scheme	SLT/ Governors	
Teachers read to their children daily	Ongoing throughout the year	Teachers	Time	SLT/ Governors	
Reading lessons continue to be adapted as and when necessary to best suit the needs of the children	Ongoing throughout the year	Teachers	Time	SLT/ Governors	
Staff hear the children read individually at least once every 2 weeks	Ongoing throughout the year	Teachers/ Support Staff	Time	SLT/ Governors	
Book areas are clearly valued and used by all	Ongoing throughout the year	Teachers/ Support Staff	Time	SLT/ Governors	
Cosy reading is introduced takes place weekly and children enjoy this time	Ongoing throughout the year	Teachers/ Support Staff	Time	SLT/ Governors	
Children make good progress in reading across the school.	Ongoing throughout the year	Teachers	Time	SLT/ Governors	

Objective: Address all learning gaps in writing and develop high expectations across all subjects				
Priority	Quality of Education	Staff Priority Lead	All staff	
		Governor Priority Lead	David Ratcliff	
Success Criteria			Evaluation (December 2021)	RAG
Writing is seen to be of good quality in ALL books.				
Teachers are seen to have high expectations for writing in all subject areas and any issues are addressed quickly.				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Create a file showing end of year exemplification materials for each year group so staff can see the expectations for children's writing at each year group.	Ongoing throughout the year	Teachers	Time	SLT/ Governors	
Provide CPD for writing moderation internally and externally.	Ongoing throughout the year	NCC/ Diocese	Time	SLT/ Governors	
During books looks, clear progression can be seen in the children's writing from their given starting points.	Ongoing throughout the year	Joanne Fairless	Time	SLT/ Governors	
Any gaps in learning are addressed quickly and evidence of this can be seen in books.	Ongoing throughout the year	Teachers	Time	SLT/ Governors	
Staff use the success criteria well to ensure all features are	Ongoing throughout the year	Teachers	Time	SLT/ Governors	

included in children's writing.					
WAGOLLS are used and displayed in the classrooms as a reference point for children and staff.	Ongoing throughout the year	Teachers	Time	SLT/ Governors	
Poor presentation is addressed promptly, and interventions put in place to aid this if necessary.	Ongoing throughout the year	Teachers/ Joanne Fairless	Time	SLT/ Governors	

## Year 1 and 2 specific objectives

- Embed approaches to reading to become a reading school where reading is taught very well so pupils read widely and often.
- To provide a range of opportunities to allow pupils to extend their vocabulary.
- To ensure that there is breadth and depth across the curriculum, where coverage, skills and progression can be measured from year to year.
- To ensure that the well-being of the staff and children of the phase is prioritised and improved where appropriate.

Objective: Embed approaches to reading to become a reading school where reading is taught very well so pupils read widely and often.				
Priority	Year 1 & 2	Staff Lead	Jill Olsson/ Nicola McCrea/ Ingrid Mitchell/Sherry Makepeace (Jan)	
		SLT Lead	J Fairless	
Success Criteria			Evaluation (December 2021)	RAG
Staff encourage children to read more widely across of styles and genres, and have a good understanding of children’s literature using the Cornerstones Curriculum as a guide.				
Promote children’s love of reading and enthusiasm for books and stories.				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Create a way to recommend books to children and parents – Use library area regularly and take books home	November 2021	Class teachers	Time in school to select books	SLT	
Monitor impact of school reading schemes	December 2021	Class teachers	Henshaw – Read Write Inc book scheme Greenhead- Song of Sounds/Collins Big Cat	SLT	

Ensure whole school progression and continuity of scheme	December 2021	SLT English coordinator	Time	SLT/ Subject Lead	
Promote a love of reading through external agencies and school visits	Ongoing throughout the year	Class teachers	Time and cost of visit/transport	SLT	
Whole school celebration of World Book Day (or other significant author related days)	Ongoing throughout the year	Class teachers	Time and possible cost	SLT	

**Objective:** To provide a range of opportunities to allow pupils to extend their vocabulary.

Priority	Year 1 & 2	Staff Lead	Jill Olsson/ Nicola McCrea/ Ingrid Mitchell/Sherry Makepeace (Jan)		
		SLT Lead	J Fairless		
Success Criteria			Evaluation (December 2021)		RAG
Ensure children have opportunities to develop their language skills through reading, roleplay and discussion.					
Ensure exposure to a range of vocabulary from different areas of the curriculum.					

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Opportunities for roleplay	Ongoing	Class teachers	Lesson time	SLT	
More opportunities to discuss themes and new vocabulary	Ongoing	Class teachers	Lesson time	SLT	
Use topic vocabulary in writing, drawing on word mats when needed	December 2021	Class teachers	Time	SLT	

Create a vocabulary working wall to display new words	December 2021	Class teachers	Time	SLT	
Modelling of higher level vocabulary in lessons	Ongoing	Class teachers	Time	SLT	

**Objective:** To ensure that there is breadth and depth across the curriculum, where coverage, skills and progression can be measured from year to year.

Priority	Year 1 & 2	Staff Lead	Jill Olsson/ Nicola McCrea/ Ingrid Mitchell/Sherry Makepeace (Jan)		
		SLT Lead	J. Fairless		
Success Criteria			Evaluation (November 2021)		RAG
Ensure all planning, books and lesson visits show clear progression across year groups.					
Half-termly assessment to show progress of skills and embedment of knowledge.					

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Meeting in Key stages with other teachers/subject leads	Termly	Class teachers	Staff meeting time	SLT	
Book scrutiny to show progression of skills and range of activities	Termly	SLT/ Subject leads and teachers	Staff meeting time	SLT	
Celebrate and share a range of work from different classes by creating a whole school display showing skill development	Ongoing throughout the year	SLT and class teachers	Time and backing resources	SLT	
Opportunities for children to peer assess work from children across the federation	Termly	Class teachers	Lesson time – one week story writing	SLT	

Objective: To ensure that the well-being of the staff and children of the phase is prioritised and improved where appropriate.					
Priority	Year 1 & 2	Staff Lead	Jill Olsson/ Nicola McCrea/ Ingrid Mitchell/ Sherry Makepeace (Jan)		
		SLT Lead	J Fairless		
Success Criteria			Evaluation (October 2021)		RAG
Good levels of communication between all staff and use and support of SLT when necessary.					
All children and adults feel safe, respected and ready to widen their learning experiences.					
Regular meetings within key stages to discuss curriculum and class needs/concerns					

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Staff meetings and 'catch ups' within key stages	Weekly/half termly	SLT and class teachers	Time afterschool Staff meeting time TT days	SLT	
More opportunities to share ideas and experiences with other staff – especially with key stage link at other school	Half termly	Class teachers	Time	SLT	
Joint planning opportunities	Termly	Class teachers	Time after school Staff meetings TT Day	SLT	



## Year 3 and 4 specific objectives

- Embed approaches to reading to become a reading school where reading is taught very well so pupils read widely and often
- To provide a range of opportunities to allow pupils to extend their vocabulary.
- To ensure that there is breadth and depth across the curriculum, where coverage, skills and progression can be measured from year to year.
- To ensure that the well-being of the staff and children is prioritised and improved where appropriate.

Objective: Embed approaches to reading to become a reading school where reading is taught very well so pupils read widely and often				
Priority	Year 3 & 4	Staff Lead	A Callaghan/ Debbie Clarke	
		SLT Lead	J Fairless	
Success Criteria			Evaluation (November 2021)	RAG
Staff have an extensive knowledge of children’s literature and use this information to encourage children to read more widely				
There is a love of reading seen and heard throughout the school				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Review the current Reading Curriculum	December 2021	SLT	Time Potential costs to visit other schools	SLT	
Create a whole school Reading curriculum	December 2021	SLT/ Teachers	Time TT Day Staff meeting time	SLT	
Start with the new whole school reading approach	December 2021	Teachers	Time	SLT	
Monitor the new approach to reading	Ongoing throughout the year	SLT	Time	SLT	

Create a way to recommend books to children and parents	By end of November		Time	SLT	
Create a monthly Reading Newsletter for parents and carers to provide them with recommendations and ways to support their children	By end of November	A Callaghan/ D Clarke	Time Potential costs for cover	SLT	
Monitor the impact of the strategies in place	Ongoing throughout the year	SLT	Time Potential costs for cover	SLT	
Review the teaching of Reading to identify if this is best practice	By end of April 2021	SLT	Time	SLT	

**Objective:** To provide a range of opportunities to allow pupils to extend their vocabulary.

Priority	Year 3 & 4	Staff Lead	A Callaghan/ D Clarke		
		SLT Lead	J Fairless		
Success Criteria			Evaluation (Nov 2021)		RAG
To ensure all pupils have access to a range of high level texts, fiction and non-fiction.					
To ensure the use of dictionaries and thesauruses to promote the ability to select higher level language choices.					
To model higher level vocabulary in lessons through the use of carefully written or chosen texts (WAGOLL).					
To develop children's understanding of the grammatical terminology used to describe and categorise new vocabulary.					

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
All staff to choose a range of	Weekly	AC/ DC	New books to be purchased where	SLT	

high level texts for pupils to learn, read and use as a model for writing.			appropriate. Author visits used to inspire children.		
Age appropriate dictionaries, thesaurus and vocabulary displays are evident and in use in each class.	Termly	AC/DC	New books to be purchased where appropriate.	SLT	
WAGOLs are clearly displayed in books and on working walls to demonstrate higher level language choices.	Weekly	AC/DC	NA	SLT	
Lesson visits and working walls will show evidence of pupil knowledge of age appropriate grammatical terms.	Every half term.	SLT	Lesson time.	SLT	
Class teachers across the key stage to visit each other and share work. Extend pupil vocabulary knowledge and exposure to higher level language.	Every half term.		TT Day	SLT	

**Objective:** To ensure that there is breadth and depth across the curriculum where coverage, skills and progression can be measured from year to year.

Priority	Year 3 & 4	Staff Lead	Ashlee Callaghan/ Debbie Clarke	
		SLT Lead	J Fairless	
Success Criteria			Evaluation (Nov 2021)	RAG
To ensure that all planning, books and lesson visits show clear progression across year groups.				
Subject leads will monitor coverage to ensure that skills and activities are built upon and developed further.				

Termly assessment will show how skills are being developed and improved upon.		
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Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Planning scrutiny shows clear progression of skills.	Termly	SLT	Management time.	SLT	
Book scrutiny shows clear progression of skills and a range of activities.	Termly	SLT/ Key Stage meetings	Time	SLT	
Lesson visits show children are being challenged in their learning and a progression of skills is evident.	Termly	SLT	Management time.	SLT	
Monitoring of assessment grids.	Termly	SLT	Management time.	SLT	
Meetings with subject leads within Key Stage to provide guidance where appropriate.	Half-termly.	SLT	Management and PPA time.	SLT/ Subject lead	

**Objective:** To ensure that the well-being of the staff and children of the phase is prioritised and improved where appropriate.

Priority	Year 3 & 4	Staff Lead	Ashlee Callaghan/ Debbie Clarke	
		SLT Lead	J Fairless	
Success Criteria			Evaluation (Nov 2021)	RAG
Staff feel that they can use the support of SLT when necessary.				
Communication levels remain high and the SLT continue with an open-door policy to promote staff well-being.				
Staff meetings will keep to a planned schedule, aiming to improve staff work-life balance.				

All children and adults continue to feel safe, respected and ready to widen their learning experiences.		
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Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Meetings with subject leads within the key stage to provide and guidance where appropriate.	Half-termly.		Management and PPA time. TT day Staff meetings	SLT	
Staff to attend staff meetings	Weekly	SLT	NA	SLT	

## Year 5 and 6 specific objectives

- Embed approaches to reading to become a reading school where reading is taught very well so pupils read widely and often
- To provide a range of opportunities to allow pupils to extend their vocabulary.
- To ensure that there is breadth and depth in science across the curriculum, where coverage, skills and progression can be measured from year to year.
- To ensure that the well-being of the staff and children of the phase is prioritised and improved where appropriate.

Objective: Embed approaches to reading to become a reading school where reading is taught very well so pupils read widely and often				
Priority	Year 5 & 6	Staff Lead	Billie Sedgewick/Joanne Fairless	
		SLT Lead	Joanne Fairless	
Success Criteria			Evaluation (October 2021)	RAG
Staff have an extensive knowledge of children’s literature and use this information to encourage children to read more widely				
There is a love of reading seen and heard throughout the school				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Review the current Reading Curriculum	November 2021	T&L Leads	Time Potential costs to visit other schools	SLT	
Create a whole school Reading curriculum	November 2021	Teachers	Time	SLT	
Start with the new whole school reading approach	November 2021	Teachers	Time	SLT	
Monitor the new approach to reading	Ongoing throughout the year	SLT	Time	SLT	

Year 6 children to complete book reviews when they have finished their reading book. A selection of their reviews will then be attached to the weekly newsletter and on the school website/school360	Ongoing throughout the year.	Year 6 children Teachers	Time	SLT	
Create a monthly Reading Newsletter for parents and carers to provide them with recommendations and ways to support their children	By end of November	BS	Time Potential costs for cover	SLT	
Monitor the impact of the strategies in place	Ongoing throughout the year	SLT	Time Potential costs for cover	SLT	
Review the teaching of Reading to identify if this is best practice	By end of April 2021	SLT	Time	SLT	

**Objective:** To provide a range of opportunities to allow pupils to extend and enrich their vocabulary.

Priority	Year 5 & 6	Staff Lead	Billie Sedgewick/Joanne Fairless		
		SLT Lead	Joanne Fairless		
Success Criteria			Evaluation (October 2021)		RAG
To ensure all pupils have access to a range of high level texts, fiction and non-fiction.					
To ensure the use of dictionaries and thesauruses to promote the ability to select higher level language choices.					
To model higher level vocabulary in lessons through the use of carefully written or chosen texts (WAGOLL).					
To develop children's understanding of the grammatical terminology used to describe and categorise new vocabulary.					

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
All staff to choose a range of high level texts for pupils to learn, read and use as a model for writing.	Weekly	BS/JF	New books to be purchased where appropriate. Author visits via zoom used to inspire children.	SLT	
Age appropriate dictionaries, thesaurus and vocabulary displays are evident and in use in each class.	Termly	BS/JF	New books to be purchased where appropriate.	SLT	
WAGOLLS are clearly displayed in books and on working walls to demonstrate higher level language choices.	Weekly	BS/JF	NA	SLT	
Lesson visits and working walls will show evidence of pupil knowledge of age appropriate grammatical terms.	Every half term.	SLT	Lesson time TT Day Staff meeting time	SLT	
Class teachers across the key stage to visit each other and share work. Extend pupil vocabulary knowledge and exposure to higher level language.	Every half term.	BS/JF	Lesson cover	SLT	



Objective: To ensure that there is breadth and depth in science across the curriculum where coverage, skills and progression can be measured from year to year.				
Priority	Year 5 & 6	Staff Lead	Billie Sedgewick/Joanne Fairless	
		SLT Lead	Joanne Fairless	
Success Criteria			Evaluation (December 2021)	RAG
To ensure breadth of coverage is met in line with yearly expectations.				
To build upon children’s prior learning. Pop tasks will be introduced so progress can be measured across each term.				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Half Term Science Pop task to be completed prior to learning and at the end of each half term.	Termly	BS/JF/NM	Pop tasks Lesson time	SLT/Subject lead	
Book grid and trackers to be dated as and when the learning objective has been met.	Weekly	BS/JF	Weekly grid and half term book trackers.	SLT	
School trackers to be completed every term by the class teacher.	Termly	BS/JF	Assessment tracker on school360	SLT	
Progression skills	Termly	BS/JF	Progression skills sheet per child.	SLT	

Objective: Develop the pupils understanding of scientific concepts and their skills in working scientifically.				
Priority	Year 5 & 6	Staff Lead	BS/JF	
		SLT Lead	Joanne Fairless	
Success Criteria			Evaluation (October 2021)	RAG
To ensure scientific investigations are carried out termly to build upon children’s scientific skills.				
To ensure children’s scientific knowledge is challenged through planning their own investigations.				
To ensure children think scientifically in every lesson.				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
To allow children to participate in hand on learning to encourage working scientifically skills to develop.	Termly	BS/JF	Resources bought as and when to allow children to carry out practical investigations.	SLT/Subject lead	
To allow children to take responsibility of their own scientific investigations.	Termly	BS/JF	Time in lessons for discussions.	SLT/ Subject lead	
Science grids to include an extra box where children have to think where they would like their learning to go next lesson.	Weekly	BS/JF	Weekly grids.	SLT/ Subject lead	

## **Behaviour and Attitudes objectives**

- Develop a strong focus on attendance and punctuality so that all learners have above average attendance
- Provide a robust system to support children and families at risk through a network of support within and out of school
- Create a culture where children show that they are resilient in the face of difficulties

Objective: Develop a strong focus on attendance and punctuality so that all learners have above average attendance				
Priority	Behaviour and Attitudes	Staff Priority Lead	J Fairless	
		Governor Priority Lead	David Ratcliff	
Success Criteria			Evaluation (December 2021)	RAG
Attendance is high for all learners and exceeds our very aspirational target for 97%				
Children arrive to school on time every day				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Review current systems for attendance and punctuality	By end of October		Time	SLT/ Governors	
Identify the strengths and areas for development	By end of October		Time	SLT/ Governors	
Monitor the attendance and punctuality of all children	Weekly		Published on weekly newsletter.	Admin/SLT/ Governors	
Contact parents/carers to offer support for those children identified as needing support	Ongoing			SLT/ Governors	
Review any changes and adaptations	Summer Term 2022		Time	Admin/ SLT/ Governors	

Objective: Provide a robust system to support children and families at risk through a network of support within and out of school				
Priority	Behaviour and Attitudes	Staff Priority Lead	All staff	
		Governor Priority Lead	David Ratcliff	
Success Criteria			Evaluation (October 2021)	RAG
There is a proactive system for supporting our entire community with any needs they may experience throughout the year				
All staff are skilled to seek the necessary support from a range of contacts				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Review the current set up for signposting support for our families	By the end of October	J Fairless/Admin	Time	SLT/ Governors	
Review the range of support on offer and how the school engages with them	By the end of October	J Fairless/Admin	Time	Admin/SLT/ Governors	
Liaise with other schools locally	By December	J Fairless/Admin	Time	SLT/ Governors	
Create a document with all key contacts	Spring Term	J Fairless/Admin	Time	Admin/SLT/ Governors	
Signpost families to potential support as and when it is needed	Spring Term	J Fairless/Admin	Time	Admin/SLT/ Governors	
Develop a system of sharing key information with our community so that parents/carers are more able to seek support themselves	Spring Term	J Fairless/Admin	Time	Admin/SLT/ Governors	

Share information with key staff so that they can support families	Summer Term 2022	J Fairless/Admin	Time	SLT/ Governors	
Review the new approach and amend as necessary	Summer Term 2022	J Fairless/Admin	Time	SLT/ Governors	

**Objective:** Create a culture where children show that they are resilient in the face of difficulties

Priority	Behaviour and Attitudes	Staff Priority Lead	All staff	
		Governor Priority Lead	David Ratcliff	
Success Criteria			Evaluation (December 2021)	RAG
Children show that they know what to do when they don't know what to do.				
There are a clear set of skills outlined to provide children with the key tools to be prepared for any situation as they continue their educational journey				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Identify the key skills our children leave Greenhead/ Henshaw School with and those that need to be developed or are missing	By end of October 2021	All staff responsible.	Time	SLT/ Governors	
Create a document outlining key skills needed as children move to the next year group and key stage for within and out of school	By end of December 2021	All staff responsible.	Time	SLT/ Governors	

## Personal Development objectives

- Support all pupils to be mentally healthy.
- Ensure that all children live a healthy lifestyle.
- Improve the schools teaching and learning of equality and diversity with a focus on the protected characteristics
- Fully implement, embed and monitor the Relationships & Sex Education framework
- Monitoring

Objective: Support all pupils to be mentally healthy.				
Priority	Personal Development	Staff Priority Lead	Debbie Clarke	
		Governor Priority Lead	Jill Olsson	
Success Criteria			Evaluation (December 2021)	RAG
There is a wide range of effective support for all pupils				
Children say they feel safe, secure and feel comfortable to come to school everyday				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Reestablish and embed the Positive Relationships and Behaviour Policy which promotes positive relationships, has clear expectations for behaviour and recognise the achievements of pupils.	Autumn term	Debbie Clarke	Time Training session in September	SLT/ Governors/ Subject lead	
Identify pupils requiring support through cause for concern reports made by staff and parent/carer referrals	Ongoing	All staff Leadership Team	Time for Support around the Family (SAF's) and Inclusion Meetings	SLT/ Governors/ Subject lead	

Leadership Teams to needs assess pupils identified and decide on an appropriate course of action/support	Ongoing	Leadership Team	Time for SAFs and Inclusion Meetings	SLT/ Governors/ Subject lead	
Work with the families to provide support where it is needed	Ongoing	Individual staff members as necessary	Time Resources as required Counselling Play Therapy	SLT/ Governors/ Subject lead	
Continue to develop the knowledge and skills of Leadership team by taking part in CPD and the sharing of good practice	Ongoing	Leadership Team	Time	Attachment and Trauma training lead. SLT/ Governors/ Subject lead	
Signpost staff to appropriate training to develop their knowledge and skills in supporting pupils and staff with mental health concerns	Ongoing	Inclusion Team Leadership Team	Time	SLT/ Governors/ Subject lead	
Work with NCC/Diocese Wellbeing Service to organise workshops for parents/carers around mental health, support for staff through structured conversations and signpost them to the support line.	Ongoing	All staff Parents/carers NCC/ Diocese	Time for workshops Attend meetings with SWS	SLT/ Governors/ Subject lead	
Continue to promote the Mental Health lead so that staff feel mentally well and are able to support the children more effectively	Ongoing Half termly meetings	Debbie Clarke	Half termly meetings	SLT/ Governors/ Subject lead	
Establish Mental Health Champions in Year 6 and use them effectively to support pupils' mental health across	On going	BS/JF	School Wellbeing Service meetings Time for the children to carry out their role	SLT/ Governors/ Subject lead	

the school					
Establish a school Senior Mental Health Lead	Autumn term	Debbie Clarke	Time for training	SLT/ Governors	
Regular monitoring of pupils' sense of safety and security through pupil voice sessions	Termly	Joanne Fairless	Time	SLT/ Governors/ Subject lead	

Objective: Ensure that all children live a healthy lifestyle.				
Priority	Personal Development	Staff Priority Lead	All staff	
		Governor Priority Lead	David Ratcliff	
Success Criteria			Evaluation (December 2021)	RAG
Children have an understanding of good nutrition/balanced diets and more children eat a healthy, balanced diet, both in and out of school				
Children have an understanding of the importance of exercise as part of a healthy lifestyle and participate in more physical activity both in and out of school				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Ensure school dinners meet nutritional standards	September	Catering Team	Time	SLT/ Governors/ Subject lead	
Increase the uptake of school dinners across both sites	Summer term	All staff to encourage children.	Time In school promotion/ promotion on newsletter	SLT/ Governors/ Subject lead	
Establish a school policy for healthy snacks and lunch boxes, implement this and carry out regular monitoring	Autumn term	Leadership Team	Time Information from others schools	SLT/ Governors/ Subject lead	



Promote eating a balanced diet through the teaching of science	Ongoing	Teachers	Time Science curriculum	SLT/ Governors/ Subject leads	
Hold Health and Fitness week focusing on the promotion of and participation in physical activity and preparing and eating a balanced diet	Summer term		Time	SLT/ Governors/ Subject leads	
Promote healthy eating and physical activity through the school newsletter	Ongoing		Time Newsletter	SLT/ Governors/ Subject leads	
Provide children with the opportunity to take part in regular physical activity including 2 PE sessions per week, swimming lessons from Reception- Year 6 and the daily mile.	Ongoing	Teachers	Adequate PE resources	SLT/ Governors/ Subject lead	
Reintroduce after school clubs which involve physical activity for children to take part in	Ongoing	School staff leading clubs Outside providers	Time for clubs	SLT/ All staff can contribute	
Where concerns are raised about a child's welfare in relation to quality of their healthy lifestyle, appropriate actions will be taken in line with the school's safeguarding policy.	Ongoing	All staff	Time Safeguarding protocols	SLT/ Governors/ Subject lead	

Objective: Fully implement, embed and monitor the Relationships & Sex Education framework				
Priority	Personal Development	Staff Priority Lead	Debbie Clarke	
		Governor Priority Lead	David Ratcliff	
Success Criteria			Evaluation (October 2021)	RAG
The Relationships & Sex Education Policy is in place in line with statutory guidance				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Carry out monitoring to assess whether the policy has been implemented, where it has been incorporated into the curriculum and to assess staff knowledge and understanding of the policy	Autumn term		Time	SLT/ Governors/ Subject lead	
Based on the findings from the monitoring, make an action plan to embed the framework fully	Autumn term		Time	SLT/ Governors/ Subject lead	
Follow the action plan	Ongoing		Time Staff training/ CPD	SLT/ Governors/ Subject lead/ All staff	
Carry out further monitoring	Spring and Summer terms		Time	SLT/ Governors/ Subject lead	
Review the impact of the policy	Summer term		Time	SLT/ Governors/ Subject lead	

## Leadership and Management Objectives

- Review and refresh teaching, learning and assessment framework, linked to teaching over time evaluation including teacher self-review to identify ongoing professional development linked to appraisal
- Ensure subject leaders are skilled in evaluating, planning, analysing and monitoring so they drive up improvement
- Support to promote a positive learning environment for Deputy and new Executive Head Teacher from Governors/ NCC and Diocese

Objective: Review and refresh teaching, learning and assessment framework, linked to teaching over time evaluation including teacher self-review to identify ongoing professional development linked to appraisal				
Priority	Leadership and Management	Staff Priority Lead	Joanne Fairless	
		Governor Priority Lead	David Ratcliff	
Success Criteria			Evaluation (December 2021)	RAG
There is a highly effective Teaching, Learning & Assessment Curriculum in place				
The Teaching, Learning & Assessment Curriculum is used by staff to reflect upon their practice and to support their professional development				
The Teaching, Learning & Assessment Curriculum is developed further as a key document for all staff				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Review the previous Teaching, Learning & Assessment Curriculum	By July 2021	Teachers	Meeting Time	SLT/ Governors	
Create an updated Teaching, Learning & Assessment Framework	By July 2021	Teachers	Time	SLT/ Governors	
Share the Teaching, Learning & Assessment Curriculum with staff (Cornerstones Maestro training)	November 2021	Teachers	Meeting Time	SLT/ Governors	
Use the Teaching, Learning &	By November 2021	Teachers	N/A	SLT/ Governors	

Assessment curriculum when carrying out all monitoring					
Use the information from the Teaching, Learning & Assessment Curriculum to outline teacher's strengths and areas for development and to share 'Good' Practice	Ongoing	Teachers	N/A	SLT/ Governors	
Review the Teaching, Learning & Assessment Curriculum and make any changes	Summer Term 2022	Teachers	Time	SLT/ Governors	
Create a Framework to support the work of Learning Support Assistants across the school.	Summer term 2022	Learning Support Assistants	Time	SLT/ Governors	

**Objective:** Ensure subject leaders are skilled in evaluating, planning, analysing and monitoring so they drive up improvement

Priority	Leadership and Management	Staff Priority Lead	Joanne Fairless	
		Governor Priority Lead	David Ratcliff	
Success Criteria			Evaluation (December 2021)	RAG
All leaders know the strengths and areas for development for their area of responsibility			SLT/ Governors/ Subject leads	
There are clear tangible differences made to each subject area with Intent/ Implementation and Impact for each subject.			SLT/ Governors/ Subject leads	
Each subject area meets the curriculum intent for the school			SLT/ Governors/ Subject leads	

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Staff to review their area of responsibility	By end of November 2021	Subject leads/ teaching staff	Time	SLT/ Governors/ Subject leads	
Provide time for staff to carry out their duties in directed time with support	By end of December 2021	SLT	Time	SLT/ Governors/ Subject leads	
Provide training for staff around effective leadership	Ongoing	SLT	Time Cost for potential training/ CPD	SLT/ Governors/ Subject leads	
All documentation is in place and up to date so that clarity is shown-subject action plans	Spring 2021	All teaching staff	Time	SLT/ Governors/ Subject leads	
Staff can articulate the difference they are making to their area of responsibility with all impact evidenced	Summer 2022	All teaching staff	Time	SLT/ Governors/ Subject leads	
There is a clear programme of monitoring set up	By end of October 2021	Leadership Team	Time	SLT/ Governors/ Subject leads	
Monitoring is carried out with impact identified	Ongoing	Subject Leads	Time Cover	SLT/ Governors/ Subject leads	
Support is provided to ensure subject leads can be highly effective in their role	Ongoing	Leadership Team	Time	SLT/ Governors/ Subject leads	

**Objective:** Support to promote a positive learning environment for Deputy and new Executive Head Teacher from Governors/ NCC and Diocese

Priority	Leadership and Management	Governor Priority Lead	David Ratcliff/ Jill Olsson/ HR	
Success Criteria			Evaluation (December 2021)	RAG
All school staff to create an environment where students feel safe and free to be involved. A space where everyone should feel accepted and included in everything. Children should be comfortable with sharing how they feel, and teachers should be willing to take it in to help improve learning.				
There is a shared sense of belonging, purpose and a desire for the vision of the school to be fulfilled. No-one is working for themselves, no-one is left out. All staff are made to feel welcome and everyone is treated as a part of the team.				
Governors are confident with their roles and how they can support and challenge the school. They facilitate better teamwork, minimise team conflict and manage difficult conversations and challenging behaviour from staff.				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Staff are empowered to view themselves as lifelong learners and to help facilitate the learning of others within the school. Learning is seen as a key part of the adult learning journey, enabling individuals to achieve ever varying degrees of personal and professional maturity.	On going	All staff/ SLT/ Governors	TT Days Staff meeting time	SLT/ Governors	
Individuals accept that in a positive school culture there is always capacity and room for improvement.	On going	All staff/ SLT/ Governors	Time	SLT/ Governors	
In this culture, a growth mind-set is adopted by all and as such, mistakes are not seen as failure but as a source of learning and growth. By	On going	All staff/ SLT/ Governors	Meeting Time	SLT/ Governors	

trialing ideas and initiatives  
and experimenting with new  
ways of doing things, staff  
and school leaders learn what  
works and what doesn't and  
become bigger, better version  
of themselves.

## EYFS Objectives

- Ensure the new framework is fully introduced so the curriculum is coherently planned and accurately assessed.
- Effective transition into school for new starters.
- Ensure children acquire a wide vocabulary and can communicate effectively in a range of contexts.
- Support parents/carers to understand the EYFS curriculum and ensure that they know how to support their child effectively.
- Effective transition into Year 1 and analysis of learning gaps with effective planning to address these.

Objective: Ensure the new framework is fully introduced so the curriculum is coherently planned and accurately assessed.				
Priority	Early Years	Staff Priority Lead	Be Hulbert	
		Governor Priority Lead	Katy Rushworth	
Success Criteria			Evaluation (December 2021)	RAG
EY staff to continue CPD re Reforms.				
Long Term Curriculum Plan is followed.				
Northumberland Passport is used to track children and give a holistic picture of each child. SLT can access Passport at any time for information needed e.g. for Governors.				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
BH/SE to access CPD	Ongoing	BH/SE	Cost of cover if during school day	SLT	
BH to continue to pass on knowledge to all EY staff from EY Reforms training undertaken.	Weekly	All EY staff	Throughout school day for Henshaw/after school for Greenhead.	SLT/ EYFS Governor	
EY staff to have Part 2 of training from Kay Summers – re enabling environments	By end Nov	All EY staff	After school meeting	SLT/ EYFS Governor	
BH and SE to plan using the Long Term curriculum plan,	weekly	BH/SE		SLT/ EYFS Governor	



Cornerstones and own planning ideas in order to ensure curriculum is in line with the new EYFS 21.					
BH/SE to ensure Passports are up to date for every child. Actions are in place and followed.	Update assessments – Sept (Baseline), Dec, March, July	BH/SE		SLT/ EYFS Governor	
Statutory Baseline Assessments are completed.	Within first 6 weeks of year.	BH/SE		SLT	
BH and SE to complete Passport moderation sessions.	Throughout the year.	Throughout the year		SLT	
SLT to understand Passport system and how to access.	Aut 1	BH/SLT		SLT/ BH	
BH to seek support implementing new EYFS from local EY colleagues.		During Autumn term	Possible visits to other schools/cost of cover	BH	

**Objective:** Effective transition into school for new starters

Priority	Early Years	Staff Priority Lead	Be Hulbert/ Susan Enright	
		Governor Priority Lead	Katy Rushworth	
Success Criteria			Evaluation (October 2021)	RAG
Children leave carers and are happy to come into school independently.				
All relevant information regarding children is passed from Nursery/elsewhere to class teachers.				
By end Aut 1 EY staff know which chn are/are not on track and actions needed for those not.				
All EY systems are up and running.				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Member of EY staff to collect children from door if necessary.	When necessary	All EY staff	n/a	SLT	
Meeting(s) to take place with Nursery staff to hand over information/documentation.	Beginning of Aut 1 term.	BH/SE	n/a	SLT	
Meeting with SENCO to discuss/take actions for SEN chn	By end Aut 1	BH/SE/DC	n/a	SLT	
Set up Tapestry, Northumberland Passport, class email, School 360, Reading Eggs	By end Aut 2	BH/SE	n/a	SLT	
Complete Baseline and phonics assessments.	Within first 6 weeks	BH/SE	TAs to cover whilst BH/SE complete assessments.	SLT	

**Objective:** Ensure children acquire a wide vocabulary and can communicate effectively in a range of contexts

Priority	Early Years	Staff Priority Lead	Be Hulbert/ Susan Enright	
		Governor Priority Lead	Katy Rushworth	
Success Criteria			Evaluation (October 2021)	RAG
Provide a rich language environment.				
Provide high quality texts and study in depth.				
Offer and broad and balanced curriculum where chn have lots of opportunities to communicate in a range of contexts eg during trips/questioning visitors, parent assemblies...				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Staff to model new language.	Daily	All EY staff		SLT	
High quality conversations between staff and chn to take place.	Daily	All EY staff		SLT	
EY environments support language acquisition eg through displays/activities	Daily	BH/SE	Buy resources to support this	SLT	
Use high quality texts within curriculum	Daily	All EY staff	Buy books as required.	SLT	
Plan trips/visitors/chn take part in performances/assemblies	Half termly	BH/SE	Associated costs	SLT	

**Objective:** Support parents/carers to understand the EYFS Curriculum and ensure that they know how to support their child effectively.

Priority	Early Years	Staff Priority Lead	Be Hulbert/ Susan Enright	
		Governor Priority Lead	Katy Rushworth	
Success Criteria			Evaluation (December 2021)	RAG
Parents are informed of our curriculum and EY reforms and feel confident about their understanding.				
Parents support their child’s learning at home.				
Systems are up and running to communicate with parents effectively.				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Information regarding our curriculum – long term and medium term, general info about EYFS and how to support children at home to be on websites.	End Aut 1	BH – LM & JF to put on websites		SLT	
Parent/carers emails regarding info and support at home.	As and when needed	BH/SE		SLT/ EYFS Governor	
Parent/carers information meetings for phonics, reading and maths	Aut 2	BH/SE	Preparation eg ppts for these meetings.	SLT	
Parent emails set up so parents can correspond as and when necessary. Tapestry set up so parents can see/share observations.	By end wk 2	BH/SE		SLT	
Parent consultations to inform parents of chn's progress/any concerns	Aut 1 and Easter 22	BH/SE		SLT	

Objective: Effective transition into Year 1 and analysis of learning gaps with effective planning to address these.				
Priority	Early Years	Staff Priority Lead	Be Hulbert/ Susan Enright	
		Governor Priority Lead	Katy Rushworth	
Success Criteria			Evaluation (October 2021)	RAG
Y1 teacher feels fully informed about chn in new class and any children with additional needs.				
EY teachers aware of where chn need to be in order to be ready for Y1.				
Children transition effectively into year 1 feeling confident to start this next step of school.				

Actions and CPD	Timescale	Lead Person / Personnel Involved	Resources including money and school time	Monitoring	RAG
Meeting with Y1 teacher to hand over information/data of children and discuss any ongoing interventions/SEN etc.	July & September 21	BH/Greenhead Rec teacher and Y1 teachers		SLT	
Reception curriculum is progressive in order for children to be Y1 ready.	Throughout the year	BH/SE		SLT	
Transition activities and transition day to take place during Summer 2 term to get to know Y1 staff and their new environment better.	Summer 2	BH/Rec teacher Greenhead and Y1 staff		SLT	