

Woodlands Park Primary School

SCHOOL IMPLEMENTATION PLANS 2023-2024

*“Together we all discover, learn, grow and
succeed”.*



We believe that by working together our collective children will be afforded improved life chances through academic success and positive relationships.

Every school in the Trust will be considered great and our performance will be ranked in the top 20% Nationally.

WeST VISION AND VALUES

“Every child in a great school”

Our vision is supported through our deeply held values:

- We care passionately about our children and want them all to succeed regardless of background or starting point.
- Relationships are the lifeblood of our schools and trust is a key value of our Trust. We will work collaboratively with honesty and transparency.
- Teaching and learning is our core purpose.
- We believe in high quality continuous professional development (drawn from evidenced based research) to constantly develop staff.
- We aim to be an employer of choice - acting with integrity and providing rewarding career pathways that are carefully scaffolded.

COLLABORATION ASPIRATION INTEGRITY COMPASSION



Collaboration



Aspiration



Integrity



Compassion

Vision, Mission and Values



Vision
Every child in a great school



Mission
Empowering children to impact positively on society



Values
Collaboration
Aspiration
Integrity
Compassion



WOODLANDS PARK PRIMARY SCHOOL VISION AND VALUES

"Together we all discover, learn, grow and succeed"

Our Values

WARMTH

W- Well-Being

Everyone needs to feel safe and cared for if they are to learn and succeed. We create a warm, safe and nurturing environment that meets and matches the needs of everyone in our school community. We understand that people encounter many ups and downs within their lives and at times may need more support than others; this includes supporting our pupils, parents and teachers during times of transition. We teach our pupils empathy and understanding, and adults' model this at all times.

A- Aspire and Achieve

We ensure all our pupils become confident, independent learners with an enthusiasm for acquiring knowledge. Challenge is at the heart of successful learning, and everyone aspires to 'achieve or be more'. Pupils are taught to understand how they learn and the skills they need to work through and conquer each new challenge. They are taught the process of learning and understand that making mistakes are part of this process and are to be seen as positives. We continue to ensure that strong leadership is embedded at all levels and provide a challenging and motivating environment for staff so that they are supported to be the best they can be. Teachers actively seek out and participate in developing collaborative networks that have the capacity to sustain continuous improvement.

R-Relationships

We support our pupils to develop and maintain positive relationships and have respect and value both themselves and others. Teachers model this in their relationships with the pupils in our care, with each other and with parents who we see as valued partners. Opportunities are provided for pupils to build relationships within our community that encourage our pupils to be proactive in their responsibilities towards the local community and the wider world. As a community we celebrate diversity, ensure equal opportunities are created and given to all and



Developing the Learner

Developing security, independence, confidence, power, connections, creativity and passion in learning.

Every pupil at Woodlands Park Primary deserves to feel safe, respected, secure and to feel that they belong.

We want every pupil to feel that they are a powerful learner, both in knowledge and skills, and feel that they can use the learned knowledge and skills to influence their future choices, giving them confidence in unknown situations.

Our pupils will make connections and links between what they are learning in different subjects and be able to confidently communicate their learning and opinions.

We will help, support and encourage our pupils to follow their creativity, interests and passions, exposing them to new possibilities and opportunities to network and work together with experts.

Every pupil is unique, and their uniqueness is recognised and celebrated by all at Woodlands Park Primary School.

	<p>welcome everyone regardless of their background, race, culture or religion and beliefs.</p> <p>M-Motivation</p> <p>Teachers are passionate about teaching and learning and the subjects they teach. They are relentless in finding ways that engage, enthuse, and inspire the learners in their care. Pupils are encouraged to be curious and have a ‘thirst’ for knowledge. They know what their next steps are and want to achieve.</p> <p>T-Trust</p> <p>Teaching and learning is a three-way process. Teachers trust that children will be ready to learn and actively engage in every learning opportunity. Pupils trust that their teachers will be well prepared and able to meet their individual needs with understanding whether these be educational or emotional. Parents trust teaching staff to be honest in regards of their child’s needs and know that these needs will be met. As a school we trust parents to actively participate in their child’s education, supporting their child to succeed and achieve.</p> <p>H-Holistic</p> <p>We deliver an exciting and innovative curriculum for everyone that engages and develops the whole person. We ensure that the curriculum and resources are flexible, adaptable and relevant for the needs of all learners in an evolving world and encourage individuals’ interests and aptitudes to flourish.</p>	
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CONTENTS

1	INTRODUCTION 1.1 Rationale 1.2 Context	
2	IMPROVEMENT Overview of School Improvement Priorities 2.1 Implementation of Improvement Priority 1 ~ Reading 2.2 Implementation of Improvement Priority 2 ~ Behaviour 2.3 Implementation of Improvement Priority 3 ~ EYFS 2.4 Implementation of Improvement Priority 4 ~ SEND 2.5 Implementation of Improvement Priority 5- Writing 2.6 Implementation of Improvement Priority 6- Maths 2.7 Implementation of Improvement Priority 7- Opening Worlds 2.8 Implementation of Improvement Priority 8 ~ Staff Professional Development	
3	EVALUATION and MONITORING	
4	CALENDAR	

1. INTRODUCTION

1.1 Rationale: School Improvement

This document shapes the school improvement over the next academic year. It shapes a vision of education for the children that we serve, developing character; building cultural capital and achieving high performance in our high-quality curriculum design. It is intended to act as a live and responsive document within our school - one that is returned to, reflected upon and adjusted as time moves on and our curriculum continues to evolve. It is responsive to the needs of our pupils and school community. It also recognises the changes that may be necessary not only to our daily practices but also to the very purpose of the high-quality education we provide. As well as the overriding need to ensure the **safety** of pupils and staff, there is a continued recognition of what pupils and staff have experienced, supporting the wellbeing of pupils and adults in our care. It is important that **wellbeing** forms the foundation of any approach to our school improvement. On this firm foundation, future **learning** will stand.

At Woodlands Park Primary School, our curriculum is underpinned by four key strands, which we call our drivers. These drivers maximise cross-curricular links, whilst ensuring scope, rigour, coherence and sequencing in the development of learning and retaining knowledge and skills. These curriculum drivers are interwoven with our core values and vision, given focus to learning opportunities and are embedded throughout high quality teaching and learning, developing and supporting the whole child.

Our curriculum drivers are:

- Building Empathy and Perspective
- Noticing and Questioning
- Appreciating and Participating
- Articulating and communicating.

Our aim is to work and learn together as a community to improve and create an aspirational, experience and knowledge rich curriculum for our pupils today. It lays out a vision for an educational approach that enables all pupils to thrive and succeed, growing potential and achieving high performance, creating confident and knowledgeable thinkers. It draws from the best research into teaching and learning approaches, innovative practices, and understanding of how children learn best.

The School Improvement Plan gives everyone an understanding of what we want to achieve (INTENT); how we are going to do it (IMPLEMENTATION) and the difference it will make to our school community (IMPACT). The priority areas will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year so that Woodlands Park Primary School can enter the next phase of its school journey.

1.2. Context

3-year Data Overview	2020-2021 (TA)				2021-2022				2022-2023			
EYFS									63% GLD			
Year 1 phonics					67%				93%			
	R	W	M	RWM	R	W	M	RWM	R	W	M	RWM
KS1	74%	76%	76%						73%	65%	77%	57%
KS2	85%	83%	78%	72%					90%	75%	82%	67%

2023 Final Data	Reading		Writing		Maths		RWM
	EXP	GD	EXP	GD	EXP	GD	EXP
Year 1	88%		63%		80%		
Year 2	73%	15%	65%	5%	77%	17%	57%
Year 3	76%	27%	52%	6%	63%	29%	53%
Year 4	80%	27%	67%	15%	74%	23%	46%
Year 5	85%	33%	65%	26%	80%	22%	59%
Year 6	90%	46%	75%	10%	82%	20%	67%

Whole School Groups Summer 2023	Reading		Writing		Maths		RWM	
	EXP	GD	EXP	GD	EXP	GD	EXP	GD
All	52%	29%	51%	12%	53%	22%	41%	8%
Disadvantaged (FSM6)	55%	5%	36%	2%	44%	4%	15%	15%
SEND	42%	10%	16%	6%	38%	9%	14%	6%
EAL	33%	33%	25%	25%	25%	25%	17%	0%
Service	44%	33%	33%	33%	44%	44%	42%	0%

% of children who <u>did not meet</u> the expected standard	Reading	Writing	Maths	RWM
All	19%	38%	25%	51%
Disadvantaged (FSM6)	40%	62%	54%	70%
SEN	48%	78%	53%	80%
EAL	33%	50%	50%	83%
Service	22%	33%	11%	58%

2. IMPROVEMENT

Overview of School Improvement Priorities 2023-24

	What	Why... INTENT	How... IMPLEMENTATION	So that... IMPACT
1	Reading	<p>Consistent, high-quality teaching of phonics.</p> <p>Rigorous, high-quality teaching of reading in KS1 bridging phonics and comprehension, with a focus on fluency.</p> <p>Raising the importance and significance of reading for pleasure across all year groups.</p> <p>Lowest 20% of readers across the school need to be able to read fluently before leaving Woodlands Park Primary School.</p>	<p>RWI implementation EYFS, Y1, Y2 and some Y3 pupils.</p> <p>RWI coaching and development days.</p> <p>RWI 1-1 tutoring where needed.</p> <p>RWI online videos shared with every EYFS and KS1 parent daily.</p> <p>EYFS/KS1 Phonics/Early Reading workshops.</p> <p>Kernow English Hub Early Reading Audit 02.11.23</p> <p>Accelerated Reader Whole school reading strategy Reading curriculum journey</p> <p>Teacher CPD through Open University/ UKLA Teacher Reading Group- open to all staff.</p> <p>Phonics Leader- Reading Lead CPD through Kernow English Hub</p> <p>Reading and Phonics Lead CPD through attending DfE Transform your Schools Reading Culture course.</p> <p>2 teachers participating in NPQLL (Sept 23).</p> <p>Half termly author visits for every year group.</p>	<p>Every pupil at Woodlands Park deserves to be able to read and so will leave Woodlands Park as a reader- with their life chances and mental health, enhanced.</p> <p>Decoding and comprehension are smoothly bridged, reducing cognitive overload when reading.</p> <p>Pupils are secure with their phonics knowledge when they leave Year 1</p> <p>Every pupil leaves Woodlands Park Primary School reading at least 90 words per minute.</p> <p>Every pupil leaves Woodlands Park Primary School with a breadth and depth of a range of texts and authors. They can discuss books that they have enjoyed and recommend to others.</p> <p>Every pupil understands that reading is around us in many forms and that all reading is learning.</p> <p>Autumn 1 Robert Crowther popup book author- all classes made pop up images and collaborated in whole school book art project. Autumn 2- Spring 1- Spring 2- Summer 1- Summer 2-</p>
2.	Behaviour	<p>Too many children are causing low level disruption in class and in the playground.</p>	<p>Emotionally available adults (EAA)</p>	<p>All pupils and staff at Woodlands Park feel that there are clear and consistent high expectations</p>

		<p>Staff are unsure of rewards and consequences and there is little consistency across the year groups.</p> <p>Pupils with specific behaviour needs are not supported adequately and do not understand the boundaries and expectations of acceptable behaviour in and around the school.</p> <p>Parents are concerned about behaviour expectations and acceptable boundaries at school.</p> <p>Staff are unsure of how to communicate with a pupil who needs behavioural support.</p>	<p>Calm, inclusive classroom environments- The Burrow to be designed with TIS practice at the core and to be not used as a teaching space.</p> <p>Learning walls and displays to be planned to reduce cognitive overload and are consistent across the school.</p> <p>New behaviour policy in place -Sept 2023. Behaviour policy and strategies for all staff. Behaviour chart and expectations videoed and a clear display in each class.</p> <p>PACE supportive language training to be given to all staff by Deputy Headteacher. Staff to have lanyards with behaviour chart and PACE sentence stems.</p> <p>Parents to be informed of new behaviour policy and rewards/sanctions. Behaviour policy to be published on school website and to be reviewed annually.</p>	<p>for behaviour with positive rewards but also consequential sanctions.</p> <p>Pupils at Woodlands Park have a right to feel safe in their learning and environment. Pupils have a right to/ will have disruption free learning and to also feel secure and safe during playtimes, transitions and lunchtimes.</p> <p>Sanctions and consequences are recorded consistently and with transparency so that pupils behavioural needs can be addressed accordingly.</p>
3	EYFS	<p>Continuous provision in the EYFS needs to reflect each area of the EYFS curriculum, planned with purpose and opportunities for formative, ongoing assessment.</p> <p>Fine motor skills and writing need to be a priority and this needs to be reflected in daily planning, group work as well as promoted in continuous provision- indoors and outdoors. The pupils need to have more access to high quality talk, language, vocabulary and opportunities to read/write.</p> <p>Staff need to be aware of the dangers in the environment and ensure that hazards are removed immediately.</p> <p>Behaviour expectations and transitions are key in EYFS, and time must be spent to embed these high expectations through repeated practise and modelling by all members of the team.</p> <p>Communication with families must be formalised and documented.</p>	<p>The Headteacher will work closely with the EYFS Lead to support and monitor EYFS through weekly learning walks, work scrutiny and pupil case studies.</p> <p>The EYFS Lead will also work closely with the MAT EYFS Lead and will network with EYFS Leaders from Stowford and Glen Park schools.</p> <p>The EYFS Lead and the Headteacher will together attend all EYFS meetings and networking opportunities.</p> <p>The EYFS Lead and the Headteacher will work together to implement strategies from research such as Alistair Bryce-Clegg and will attend training opportunities as they arise.</p> <p>The Deputy Headteacher will teach 2 days per week in EYFS, (and will attend the EYFS PPA session) to provide high quality teaching, allowing the EYFS lead to have SENDCO release time.</p>	<p>Pupils in EYFS transition to Year 1 confident in the EY curriculum and ready to begin the Y1 National Curriculum.</p> <p>Pupils who need extra support are identified and early support is personalised to their needs, aiding transition into Y1 and future learning.</p> <p>Pupils are able to read and write independently. Fine motor skills and gross motor skills have been developed ready for the next stages of learning. Pupils have a love for reading and can express and discuss books that they enjoy and have access to high quality texts and favourites. Reading is a pleasure.</p> <p>Pupils personal, social and emotional skills are ready to develop new stages of learning and to develop friendships and social situations further.</p> <p>Pupils are increasing in their independence.</p>

		<p>Reading records to be updated every day for all children.</p>	<p>PE funding will resource new fine and gross motor resources for the EYFS pupils.</p> <p>Small group writing will happen 3x per week plus writing in all continuous provision areas.</p> <p>NCTEM Maths will continue in EYFS and will be taught daily with maths in all continuous provision areas.</p> <p>Phonics will start from day 1 in EYFS and will follow RWI.</p> <p>Reading books will be sent home each day and every pupil in EYFS will be heard reading every day by the teacher, TA or reading volunteer.</p>	<p>Pupils have a sound understanding of behaviour expectations, systems and routines that are transferable into Y1 and beyond.</p> <p>Communication systems are established with families, so that this open communication continues to build relationships as pupils progress through the school.</p> <p>EYFS pupils have access to high quality resources at all times and activities are clearly zoned and with clear purpose.</p> <p>Pupils have a secure knowledge of early maths and are ready to access Power Maths in Y1.</p> <p>Assessment in EYFS is daily, live and used to plan next steps and personalise learning.</p> <p>GLD outcomes will be above the national average.</p>
4	SEND	<p>Not all pupils are consistently successful within the classroom and school environment due to effectiveness of provision to meet identified need.</p> <p>SEN pupils do not make progress or achieve in line with their peers.</p> <p>My Learning Plans are not created for every SEND pupil.</p> <p>The number of EHCPs in progress/allowed are significantly below the amount of pupil need in the school.</p> <p>Pupils with SEND are not understanding the behaviour expectations and boundaries.</p>	<p>The Headteacher will work closely with the SENCO to ensure that every pupil with SEND is identified, and their needs are addressed swiftly and appropriately.</p> <p>Intervention matrices will be created so that pupils can be tracked easily for progress and daily routines. Case studies will be created for each pupil with SEND so that every member of staff is aware of pupil needs, with a quick reference point.</p> <p>Every pupil with SEND will have a My Learning Plan created with SMART targets. This will be co-constructed with the families and transparent. Pupils will be aware of their My Learning Plan and be able to talk through what helps to make their learning accessible.</p> <p>SEND needs of pupils will be monitored and resources will be sourced on individual basis of needs.</p> <p>An adapted version of the behaviour chart will be available for pupils with SEND and personalised</p>	<p>Every pupil who has SEND will be supported to achieve high quality learning. High expectations for all pupils is key.</p> <p>Teaching and learning is adapted and personalised and this is evident in books, classroom provision and through pupil voice.</p> <p>Progress is evident in books and through pupil voice.</p> <p>Parents are aware of how their child is progressing and how they may support their child further. My Learning Plans are transparent documents.</p> <p>Parents and families feel supported by the SENCO who will help parents to access support and information through external agencies.</p> <p>Every pupil leaves Woodlands Park as a confident learner, who has progressed in their learning and has been supported throughout.</p> <p>SEND attainment outcomes and progress are in line with or exceed national expectations.</p>

			<p>behaviour trackers and case studies will be produced and used as per pupil need.</p> <p>The SENCO will have 1 day dedicated per week to work on tracking, updating and liaising with parents and agencies regarding EHCPs.</p> <p>The SENCO will be part of Pupil Progress meetings to discuss expected progress with the teaching teams.</p> <p>The SENCO and Headteacher/Deputy Headteacher will follow a scheduled monitoring programme, tracking pupils with SEND in class, looking at resources used, behaviour and the quality of work in books. Is work correctly adapted for the pupil's need? Does the teacher have a clear understanding of what the pupil needs to achieve?</p>	
5	Writing-Curriculum	<p>Clear trend across all year groups, that writing is an area to focus on, beginning with transition and then increasing the stamina of writing into composition.</p> <p>There is a need to the development of writing to be a priority across the whole school and not just in upper KS2.</p>	<p>Handwriting- every day and clearly following the LetterJoin handwriting scheme..</p> <p>Personalised resources (e.g. ergonomic pens/pencils, slopes, grips etc) to be provided for children that need support.</p> <p>Opportunities to write- every child will write every day, from the first day in EYFS.</p> <p>EYFS to have writing in indoor and outdoor continuous provision as well as small group focus writing sessions.</p> <p>EYFS to use books to write in.</p> <p>Clear focus on components and composition.</p> <p>English writing lessons to be based around high quality texts.</p>	<p>The writing process has less cognitive overload when the transition components are understood, practised, and become automatic. This will then allow the children to focus on stamina in writing and composition, allowing creativity to flow.</p> <p>Handwriting is correctly formed and legible. Spelling patterns are recognised and applied in writing. Grammatical features are embedded and natural in writing.</p> <p>Pupils can articulate their writing journey. They feel proud of their writing and can discuss areas that they have found difficult, how misconceptions have been overcome and are recognised for their achievements.</p> <p>Pupils feel inspired through high quality texts and having opportunities to work with authors through writing workshops and experiencing first hand writing opportunities with experts.</p>
6	Maths-Curriculum	<p>Power Maths is a new maths scheme that is being launched September 2023 to all year groups.</p>	<p>Power Maths will start on day one in Y1- Y6. Y1-Y6 will have a daily Power Maths lesson, following the structure of the scheme.</p>	<p>Every teacher at Woodlands Park feels confident in their subject knowledge, teaching and assessment of NCTEM and Power Maths.</p>

		<p>Staff were used to using another scheme, so the new scheme will take practise and time for staff to use with confidence.</p>	<p>EYFS will continue to follow the NCTEM Maths programme.</p> <p>Power Maths can be accessed from home- send home as pre learning to focus pupils and homework opportunities.</p> <p>NCTEM Maths Fluency/Mastery will continue in all year groups as a supplementary maths session.</p> <p>The WeST Maths Lead/ Deputy Headteacher of Woodlands Park will lead Maths CPD for all with a weekly update session in staff CPD meetings.</p> <p>Maths support sessions to be designed for focus pupils in Y3-Y5 from Sept 2023.</p>	<p>Every pupil at Woodlands Park feels confident, knowledgeable, and empowered in maths.</p> <p>Pupils are fluent with their multiplication.</p> <p>Pupils can identify and explore mathematical problems and patterns.</p> <p>Pupils can adapt mathematical knowledge and logistics for their daily life.</p> <p>Pupils feel confident in using a range of strategies to solve mathematical problems.</p> <p>Pupils can articulate their reasoning, recognise misconceptions and are open to ways to address misconceptions.</p>
7	Opening Worlds- Curriculum	<p>Opening Worlds is a new History, Geography and RE scheme that will benefit pupils in Y3-Y5 to begin with from September 2023.</p> <p>This scheme will ensure consistency of National Curriculum coverage, to a rigorous high standard, developing knowledge, vocabulary and skills.</p> <p>The scheme is designed with retaining of knowledge at the core and links secondary knowledge across the subjects.</p> <p>As the scheme is new to staff (trialled in summer 2 2023), staff will need time to be confident with the scheme.</p>	<p>EYFS, KS1 and Y6 will continue to teach from their original planning which has been quality assured by the MAT Directors. Y6 will introduce Opening Worlds in the Spring term working in partnership with other WesT schools for support.</p> <p>Teaching staff for Opening Worlds have all received the same training and support. School History, Geography and RE Leads all have regular meetings with the MAT Directors and subject leads. Monitoring observations will be planned across every half term, including book looks and pupil voice.</p> <p>Graphic schemas will be implemented to show the clear links between the subjects. Library books will be purchased to support the learning. Timelines will be displayed around the school linking the learned knowledge.</p> <p>Planned support days are mapped out across the year.</p>	<p>Every teacher at Woodlands Park feels confident in their subject knowledge, teaching and assessment of History, Geography and RE.</p> <p>Pupils can make explicit links between the subjects.</p> <p>Pupils understand how History, Geography and RE have affected lives and continue to affect lives. Pupils can widen their knowledge, skills and cultural capital.</p> <p>Pupils can extend their vocabulary so that they are articulate and confident in conversation, explanations, and writing. Pupils are able to confidently justify their opinions.</p>
8	Staff Professional Development	<p>'If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even</p>	<p>Personalised RWI support and coaching.</p> <p>Personal Development Reviews</p>	<p>We have constant improvement for staff and therefore continual improvement for pupils.</p> <p>Staff are confident in subject areas.</p>

		<p>better, there is no limit to what we can achieve. ' - <i>Dylan William</i></p>	<p>NPQTLD, NPQLL, NPQSL, NPQH and ECT through Ambition Institute.</p> <p>DfE courses for Reading and Phonics Lead</p> <p>Shadowing opportunities for Phase Lead, Maths Lead, English Lead and SENDO. Maths, Reading and SEND team created.</p> <p>Tom Sherrington WalkThru programme as CPD backbone. Spiral CPD programme designed inline with the SIP and monitoring programme. Bespoke weekly CPD for all TAs using WalkThrus.</p>	<p>Staff feel empowered to continue their professional learning and are passionate about their knowledge.</p> <p>Staff feel that they can coach colleagues and empower others.</p>
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100 DAY PLANS

IMPLEMENTATION PLAN 2.1 AUTUMN

2.1 READING				
Problem (Why?)	Intervention (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)	Final Outcomes (And so?)
<p>Pupils Some pupils leave Y1 able to decode simple words, yet unable to read with automaticity, comprehension, and stamina. This affects their learning in Y2 and onwards into KS2 and beyond- affecting all subjects and life chances.</p> <p>Teachers Not all teachers understand the over-arching 'big picture' of reading sequences across the school. RWI is a comprehensive scheme for phonics and decoding and is used only as a phonics scheme at Woodlands Park. Some teachers still seem to believe that RWI is teaching of reading. Not all teachers/TAs delivery the agreed reading approaches with full confidence which leads to inconsistencies.</p> <p>Parents There is variation in how children are supported with reading at home.</p>	<p>Active Ingredient 1 RWI planning modules and RWI assessments for KS1 to be clear, accessible and completed- informing next steps.</p> <p>Active Ingredient 2 Whole school reading strategy for Y1 upwards. Phase 1 ~ whole class Phase 2 ~ scaffolded support Phase 3 ~ independent Supported by Re-Think Reading strategy and Chris Such Tier 2 vocabulary lists.</p> <p>Active Ingredient 3 Targeted intervention to support gaps in phonic knowledge through RWI 1-1 tutoring/ Fresh Start 1-1 tutoring.</p> <p>Active Ingredient 4 Curriculum overview of texts identifying the English threads and having access to a wide variety of texts across the curriculum subjects.</p> <p>Active Ingredient 5 Lowest 20% early morning peer to peer reading sessions.</p> <p>Active Ingredient 5 EEF TRUST document to promote reading strategies with parents.</p> <p>Resources -Reading learning walls support the text, vocabulary, questions, previous text.</p>	<p>Training -Trust wide subject leaders training for English to support the subject leaders in the improvement of reading in schools. -Staff to be trained and discuss the overview of text for the teaching of reading. -RWI lead to train TAs and Teachers on Storytimes. - Kernow English Hub to complete full Early Reading audit with the Phonics Lead, Reading Lead and Headteacher 02.11.23 * Feedback New Reading Lead from Nov 23. - Phonics Lead to have training from RWI and Kernow English Hub as Phonics/Reading Lead training- x 6 sessions throughout the year. - Phonics and Reading Lead to work together and attend the Kernow English Hub "Transform your Schools Reading Culture" workshops. 4.10.23, 07.12.23, 22.02.24, 23.05.24 and 11.07.24. -Share EEF TRUST approach for supporting reading with parents. - Phonics Lead and Reading Lead to work together to provide 4 x Phonics and Early Reading workshops for parents and families to attend.</p> <p>Coaching - RWI lead to use weekly sessions to coach and support teaching assistants with the implementation of the material with regular training updates. 2x per week assembly + daily drop in during phonics. -RWI lead to coach staff on use of Storytimes text in KS1. 08.12.23 -Reading subject lead to work alongside Headteacher to create curriculum overview of text used in the teaching of reading.</p> <p>Monitoring RWI lead to monitor the implementation of RWI groups and coach team members to ensure consistency and high-quality practice. -RWI progress meetings with RWI lead, HT and DHT</p>	<p>Teachers and TAs are confident and consistent delivering reading and RWI and enable the improvement in children's knowledge and vocabulary.</p> <p>RWI assessments inform planning and ensure swift intervention to enable all children to 'keep up'.</p> <p>Children are engaged with high-quality texts that promote gaining new knowledge in reading through a strong vocabulary focus.</p> <p>All children access a high-quality reading curriculum to become confident and fluent readers that is deliberately sequenced and planned for.</p> <p>Teachers have clear understanding of the knowledge and skills that they are teaching at each stage of the reading curriculum journey and the choice</p>	<p>Teachers confidently teach each phase of the reading strategy.</p> <p>TAs confidently teach RWI session.</p> <p>All children, unless they have a significant cognitive impairment, leave KS1 a fluent and confident reader.</p> <p>Year 1 phonics screen exceeds 92%.</p> <p>KS1 reading outcomes exceed national standards.</p> <p>KS2 reading outcomes exceed national standards.</p>


	<p>-Ongoing RWI assessments to be completed by RWI lead.</p> <p>-SLT provide 1 to 1 targeted support for the children identified as needing 'keep up' phonics.</p> <p>-Children from Y2 upwards to complete Star Reading test on Accelerated Reader to establish ZPD, reading age and reading profile.</p> <p>-EEF TRUST reading approaches for parents</p>	<p>-Reading lead and class teachers to monitor the Star assessments and AR information reports to identify knowledge gaps and inform reading planning. Reading lead to provide an AR update for staff on use of assessment information.</p> <p>- Headteacher and Reading Lead to complete bi- weekly learning walks with a focus on the teaching of reading. 19.09.23, 17.10.23</p> <p>- Learning and Progress Reviews to focus on the lowest 20% readers using the assessment information from RWI and AR to enable planned rapid intervention and promote discussion of children as readers</p>	<p>of text that are being used.</p> <p>Learning planners evidence 3x100% in AR quiz.</p>	
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2.1 READING SPRING TERM

Problem (Why?)	Intervention (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)	Final Outcomes (And so?)
<p>Pupils</p> <p>Some pupils leave Y1 able to decode simple words, yet unable to read with automaticity, comprehension, and stamina. This affects their learning in Y2 and onwards into KS2 and beyond- affecting all subjects and life chances.</p> <p>Lack of reading materials and space for comfortable reading for pleasure.</p> <p>Teachers</p> <p>Not all teachers understand the over-arching 'big picture' of reading sequences across the school. RWI is a comprehensive scheme for phonics and decoding and is used only as a</p>	<p>Active Ingredient 1</p> <p>Phase 2 ~ scaffolded support</p> <p>Phase 3 ~ independent</p> <p>Active Ingredient 2</p> <p>Lowest 20% early morning peer to peer reading sessions.</p> <p>Active Ingredient 3</p> <p>EEF TRUST document to promote reading strategies with parents.</p> <p>Resources</p> <p>-Reading learning walls support the text, vocabulary, questions, previous text.</p> <p>-Ongoing RWI assessments to be completed by RWI lead.</p> <p>-SLT provide 1 to 1 targeted support for the children identified as needing 'keep up' phonics.</p> <p>-Children from Y2 upwards to complete Star Reading test on Accelerated Reader to establish ZPD, reading age and reading profile.</p>	<p>Training</p> <p>New Reading Lead (Jo Fearon) to start November 2023.</p> <p>Reading Lead to have fortnightly coaching/monitoring sessions with Eve Vollans.</p> <p>Reading Lead (JF), RWI Lead (JS) and EYFS Lead (LW) to attend Ruth Miskin Talk Through Stories training with Kernow English Hub January 2024.</p> <p>Eve Vollans to continue to lead Cornwall Kernow English Hub reading for pleasure "Transform yours Schools Reading Culture" sessions and feedback to Reading Lead to start to plan CPD sessions for summer 2024.</p> <p>Phonics Lead to have training from RWI and Kernow English Hub as Phonics/Reading Lead training- x 6 sessions throughout the year.</p> <p>Share EEF TRUST approach for supporting reading with parents- add to newsletter 01.03.24</p> <p>"Read with your child" weekly drop in reading sessions to be held across EYFS-Y6 for families who want to support reading – April 2024. Training for families and opportunity to share how we teach and encourage children to read at WPPS.</p> <p>Coaching</p> <p>Reading Lead to visit Stowford School to look at their reading offer and to establish links with their Readling Lead. March 2024.</p>	<p>Teachers and TAs are confident and consistent delivering reading and RWI and enable the improvement in children's knowledge and vocabulary.</p> <p>RWI assessments inform planning and ensure swift intervention to enable all children to 'keep up'.</p> <p>Children are engaged with high-quality texts that promote gaining new knowledge in reading through a strong vocabulary focus.</p> <p>All children access a high-quality reading curriculum to become confident and fluent</p>	<p>Teachers confidently teach each phase of the reading strategy.</p> <p>TAs confidently teach RWI session.</p> <p>All children, unless they have a significant cognitive impairment, leave KS1 a fluent and confident reader.</p> <p>Year 1 phonics screen exceeds 92%. Target from February data is 98%</p> <p>EYFS on track RWI data Feb 2024 is 100%</p> <p>KS1 reading outcomes exceed national standards.</p>

<p>phonics scheme at Woodlands Park. Some teachers still seem to believe that RWI is teaching of reading. Not all teachers/TAs delivery the agreed reading approaches with full confidence which leads to inconsistencies.</p> <p>Parents</p> <p>There is variation in how children are supported with reading at home.</p>	<p>-EEF TRUST reading approaches for parents</p>	<p>Reading lead to produce SOP Reading in KS1 at WPPS. March 2024.</p> <p>Reading lead to produce SOP Reading in KS2 at WPPS January 2024.</p> <p>Monitoring</p> <p>RWI lead to continue monitoring the implementation of RWI groups and coach team members to ensure consistency and high-quality practice.</p> <p>RWI Lead to meet with HT to feedback groupings and logistics of RWI. RWI lead to upload data to portal and meet with RWI team to explain groupings when changes are needed- February 2024 all RWI met for coaching group session.</p> <p>Reading Lead to monitor classroom reading learning walls, observe reading lessons from EYFS-Year 6 and conduct pupil voice, documenting in the subject lead booklet every fortnight and then meet with the Headteacher to feedback and produce next steps.</p> <p>New books are needed for the library (January 2024) and new titles need to be added to AR. Reading lead to fund raise. Usborne book sale and sponsored read raised £2400 towards new Usborne books for classes and library February 2024.</p> <p>New reading for pleasure space needs to be created for KS2 pupils to relax and enjoy reading in a purposeful, mature way. Site manager is creating a new extension to the library space for KS2 pupils- February 2024 to be completed by April 2024.</p> <p>Reading team to be embedded to support with resourcing and monitoring engagement with AR- JF, AH, AM? DM? March 2024</p>	<p>readers that is deliberately sequenced and planned for.</p> <p>Teachers have clear understanding of the knowledge and skills that they are teaching at each stage of the reading curriculum journey and the choice of text that are being used.</p> <p>Learning planners evidence 3 x 100% in AR quiz.</p>	<p>KS2 reading outcomes exceed national standards.</p>
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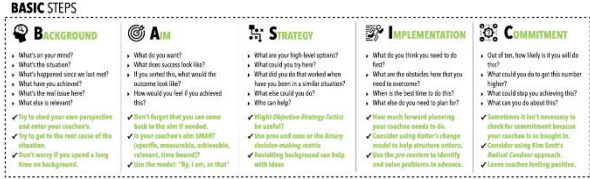
IMPLEMENTATION PLAN 2.2 AUTUMN

2.2 BEHAVIOUR				
Problem (Why?)	Intervention (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)	Final Outcomes (And so?)
<p>Pupils Some pupils are unclear about the behaviour expectations when: Walking around the school Transitioning between activities and sessions Playtime and lunchtime sessions Speaking to staff and other pupils Responding to staff requests Completing work to the highest standard Using online chat groups after school.</p> <p>Teachers Some teachers are unclear about high level behaviour expectations. Some teachers are unclear about a systematic approach to rewards and sanctions, because of this some staff are reactive in responses to behaviour or are ignoring low level disruption and lack of respect.</p> <p>Parents Some parents are unhappy with the way that behaviour is dealt with at the school. Parents feel that play/lunchtimes are not regulated, and behaviour can be physical/verbal towards their children.</p>	<p>Active Ingredient 1: Visibility of SLT and modelling of expectations for transitioning around the school building.</p> <p>Active Ingredient 2 Visibility of SLT and modelling of expectations for playtime and lunchtime behaviours.</p> <p>Active Ingredient 3 Clear, evidence informed behaviour policy and charts for all staff and children to understand and follow.</p> <p>Active Ingredient 4 Training for all staff on behaviour expectations, behaviour policy and behaviour charts 04.09.23.</p> <p>Active Ingredient 5 Weekly behaviour monitoring by SLT and Headteacher of behaviour around school, play times and behaviour reports.</p> <p>Active Ingredient 6 Sharing of behaviour policy and expectations with all parents/carers and pupils. Behaviour agreements.</p>	<p>Training 04.09.23 Whole school introduction and training to the new Behaviour Policy and strategy. EV to make an introductory training video for all staff who cannot make the face-to-face training. Follow up training sessions planned for autumn term: 13.09.23, 25.09.23, 30.10.23, 20.11.23 and 11.12.23 plus in weekly phase meetings.</p> <p>Coaching Phase Leaders to coach teams weekly during phase meetings using BASIC (Andy Buck) approach and feedback to SLT in weekly leadership meetings.</p> 	<p>Pupils can articulate the different stages/colours and numbers of the behaviour charts. Oct 23.</p> <p>Pupils can identify where behaviour charts are strategically placed around the school to help remind them of behaviour expectations. Oct 23.</p> <p>Pupils can easily identify members of staff at playtimes and lunchtimes (including members of SLT). Nov 23. Staff wear high vis vests at play and lunch times.</p> <p>Staff understand the rewards and consequences of the behaviour policy and charts., resulting in consistent rewards and consequences across the school. Oct 23</p> <p>To ease understanding for staff and any supply staff, EV has created a 1 page spread of behaviour expectations, scripts for PACE and a simplified version of the behaviour charts to be on display at</p>	<p>Reduction of low-level behaviour incidents in class and during transitions evident via half termly data analysis of TEAMS behaviour logs. Review of CPOMS recording system is needed.</p> <p>Reduction of verbal and physical behaviours during playtimes and lunch times evident via half termly data analysis of TEAMS/CPOMS behaviour logs.</p> <p>Reduction of serious incidents logged on CPOMS evident via half termly data analysis of behaviour logs.</p> <p>Pupil voice shows that pupils feel an increased feeling of safety at playtimes/lunchtimes due to staff being highly visible.</p> <p>Increase of positive rewards (certificates, phone calls, positive postcards, class Dojo rewards) evident via TEAMS logs half termly analysis. Celebration assemblies with WARMTH values and</p>
		<p>Monitoring Learning walk 12.09.23 EV and KH. Training sessions 13.09.23 (+ learning walk feedback) as above. EV and KH and SLT daily transition monitoring and feeding back to SLT. EV and KH weekly monitoring of rewards, Dojos, CPOMS, red cards and sanction triangles. Feedback in weekly leadership meetings.</p>		
		<p>Resources Updated, evidence informed Woodlands Park Behaviour Policy on website. E-mailed to all staff and paper copies given to all. All staff to sign that they have read, understood and will follow the policy and expectations. Videos of EYFS pupils modelling expected behaviour and transitions- July 2023. All classes to create own behaviour videos by 20.10.23. Behaviour charts to be on display and referred to in every classroom, at the front near the IWB by 04.09.23. Behaviour charts to be displayed in key areas on both main playgrounds and the Woodland outdoor classroom area. 04.09.23.</p>		

		All staff and volunteers to have card attachments on lanyards showing 2 versions of behaviour charts plus sentence stems using the WINE and PACE approaches 04.09.23.	the front of each class. Nov 23	new school rules Be Kind, Be Respectful, Be Proud, Be You! Attainment and Progress/Recognition weekly awards plus milkshake with headteacher each week has increased recognising of positive behaviours.					
2.2 BEHAVIOUR SPRING									
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<p>are reactive in responses to behaviour or are ignoring low level disruption and lack of respect.</p> <p>Parents</p> <p>Some parents are unhappy with the way that behaviour is dealt with at the school.</p> <p>Parents feel that play/lunchtimes are not regulated, and behaviour can be physical/verbal towards their children.</p>	<p>parents/carers and pupils. Behaviour agreements.</p> <p>Active Ingredient 7</p> <p>Working together with external agencies to support pupils with dysregulating behaviours.</p> <p>Active Ingredient 8</p> <p>High expectations and effort with establishing relationships with the pupils in class.</p>	<p>Review of 1 page spread "Behaviour on a Page" to include written paragraph re staff accountability- February 2024 Eve Vollans</p> <p>Pupil voice- behaviour March 2024 Eve Vollans and SENCO</p> <p>SENCO to monitor behaviour care plans and behaviour risk assessments for key pupils – February 2024</p> <p>ABCC analysis of behaviours for key children- Eve Vollans February and March 2024</p> <p>Updating of behaviour policy on school website- March 2024 Eve Vollans</p> <p>SLT daily lunch time club for pupils who struggle to regulate behaviour outside- January 2024</p> <p>Lunch time clubs to include football, yoga, colouring, board games, French and Spanish on offer every week- February 2024</p> <p>Teaching assistants lunch times rearranged so that MTAs have extra support at lunch times- February 2024</p> <p>Daily AM SLT briefings to discuss behaviour concerns/staff absence that may affect behaviour- started January 2024</p> <p>Weekly SLT meetings with agenda element focusing on pupils with behaviour concerns and how they can be supported</p> <p>Resources</p> <p>All staff to sign that they have read, understood and will follow the policy and expectations January 2024</p> <p>Videos of every class modelling expected behaviour and transitions April 2024</p> <p>Behaviour charts to be displayed in key areas on both main playgrounds and the Woodland outdoor classroom area April 2024</p> <p>All staff and volunteers to have card attachments on lanyards showing 2 versions of behaviour charts plus sentence stems using the PACE approaches March 2024</p> <p>Lunch time reward system- paper chains to be given to positive role models. When 1000 chains made whole school reward. On display in main hall.</p> <p>Newsletter- achievement and recognition awards to be published each week.</p>	<p>behaviour policy and charts., resulting in consistent rewards and consequences across the school.</p> <p>To ease understanding for staff and any supply staff, EV has created a 1 page spread of behaviour expectations, scripts for PACE and a simplified version of the behaviour charts to be on display at the front of each class.</p> <p>Nov 23</p>	<p>Pupil voice shows that pupils feel an increased feeling of safety at playtimes/lunchtimes due to staff being highly visible.</p> <p>Increase of positive rewards (certificates, phone calls, positive postcards, class Dojo rewards) evident via TEAMS logs half termly analysis. Celebration assemblies with WARMTH values and new school rules Be Kind, Be Respectful, Be Proud, Be You! Attainment and Progress/Recognition weekly awards plus milkshake with headteacher each week has increased recognising of positive behaviours.</p>
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IMPLEMENTATION PLAN 2.3 AUTUMN

2.3 EYFS				
Problem (Why?)	Intervention (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)	Final Outcomes (And so?)
<p>Outdoor provision for the children needs to have a clear purpose for each area.</p> <p>Outdoor area has lots of opportunities for gross motor skill development, but less for fine motor skill development.</p> <p>Teaching assistants are not communicating as effectively as they could do with the children- questioning and enhancing conversations and vocabulary need to be a priority.</p> <p>Key pupils are making little progress towards achieving their ELGs especially in writing.</p> <p>Reading records were not evident for all pupils (23.06.23) and pupils were unable to talk about any reading books that are sent home.</p> <p>The priority of reading and enticing pupils to read in welcoming book corners is not evident.</p> <p>Too few opportunities for pupils to write each week and work displayed as clipped papers as opposed to writing in books.</p> <p>Established and simple methods of</p>	<p>Active Ingredient 1 EYFS team to work together with EYFS MAT Lead and Headteacher to understand research behind planning outdoor and continuous provision with a clear purpose.</p> <p>Active Ingredient 2 Focus in EYFS to be on developing literacy skills including fine and gross motor skills.</p> <p>Active Ingredient 3 EYFS Lead to provide coaching for TA team on early language development and modelling communication.</p> <p>Active Ingredient 4 Communication with parents to be transparent through paper Reading Records and Class Dojo.</p> <p>Active Ingredient 5 Training to be provided through OU/UKLA with a focus on early RFP and development of books areas.</p> <p>Active Ingredient 6 Writing to be recorded in books as opposed to sheets and at least 3 x per week in books.</p> <p>Active Ingredient 7 Outdoor area to be Health and Safety checked each week with</p>	<p>Training Aut1- Move to Aut 2 EYFS Lead to lead training sessions (Phase Meetings/PPA) using Alastair Bryce-Clegg CPD/Webinars throughout Autumn term. Webinars (abctdoes.com) Week 1 EY Timetable Fitting it all in - Q&A Week 2 Q and A Managing Behaviour Week 3 Q and A Continuous Provision Week 4 Getting Ready to Write Week 5 50 Fantastic Ideas for Outdoor Play Week 6 Continuous Provision Week 7 50 Fantastic Ideas for Winter *Webinars to be shared with EYFS TAs either during Phase Meetings or possible TOIL. The whole EYFS team MUST have the same training. New class teacher and Deputy Headteacher to watch webinar "New to EYFS" (Week 1 /2) Webinars (abctdoes.com)</p> <p>Networking EYFS Lead and Headteacher to attend WeST EYFS meetings and networking events: Session 1 21.09.23 Session 2 07.12.23</p> <p>Visiting Other Schools Glen Park Date TBC- visited Stowford Date TBC visited</p> <p>Coaching EYFS Mat Lead (Hannah Ocean) to work with EYFS Lead and Headteacher using the BASIC (Andy Buck) coaching model. Session 1 11.09.23 Session 2 13.10.23</p> 	<p>EYFS staff are informed of current EYFS pedagogical practice and use this to inform their phase meetings, planning and provision maps.</p> <p>EYFS staff plan carefully for a balance between gross and fine motor skill development, evident both in the indoor and outdoor environments. Specific new motor skill resources have been purchased (glitter writing boards, go karts, bikes, scooters, outdoor writing frames, paintbrushes etc)</p> <p>Pupils mark making is celebrated and is evident on display in the classrooms.</p> <p>Clear phonics, reading and mark making/writing areas are evident in both classrooms.</p> <p>EYFS staff members have prompt cards on their lanyards to support with questioning- and use these during interactions with the pupils.</p>	<p>Indoor and outdoor provision to be in clearly defined areas and each area to have a clear purpose- staff and children will be able to articulate activities and purpose.</p> <p>EYFS GLD exceed national expectations (insert Nov 23)</p> <p>EYFS expectations for literacy exceed national expectations (insert Nov 23).</p> <p>Pupils are proud of their literacy achievements and are ready to write an increased amount in Y1.</p> <p>Pupils can talk about books that they enjoy and have clear favourites that they enjoy rereading, including a substantial repertoire of songs, rhymes and poems.</p> <p>Staff have increased confidence in using probing and process questions with the children and now use questioning as a form of</p>

<p>communicating with families is not established. The outdoor learning space is not checked on a daily basis for safeguarding hazards. Pupils with “My Learning Plans” in EYFS are not being co-constructed and on school premises and so opportunities for swift intervention may be lost. A new teacher is 0.8 class teacher in EYFS and may need support. Deputy Headteacher is covering 0.4 per week.</p>	<p>EYFS Lead and Headteacher and monthly with Site Manager. EYFS team to check outdoor area BEFORE every session daily and remove hazards immediately.</p> <p>Active Ingredient 8 EYFS Lead/SENDSCO to focus on EHCP development and tracking 1x day per week and communicate to parents.</p> <p>Active Ingredient 9 New teacher and Deputy Headteacher to be supported through EYFS Lead, MAT EYFS Lead and Headteacher.</p>	<p>Monitoring Autumn 1/2 Weekly outdoor provision health and safety walk (EYFS Lead and Headteacher- monthly with Site Manager). Weekly Learning Walks (EYFS Lead with Headteacher) Week 2 – Behaviour and systems and reading areas/reading for pleasure. Relationships between staff and children. Reading records. Week 3- Behaviour and systems and opportunities for fine and gross motor skills. Relationships between staff and children. Reading records. Book flick W and M. Week 4- Behaviour and systems and children accessing outdoor provision. Reading records. Book flick W and M. Week 5- Behaviour and systems and staff interactions/meaningful conversations. Reading records. Book flick W and M. Week 6- Behaviour and systems and purposeful continuous provision- maths provision. Reading records. Book flick W and M.</p> <p>Resources Autumn 1 https://abcdoes.com/webinars/ Purchase £5 per download for training webinars Purchase Alastair Bryce-Clegg books for EYFS team to read and study. Supply cover/HLTA cover to release EYFS team to visit other schools and EYFS units. Fine motor skills resources to be updated. Continuous provision resources to be updated. Headteacher, EYFS Lead and Site Manager to check furniture needs W/C 04/09.23</p>	<p>EYFS staff team update Class Dojo page daily so that parents are informed of their child's learning.</p> <p>Reading records are updated daily and shared with parents each day.</p> <p>Each child has a phonics workbook and a mark making/writing book that is used at least 3x per week. Progression is evident in books.</p> <p>Outdoor space is safe to use due to daily outdoor checks by EYFS staff.</p> <p>NoVs from EYFS MAT Lead are shared with the EYFS team and lead, ensuring that every staff member is accountable and understands the vision and next steps.</p>	<p>formative, ongoing assessment from all EYFS staff.</p> <p>Increased engagement with families and parents via Class Dojo/ Reading Records. Positive responses via parent surveys and monitoring of parental engagement (half-termly).</p> <p>Due to daily health and safety checks, pupils can access areas safely and fully supervised. Pupils are evidently aware of restrictions and rules for play areas, and this is evident from observation and discussion with pupils.</p> <p>Improvements suggested by the EYFS MAT Lead have been discussed with the EYFS Lead and team, implemented swiftly and is reflected in GLD above national expectations and increased organisation.</p> <p>Other WeST schools visit WPPS for inspiration and EYFS advice.</p>
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2.3 EYFS SPRING

Problem (Why?)	Intervention (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)	Final Outcomes (And so?)
	Active Ingredient 1	Training Aut1- Move to Aut 2		

<p>Outdoor provision for the children needs to have a clear purpose for each area. Outdoor area has lots of opportunities for gross motor skill development, but less for fine motor skill development. Teaching assistants are not communicating as effectively as they could do with the children- questioning and enhancing conversations and vocabulary need to be a priority. Importance of supervision of children at all times. Sharing of daily time tables and rotas on provision maps to be clear for all staff members so that there is absolute clarity to avoid supervision errors.</p>	<p>EYFS team to work together with EYFS MAT Lead and Headteacher to understand research behind planning outdoor and continuous provision with a clear purpose.</p> <p>Active Ingredient 2 Focus in EYFS to be on developing literacy skills including fine and gross motor skills.</p> <p>Active Ingredient 3 EYFS Lead to provide coaching for TA team on early language development and modelling communication.</p> <p>Active Ingredient 4 Communication with parents to be transparent through paper Reading Records and Class Dojo.</p> <p>Active Ingredient 5 Writing to be recorded in books as opposed to sheets and at least 3 x per week in books.</p> <p>Active Ingredient 6 Outdoor area to be Health and Safety checked each week with EYFS Lead and Headteacher and monthly with Site Manager. EYFS team to check outdoor area BEFORE every session daily and remove hazards immediately.</p> <p>Active Ingredient 7 EYFS Lead/SENDSCO to focus on EHCP development and tracking 1x day per week and communicate to parents.</p> <p>Active Ingredient 8</p>	<p>EYFS Lead to lead training sessions (Phase Meetings/PPA) using Alastair Bryce-Clegg CPD/Webinars throughout spring term. Webinars (abcdoes.com)</p> <p>Session 1 EY Timetable Fitting it all in - Q&A Session 2 Q and A Managing Behaviour Session 3 Q and A Continuous Provision Session 4 Getting Ready to Write Session 5 50 Fantastic Ideas for Outdoor Play Session 6 Continuous Provision Session 7 50 Fantastic Ideas for Winter</p> <p>*Webinars to be shared with EYFS TAs either during Phase Meetings or possible TOIL. The whole EYFS team MUST have the same training.</p> <p>Networking EYFS team to attend all WeST EYFS Networking meetings and to cross moderate work with other WeST schools</p> <p>Visiting Other Schools Continue to establish links with Stowford school- arrange dates with Hannah Ocean.</p> <p>Coaching EYFS team continue working alongside Hannah Ocean for coaching and EYFS support Jan- April 2024</p> <p>Monitoring Consistency of routines especially when in transitions- EYFS Lead and Hannah Ocean (Stowford) February and March 2024 Collating misconceptions- Eve Vollans and EYFS Lead to establish systems by March 2024- clipboards Maths books are ready and now need to be started with urgency February 2024 Indoor/outdoor provision tracking- what activities are indoor and outdoor and who accesses them, therefore how does this impact their learning? EYFS lead to monitor Feb/March 2024 Eve Vollans and EYFS Lead to monitor and ensure that at least 4 adults are in EYFS at all times- January- April 2024</p> <p>Resources New cycle track to be painted on the playground-February 2024 New bikes, go karts and scooters with helmets to be ordered- February 2024</p>	<p>EYFS staff are informed of current EYFS pedagogical practice and use this to inform their phase meetings, planning and provision maps.</p> <p>EYFS staff plan carefully for a balance between gross and fine motor skill development, evident both in the indoor and outdoor environments. Specific new motor skill resources have been purchased (glitter writing boards, go karts, bikes, scooters, outdoor writing frames, paintbrushes etc)</p> <p>Pupils mark making is celebrated and is evident on display in the classrooms.</p> <p>Clear phonics, reading and mark making/writing areas are evident in both classrooms.</p> <p>EYFS staff members have prompt cards on their lanyards to support with questioning- and use these during interactions with the pupils.</p> <p>EYFS staff team update Class Dojo page daily so that parents are informed of their child's learning.</p>	<p>Indoor and outdoor provision to be in clearly defined areas and each area to have a clear purpose- staff and children will be able to articulate activities and purpose.</p> <p>EYFS GLD exceed national expectations (insert Nov 23)</p> <p>EYFS expectations for literacy exceed national expectations (insert Nov 23).</p> <p>Pupils are proud of their literacy achievements and are ready to write an increased amount in Y1.</p> <p>Pupils can talk about books that they enjoy and have clear favourites that they enjoy rereading, including a substantial repertoire of songs, rhymes and poems.</p> <p>Staff have increased confidence in using probing and process questions with the children and now use questioning as a form of formative, ongoing assessment from all EYFS staff.</p> <p>Increased engagement with families and parents via Class Dojo/ Reading</p>
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	Provision maps updated and shared with all staff for absolute clarity.	<p>New fencing to be ordered to create boundaries and outdoor areas- January 2024</p> <p>Inside book corner furniture to be ordered- January 2024</p> <p>Inside tables to be moved to create zones- January 2024</p> <p>Books for children to write in- January 2024</p> <p>Reading journals for every child- January 2024</p> <p>Working walls updated and changed frequently- January 2024</p> <p>Book corners established- January 2024</p> <p>Purposeful RWI space created outside of the EYFS classrooms</p>	<p>Reading records are updated daily and shared with parents each day.</p> <p>Each child has a phonics workbook and a mark making/writing book that is used at least 3x per week. Progression is evident in books.</p> <p>Outdoor space is safe to use due to daily outdoor checks by EYFS staff.</p> <p>NoVs from EYFS MAT Lead are shared with the EYFS team and lead, ensuring that every staff member is accountable and understands the vision and next steps.</p>	<p>Records. Positive responses via parent surveys and monitoring of parental engagement (half-termly).</p> <p>Due to daily health and safety checks, pupils can access areas safely and fully supervised. Pupils are evidently aware of restrictions and rules for play areas, and this is evident from observation and discussion with pupils.</p> <p>Improvements suggested by the EYFS MAT Lead have been discussed with the EYFS Lead and team, implemented swiftly and is reflected in GLD above national expectations and increased organisation.</p> <p>Other WeST schools visit WPPS for inspiration and EYFS advice.</p>
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IMPLEMENTATION PLAN 2.4 AUTUMN and **SPRING**

2.4 SEND				
Problem (Why?)	Intervention (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)	Final Outcomes (And so?)
<p>Pupils</p> <p>Not all pupils are consistently successful within the classroom and school environment due to effectiveness of</p>	<p>Active Ingredient 1:</p> <p>Every pupil with SEND must have My Learning Plan updated and shared with parents and class teachers/TAs.</p> <p>Active Ingredient 2:</p>	<p>Training</p> <p>Staff training "My Learning Plans" and SEND overview by SENCO (LW) 27.09.23.</p> <p>* 28.10.23 due to SEND book scrutiny and learning walks focusing on SEND, ALL CPD will now be based on SEND until December 2023*</p> <p>27.11.23</p>	<p>Staff feel secure about the why, what and how of creating My Learning Plans for each child on the SEND register.</p>	<p>Improved understanding of adapting teaching and learning for pupils with SEND. Secure evidence of strategies and support in books.</p>

<p>provision to meet identified need.</p> <p>SEN pupils do not make progress or achieve in line with their peers.</p> <p>Pupils with SEND are not understanding the behaviour expectations and boundaries.</p> <p>Teachers</p> <p>My Learning Plans are not created for every SEND pupil.</p> <p>New SENCO to start April 2024 who will need support and transition with old SENCO.</p> <p>Parents</p> <p>The number of EHCPs in progress/allowed are significantly below the amount of pupil need in the school.</p> <p>Parents are concerned with the level of support that their children with SEND are consistently receiving.</p>	<p>Case studies to be created for SEND pupils.</p> <p>Active Ingredient 3: Intervention Matrix to be created and shared with all staff.</p> <p>Active Ingredient 4: Behaviour charts to be adapted for pupils with SEND and individual behaviour records to be created where needed.</p> <p>Active Ingredient 5: SEND data to be shared in Phase Meetings.</p> <p>Active Ingredient 6: Pupil progress meetings to be scheduled for SEND pupils with Headteacher and SENDCO.</p> <p>Active Ingredient 7: SENCO to focus on updating EHCPs 1x day per week.</p> <p>Active Ingredient 8: Communication to be enhanced between the school and families with SEND children.</p>	<p>Networking WeST SEND network meetings to be attended by SENCO and feedback to SLT meetings: 12.09.23 (SENCO LW to attend and feed back to SLT) 21.11.23 (SENCO LW to attend and feed back to SLT)</p> <p>New SENCO to attend all SEND network meetings from April 2024.</p> <p>New SENCO to have fortnightly check in sessions with Caroline Kearney (WeST Inclusion Lead) from April 2024</p> <p>Coaching SENCO to drop into Phase Meetings to check all staff are confident with My Learning Plans- Week 2, Week 4, Week 6 Aut 1/2 Pupil progress meetings (Headteacher, SENCO and class teachers) Week beginning 16.10.23. Week beginning 11.12.23.</p> <p>New SENCO to organise SEND surgeries on a weekly basis where staff can come and discuss SEND concerns- April 2024</p> <p>SENCO to continue working with ECTs to cocreate MLPs, behaviour care plans and passports and show how to share with families January-April 2024.</p> <p>Monitoring SENCO to feed back to SLT findings of coaching conversations from Phase Meetings (Week 2, 4 and 6 Aut 1) and adapt SIP as necessary. SENCO monitoring SEND My Learning Plans weekly and feedback to teachers where updates/actions are required.06.10.23 EV and LW Learning Walks (SENCO and Headteacher) followed by feedback to SLT and SIP modified as necessary. 14.09.23 05.10.23 + book flick (scaffolding, adaptation and moving learning on) 30.10.23 + book flick (scaffolding, adaptation and moving learning on) 27.11.23 + book flick (scaffolding, adaptation and moving learning on).</p>	<p>Staff feel secure about the why, what and how of creating passports/case studies for each child on the SEND register.</p> <p>Adapted behaviour charts are available for all staff to use with pupils who may need an adapted version. Staff refer to them with key pupils when needed. Key pupils have versions for them to refer to easily and independently.</p> <p>Key vulnerable pupils have individual behaviour plans and risk assessments completed and staff are aware of these plans and use them to adapt teaching and learning where needed.</p> <p>Every staff member feels supported with SEND expectations and progress, through sharing My Learning Plans and book looks in phase meetings.</p> <p>Teaching staff and TAS feel supported and share accountability when articulating pupil progress and next steps when meeting with the SENCO and Headteacher.</p>	<p>SEND attainment to be inline with national expectations and WeST expectations.</p> <p>Each pupil with SEND is aware of their My Learning Plan and can articulate how it is adapted for their needs- pupil voice survey results.</p> <p>My Learning Plans are evidently triangulated with pupil progress and attainment, adapted learning in books and the classroom. They are working documents and show annotations. Staff are acutely aware of the My Learning Plans and are able to confidently articulate how learning is adapted and supported for pupils with SEND in their class. Evident through pupil progress meetings and SEND surveys.</p> <p>Pupils with SEND behaviour needs are understood and behaviours are pre-empted and early identifiable by staff knowing their pupils and using adapted behaviour charts, behaviour plans and risk assessments consistently. Evidenced</p>
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		<p>SLT weekly book scrutinises to continue with a focus on SEND pupils and progression, learning moving forwards and adaptations for needs. Jan-April 2024</p> <p>SENCO weekly learning walks to check environments- January-April and feedback to phase leaders and teams with next steps to be addressed</p> <p>Resources</p> <p>My Learning Plans for every pupil with SEND.</p> <p>Case Study overview to be created for each pupil with SEND.</p> <p>Whole school SEND intervention overview matrix to be created, showing one pages of who, what, where and which intervention including which evidence is based on- showing every SEND pupil at a quick glance.</p> <p>Pupil progress documentation.</p> <p>Report format for parents/ meeting format documenting all communications between home/school and external agencies.</p> <p>Adapted behaviour charts and behaviour trackers for individual needs.</p> <p>Gold standard SEND expectations from other WeST schools to be shared with staff and compare to work produced at WPPS. Staff to create own next steps as to what they have noticed and to implement into practice January-April 2024.</p>	<p>Successful EHCP applications have increased, and key vulnerable pupils are supported with next steps (e.g MAST, AP, Ed Psych) referrals due to SENCO working on admin 1 day per week.</p> <p>My Learning Plans are quality assured by the SENCO and are then shared with families by 03.11.23. Families share positive responses by Forms survey.</p>	<p>by logging behaviours on TEAMS/ CPOMs and reduction in behaviour incidents and fixed term suspensions. Teachers and TAs are able to talk through key pupil's behaviour plans, charts and risk assessments.</p> <p>My Learning Plans and book scrutinises are triangulated in phase Meetings and SLT meetings therefore there are no surprises, and everyone is accountable for progress and attainment. Misconceptions are swiftly addressed. Standards are maintained and high expectations are consistent and addressed immediately if concerns are raised. Outcomes-progress is made through adapted learning presented to a high standard with scaffolding, marking and feedback that moves learning forward.</p> <p>Families feel that their child is supported with their SEND needs at school, clear progression is made and support is given by the SENCO and teaching team with external agencies and support. Evidenced</p>
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				through parent surveys and feedback.
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IMPLEMENTATION PLAN 2.5 AUTUMN

2.5 Writing				
Problem (Why?)	Intervention (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)	Final Outcomes (And so?)
<p>Pupils Clear trend across all year groups, that writing is an area to focus on, beginning with transition and then increasing the stamina of writing into composition.</p> <p>There is a need to the development of writing to be a priority across the whole school and not just in upper KS2.</p> <p>Teachers Teachers need to understand the development of writing from EYFS to Y6.</p>	<p>Active Ingredient 1: Handwriting needs to be modelled, practised, and corrected each day.</p> <p>Active Ingredient 2: Opportunities to write each day in EYFS.</p> <p>Active Ingredient 3: Fine motor skills to be a focus area in EYFS.</p> <p>Active Ingredient 4: Clear focus on components and composition of each writing session.</p> <p>Active Ingredient 5: High expectations for writing to be evident in every subject across the curriculum.</p> <p>Active Ingredient 6: Writing to be showcased across the whole school.</p> <p>Active Ingredient 7: Coaching on how to monitor writing across the key stages, to be available for subject lead.</p>	<p>Training Staff CPD session "The Writing Journey from EYFS-Y6" led by Writing Lead (MT) 09.10.23. Handwriting and Transcription Staff CPD session 20.11.23 led by Writing Lead (MT) Introduction and implementation of new handwriting scheme Letter Join to be used across the whole school. Introduced by EV/MT. WeST Writing Moderation (All teaching staff) 13.11.23 NPQLL Ambition Training for Writing Lead (MT) and Y1 teacher (AW) from Feb 2024</p> <p>Coaching Writing Lead (MT) to drop into Phase Meetings to check all staff are confident with writing planning, expectations, and progression- Week 2, Week 4, Week 6 Aut 1 and Aut 2. Writing Lead (MT) to drop into ECT sessions to support with questions regarding planning and writing expectations and progress- writing lead to coach through what "gold standard" writing looks like.</p> <p>Monitoring Learning Walk and Book Flick, feedback to SLT. 17.10.23 (Writing Lead MT, Deputy Headteacher and Headteacher)- book look, classroom environment for writing and progress- transcription. 05.10.23 + book flick (scaffolding, adaptation and moving learning on)- focus on writing only with SENCO and Headteacher. 30.10.23 + book flick (scaffolding, adaptation and moving learning on)- focus on writing only with SENCO and Headteacher</p>	<p>All teaching staff have a clear understanding of the why, what, and how to teach handwriting consistently using Letter Join as a backbone scheme.</p> <p>All teaching staff can articulate the importance of lessening cognitive load in writing by ensuring that correctly formed handwriting is automatic and accurate.</p> <p>Triangulation between planning, evidence in books and classroom practice through rigorous weekly monitoring ensures that staff are confident in the teaching of writing. Any issues are responded to quickly by the writing lead and HT working together to ensure staff training opportunities.</p>	<p>Consistent and progressive approach to the teaching of handwriting is evident in all pupil books and pupil mistakes are correctly swiftly and show improvement in the following pieces of work. Adapted approaches to teaching handwriting are evident in books with pupils who need support- across all subjects.</p> <p>Clear progression across year groups is evident in books.</p> <p>Sequencing of lessons shows progression and supporting the needs of the pupils.</p> <p>Development of vocabulary breadth and depth is evident in books and in conversation with pupils.</p>

		<p>27.11.23 + book flick (scaffolding, adaptation and moving learning on)- focus on writing only with SENCO and Headteacher</p> <p>13.11.23 WeST Writing moderation- all teaching staff.</p>	<p>Teaching staff and TAs feel supported and share accountability when articulating pupil progress and next steps when meeting with the SENCO and Headteacher.</p> <p>A half termly WOW Writing board is on display and great pieces of writing are added to it each half term- progression is evident and pupils feel proud.</p> <p>Weekly 1 hour session to release the writing subject lead to focus on practical learning walk and book scrutiny coaching with HT or external provider (RC) in all years, EYFS-Y6.</p>	<p>KS2 writing outcome to be above national expectations.</p> <p>Writing is showcased across the school and pupils can communicate their increased confidence in writing.</p> <p>The writing subject lead feels confident to work and support any member of the teaching team EYFS-Y6.</p>
		<p>Resources</p> <p>Adapted pencils, grips, paper, lines for pupils who need extra support with writing.</p> <p>RWI Handwriting scheme (EYFS and KS1)</p> <p>Collins Handwriting scheme (KS2)</p> <p>Models in every classroom of expectations on learning walls.</p> <p>Clear components and composites in each classroom on learning walls.</p> <p>Display showing each year group writing progression for each half term (hall or main corridor) TBC where.</p> <p>Examples of high-quality writing to be shared via dojo and weekly school newsletters to raise the profile of writing.</p> <p>Termly author visits- writing lead (MT) to arrange writing workshops.</p> <p>Quantity of high-quality texts to be monitored and replenished when needed (MT).</p> <p>Writing books to be purchased for EYFS.</p> <p>Handwriting practise books to be purchased for every pupil.</p>		

Subject Implementation Plan 2023/24

What SIP priority does this link to?

Problem (why?) What needs to change e.g. teacher behaviour, student behaviour, attainment?	Intervention Description (what?) What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working?	Implementation Activities (how?) How will it be done? What blend of activities are required?	Implementation timescales (when?) What actions will be undertaken through the year.	Final Outcomes (and so?) How will pupils, teachers, and the school benefit?
A structured monitoring cycle for all subject areas is needed within the school enabling subject leaders time to evaluate provision. At the moment, there is a lack of consistency in how this time is utilised and how provision is being monitored	Active ingredient 1: Deliver new subject leader monitoring schedule to ensure an accurate picture of provision is being gathered through a series of targeted monitoring activities. Outcomes to be used to inform future subject development work.	<p>Deliver the monitoring schedule as outlined within the subject leader booklet.</p> <p>Ensure that key tasks are completed in the booklet to provide feedback to school leaders.</p>	<p>Autumn term</p> <p>T1 – SIP planning, training, and networking.</p> <p>T2 – SIP, book/evidence monitoring and networking.</p>	<p>Subject leads can build a clear and accurate picture of current provision within their subject area, through the monitoring and evaluation of a range of evidence.</p> <p>Findings are being used to identify and prioritise areas for future development in subject provision.</p>

<p>and evaluated across different subject areas.</p> <p>Systems for feeding back key findings to senior leaders need to be tightened and improved.</p>	<p>Active ingredient 2:</p> <p>Attend termly trust network meetings to support role and subject development.</p>	<p>Support whole school subject reviews (QAR) where relevant and Trust review and support visits when required.</p>	<p>Spring term</p> <p>T3 – Planning/SMART monitoring T4 – Pupil conferencing</p> <p>Summer term</p> <p>T5 – Books/Planning monitoring & pupil conferencing</p> <p>T6 – SIP evaluation and action planning</p>	<p>There is greater consistency in monitoring and evaluation approaches being used across subject areas.</p>
<p>To continue to monitor the mid-term planning and subsequent outcomes for writing each year group.</p>	<p>To ensure the INTENT & IMPLENTATION for the teaching of writing is consistent across all year groups.</p> <p>To identify year groups where the provision for the teaching of writing is weaker in order support/challenge.</p> <p>See Rag rating/score for each year group. From score the order of</p>	<p>Monitor writing from teaching sequences in books to check implementation through progression in learning and attainment standards in writing for each year group – half termly MT.</p> <p>Where questions are asked of a specific year group in step 1, check intent of planning by looking at mid-term planning alongside long term planning.</p> <p>Where in step 2, there are questions over the intent for a year group, work with the teachers to provide support to improve subject knowledge of planning and then outcomes. Worked to support Year 1 in Autumn term. Now need to support Year 5.</p> <p>Continue to monitor Year groups identified in step 2 more regularly (every sequence) and repeat step 3 where necessary.</p>	<p>Teachers have a consistent and clear understanding of the requirements for planning English teaching sequences across the school.</p> <p>If step 1 is achieved, then that the attainment of writing for children across the school is above national standards. Children can articulate their journey in writing and how the small steps in developing components in writing lead to improvements in their composition.</p>	
<p>To ensure that expectations of handwriting are explicit and progressive, including clear guidance on how to adapt and support pupils who need more support.</p>	<p>To ensure that all children are able to transcribe writing legibly with automaticity which in turn will free up thinking for composition and effect.</p>	<p>Handwriting and Transcription Staff CPD session Jan 24 led by Writing Lead FOCUS: LetterJoin</p> <p>Writing Lead to QA that all classes have LetterJoin introductions sent via Class Dojo and that practice is part of expected homework plan.</p> <p>Writing Lead to update website re LetterJoin with links for parents.</p> <p>Writing Lead to organise and lead parent workshops on LetterJoin EYFS-Year 6.</p>	<p>Staff are confident in teaching 'The Woodlands Park Way' for handwriting.</p> <p>Children are able to write automatically in a legible, consistent cursive style.</p>	

		Writing Lead to QA that all classes have LetterJoin introductions sent via Class Dojo and that practice is part of expected homework plan. Writing Lead to update website re LetterJoin with links for parents. Writing Lead to organise and lead parent workshops on LetterJoin EYFS-Year 6.		
	Active ingredient 3:	Planning: Communication Training Monitoring		
	Active ingredient 4:		Spring term	
	Active ingredient 5:		Summer term	
	What will we see when it is working?			

IMPLEMENTATION PLAN 2.6 AUTUMN and **SPRING**

2.6 MATHS				
Problem (Why?)	Intervention (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)	Final Outcomes (And so?)
<p>Pupils Power Maths is a new scheme and will be a new format for pupils. Some pupils may need extra support to access the new format and materials.</p> <p>Pupils will not be effective in maths without secure knowledge of times tables.</p> <p>Pupils will not be as effective in maths without access to clear mathematic models and manipulatives in every classroom.</p> <p>Teachers Power Maths is a new maths scheme that is</p>	<p>Active Ingredient 1: Focus pupils to have bespoke pre-teaching to be able to access the Power Maths sessions.</p> <p>Active Ingredient 2: High quality training for all teachers and TAs using Power Maths is imperative.</p> <p>Active Ingredient 3: Opportunities for teaching staff to discuss issues, concerns or positives with the Maths Lead through coaching sessions.</p> <p>Active Ingredient 4: Correct manipulatives and number lines in every class.</p> <p>Active Ingredient 5:</p>	<p>Training Staff training Power Maths introduction 06.09.23 (Maths Lead KH) Power Maths recap and Q+A session 11.09.23 (Maths Lead KH) Power Maths recap and Q+A session 16.10.23 (Maths Lead KH) Power Maths recap and Q+A session 04.12.23 (Maths Lead KH) Networking WeST Maths network meeting 05.10.23 (Maths Lead KH) WeST Maths network meeting 23.11.23 (Maths Lead KH)</p> <p>Coaching Maths Lead (KH) to drop into every year group PPA to check understanding and discuss Power Maths Week 2, 4 and 6 Aut 1 and Aut 2. Learning Walks/ Book Flicks 10.10.23 Maths Lead (KH) 27.11.23 Maths Lead (KH) and Headteacher Maths Lead (KH) to join ECT mentor and SCITT mentor to coach ECT and SCITT students 1x per half term or more if needed.</p>	<p>Staff feel secure with their understanding and delivery of Power Maths and can articulate the reasoning behind the sequencing and content of the scheme.</p> <p>Adapted learning is evident in books for pupils who need more/less support.</p> <p>Adapted learning is obvious in classroom environments- manipulatives are well placed and relevant to the teaching session. Pupils know where they can access help through</p>	<p>Power Maths lessons are taught with fidelity to the scheme across Y1-Y6.</p> <p>Misconceptions are collated centrally as a class to work through but also individually.</p> <p>Mathematical discussion is heard in class and pupils feel safe to discuss their misconceptions.</p> <p>Clear progress is shown in Power Maths books.</p> <p>Power Maths books are marked, and feedback moves the learning forward.</p>

<p>being launched September 2023 to all year groups.</p> <p>Staff were used to using another scheme, so the new scheme will take practise and time for staff to use with confidence.</p>	<p>Consistent approach to TTRS across year groups.</p> <p>Active Ingredient 6: Supporting teachers with planning and delivering of NCTEM and Power Maths across EYFS-Y6.</p> <p>Active Ingredient 7: Assessments to be used as per Power Maths scheme and then used to inform support needed.</p>	<p>Pupil progress meetings (Maths Lead, Headteacher, SENCO and class teachers) Week beginning 16.10.23. Week beginning 11.12.23.</p> <p>Monitoring Learning Walks/ Book Flicks 10.10.23 Maths Lead (KH) 27.11.23 Maths Lead (KH) and Headteacher SLT Book Look 18.09.23- Session led by Maths Lead (KH) 06.11.23 Session led by Maths Lead (KH)</p> <p>Resources Power Maths workbooks for all pupils Y1-Y6 Every teacher/TA to have access and log ins to electronic Power Maths resources and slides. Teachers to create bespoke Power Maths slides with adapted questions for class needs. NCTEM materials to be available for EYFS and progression and planning documents annotated and relevant to each EYFS class needs- Maths Lead (KH) to quality assure during PPA sessions each week. Maths Lead (KH) to ensure that all classes have a clear number line displayed. Maths Lead (KH) to ensure that all classes have correct manipulatives available and are easily accessible during maths lessons. Maths Lead (KH) to quality assure the setting of TTRS and maths homework for all year groups. Research into using LBQ for KS2. Maths Lead (KH) to QA end of unit assessments for each year group- how does the assessment feed into support needed? Maths Lead (KH) to meet with SENCO (LW) week 1 Aut 1 and Week 6 Aut 1 to discuss pupils who need pre-teaching, strategies needed and staffing- to be added to SEND Intervention Matrix and EHCPs/My Learning Plans.</p>	<p>using the classroom as a second teacher.</p> <p>Teacher marking moves the learning forward. Misconceptions are recognised and addressed.</p> <p>Pupils feel confident to articulate their reasoning in front of the teacher and class peers. Mistakes are welcome.</p> <p>End of Unit assessments are used, evident in books, marked and used to inform the teacher for next steps.</p>	<p>High quality presentation in all maths books.</p> <p>KS2 maths data to be above national expectations.</p>
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IMPLEMENTATION PLAN 2.7 AUTUMN

2.7 OPENING WORLDS				
Problem (Why?)	Intervention (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)	Final Outcomes (And so?)
Pupils		Training		

<p>Opening Worlds is a new History, Geography and RE scheme that will benefit pupils in Y3-Y5 to begin with from September 2023.</p> <p>Teachers As the scheme is new to staff (trialled in summer 2 2023), staff will need time to be confident with the scheme.</p>	<p>Active Ingredient 1: High quality training for all teachers and TAs using Opening Worlds is imperative.</p> <p>Active Ingredient 2: Opportunities for teaching staff to discuss Opening Worlds issues, concerns, or positives with the History/Geography and RE Leads.</p>	<p>05.09.23 Opening Worlds training for all staff teaching Opening Worlds (WeST).</p> <p>13.09.23 Opening Worlds recap in staff CPD session.</p> <p>30.10.23 Opening worlds recap/ staff question and answer session in staff CPD session.</p> <p>Networking Opening Worlds Leads and teachers to network with other teachers from WeST schools using TEAMS. Possible links with Woodford School?</p> <p>Coaching Opening Worlds Leads to join Phase Meetings for Q and A opportunities with teams regarding Opening Worlds Week 3 and Week 6 Aut 1 and Aut 2. Feedback to SLT for next steps.</p> <p>Monitoring Learning Walks/ Book Flicks (Opening Worlds Leads + HT/DHT) 03.10.23 05.12.23 SLT Book Look 09.10.23 27.11.23 Pupil Voice (Y2-Y5) 13.10.23- Opening Worlds focus 01.12.23- Opening Worlds focus</p> <p>Resources History Opening Worlds timeline to be evident in the hall and small version in the KS1 and KS2 shared areas. History/Geography/RE story-based non-fiction books to be accessible in each class and the library area- linking to eras/ subjects studied. Large display board in school main area to be dedicated to Opening Worlds and displaying current work and substantive knowledge/ pupil quotes and links to texts that tempt. Text books to have covers and stored carefully for sustainability.- Covers ordered Oct 23 (HP)</p>	<p>TAs and HLTAs now understand the why, what and how of Opening Worlds.</p> <p>HLTAs have a deeper understanding for when they teach the sessions.</p> <p>Opening Worlds subject leads have allocated time to monitor the teaching of Opening Worlds and attend SLT meetings when the focus is to quality assure OW work. Subject leads feel that they know their subject and progression. Subject lead voice Oct 23.</p>	<p>Increased and high-level subject knowledge for all teaching staff Y3-Y6.</p> <p>High quality teaching and learning in Geography, History and RE for pupils in KS2.</p> <p>Development in breadth and depth of vocabulary used and understood in reading, writing and articulation/ conversation.</p> <p>Empowered subject leads from high quality training, networking and time to quality assure their subject.</p> <p>Sustainable textbooks with covers.</p> <p>Increased attainment of knowledge and skills for all KS2 pupils.</p>
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IMPLEMENTATION PLAN 2.8 AUTUMN

2.8 STAFF PROFESSIONAL DEVELOPMENT				
Problem (Why?)	Intervention (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)	Final Outcomes (And so?)
<p>Pupils If teachers CPD is not current and relevant, pupil outcomes will suffer.</p>	<p>Active Ingredient 1: CPD programme (WalkThrus) to be purchased as pedagogical training tool for each CPD session.</p>	<p>Training AUT 1 Week 1- Power Maths introduction Week 2- Behaviour recap, Power Maths recap, Opening Worlds recap.</p>	<p>Book scrutiny informed us that SEND needed to be a priority for CPD until at least Christmas. Limited Walkthru</p>	<p>Confident and empowered teaching staff.</p>

<p>Teachers</p> <p>Some staff felt that internal (school based CPD) was not current and once introduced, not recapped or retrieved in future sessions.</p> <p>Some staff feel that opportunities for extending their own professional development has not been offered to all.</p>	<p>Active Ingredient 2: CPD sessions to be cyclical and provide time for teaching staff to implement, embed and discuss new skills and strategies.</p> <p>Active Ingredient 3: Subject leaders to be developed by coaching and monitoring opportunities together with Headteacher/ Deputy Headteacher.</p> <p>Active Ingredient 4: NPQs to be offered to all teaching staff.</p> <p>Active Ingredient 5: Remote/ online CPD sessions to be offered to non-teaching staff and Teaching Assistants so that all staff are informed.</p> <p>Active Ingredient 6: ECT to be supported by high quality mentorship and to have time to observe, question and network.</p>	<p>Week 3- Behaviour recap. Open Uni/UKLA TRG.</p> <p>Week 4- Behaviour recap, SEND overview. Learning walk feedback. SEND focus (LW)</p> <p>Week 5- All staff code of conduct- Richard Woodland</p> <p>Week 6- SEND Adaptive Learning</p> <p>Week 7- Time back for parent consultations</p> <p>AUT 2</p> <p>Week 1- Behaviour Recap and SEND Adaptive Learning (School closure prep)</p> <p>Week 2- Behaviour Recap and Systems (Amy Pearce)</p> <p>Week 3- WeST Writing Moderation.</p> <p>Week 4- Behaviour Recap and SEND Adaptive Learning</p> <p>Week 5- SEND recap + time for data analysis/uploading.</p> <p>Week 6- Power Maths question and answer session. Open Uni/UKLA TRG session 3.</p> <p>Week 7- Behaviour recap ready for new term. Opportunities to plan for the new term.</p> <p>Headteacher will record online sessions for each of the above for staff members who missed the CPD sessions plus for all Teaching Assistants to keep updated with current pedagogy and training.</p> <p>NPQs</p> <p>NPQTLD x 1, NPQLL x2, NPQSL x 2 and ECT x1 through Ambition Institute- starting September 2023.</p> <p>NPQH continued into Sept 23 through Church of England (HT).</p> <p>Networking</p> <p>Links with The Open University/UKLA to enhance Reading for Pleasure.</p> <p>Working together with The Open University to complete a research study into the links between Reading for Pleasure and Empathy (MT and Headteacher).</p> <p>Kernow English Hub- visit to school 02.11.23. HT to lead DfE Transforming Your Schools Reading Culture. Phonics Lead (JS) to attend Reading Lead training by Kernow English Hub.</p> <p>CODE Maths Hub- link with Deputy Headteacher/Maths Lead.</p> <p>Coaching</p> <p>ECT will start ECT 1 programme with Ambition Institute (Sept 23) plus will have a dedicated afternoon each week to work</p>	<p>instruction has been introduced due to change of CPD focus – Oct 2023. Staff voice shows that teachers feel that the SEND focus is consistent and is supporting them with T and L. Oct 23.</p> <p>Subject leader time is being allocated per week with priority subjects first- staff voice shows that subject leads feel that they already know their subject better, across year groups and are aware of how to support SEND pupils in their subjects Oct 23.</p> <p>NPQs have started for majority of staff (NPQLL start Feb 24)- Oct 23.</p> <p>ECT has weekly afternoon per week with mentor and has attended face to face training and network events.</p>	<p>High expectations for all pupils and staff across the year group.</p> <p>Deeper learning evident in books across all subjects.</p> <p>Understanding of cognitive load evident in books and classroom environments.</p> <p>Increased progress and attainment in all subjects (above national averages).</p>
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Trust Visits	NK	NK								
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4. CALENDAR

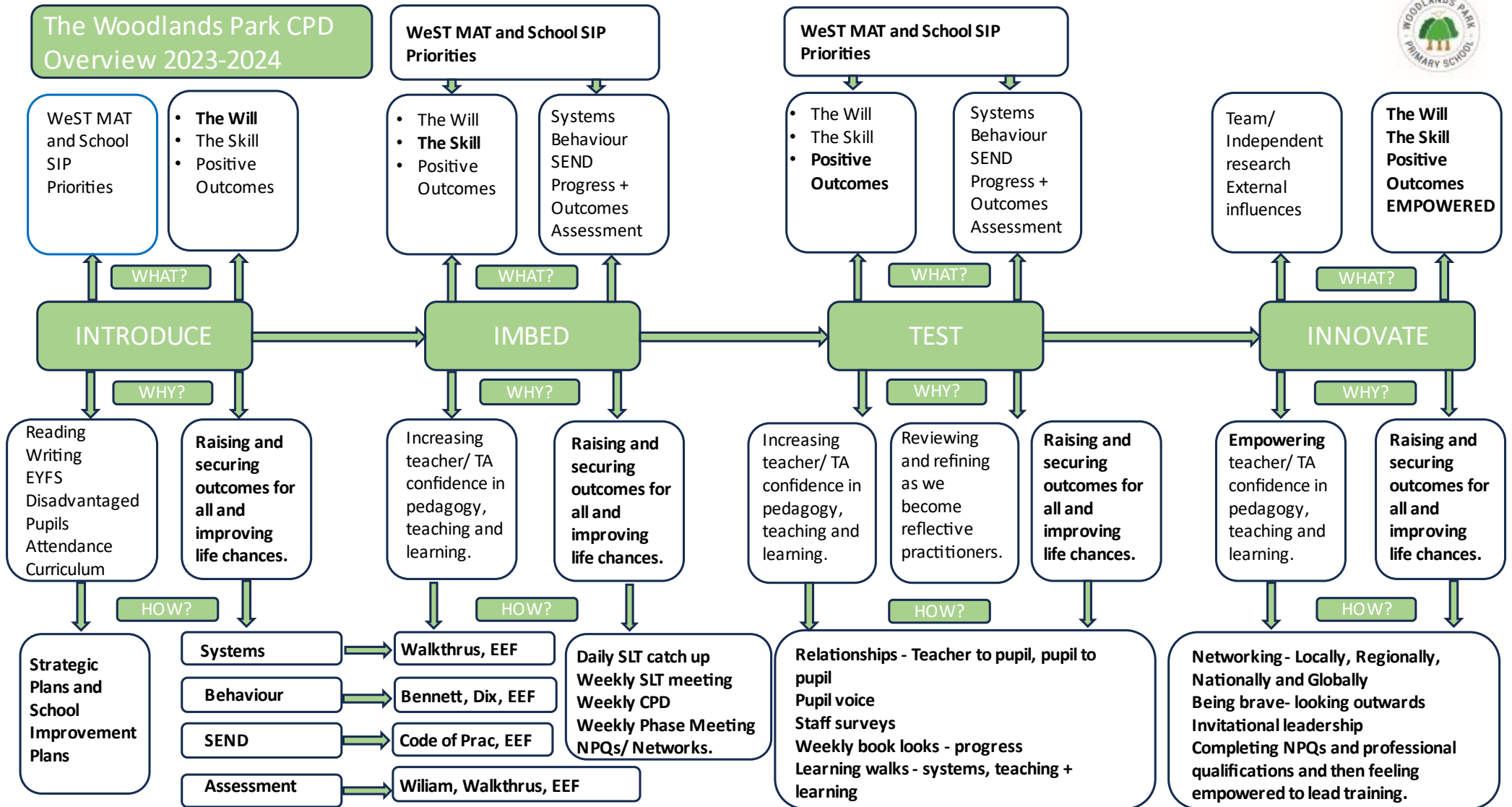
AUTUMN TERM 1	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 4.09.23 EYFS Baseline	INSET- Safeguarding Behaviour Expectations CPD Offer SLT Meeting 15.30-17.00	INSET- Opening Worlds/ Handwriting and Transcription	Staff CPD Meeting 15.30-17.00- Power Maths Overview (KH) 15.30- 16.15 Classroom/ planning prep in teams.	Primary Headteacher Induction (EV) 14.00-16.00	RWI Training (Teachers/TA refresher) -All day WPFA Coffee Morning 9.00
Week 2 11.09.23 EYFS Baseline	MAT EYFS Lead (HO) with EYFS- All day (EV and LW) SLT Meeting 15.30-17.00	Learning Walk- Behaviour (EV and KH) SEND Network (LW)- Check timings	DSL Forum 12.00-13.30 online (KH) Staff CPD Meeting 15.30-17.00 Behaviour Recap (EV) Power Maths Recap (KH) Opening Worlds Recap (MS/LS)	Learning Walk- SEND (EV and LW) Joint Heads Meeting (EV) 8.30- 12.30+ Lunch	
Week 3 18.09.23 EYFS Baseline	SLT Meeting 15.30-17.00 Book Look- Maths	Learning Walk- Reading (EV, KH and MT) Primary Headteachers Meeting (EV) 9.15-12.30	Staff CPD Meeting 15.30-17.00 Behaviour review Open University/UKLA Teacher Reading Group Session 1 (EV/MT)	Headteacher Coaching Session (EV) Early Years Network (EV and LW) 14.00-16.00	
Week 4 25.09.23 EYFS Baseline	SLT Meeting 15.30-17.00 Book Look-	Aspiring Leaders Meeting (KH) 10- 12.00	Staff CPD Meeting 15.30-17.00 Behaviour recap SEND- My Learning Plans/ Adapting for Learning expectations (LW)	Early Reading Network 14.00-16.00	
Week 5 02.10.23 EYFS Baseline	RWI Training (Teachers/TA refresher) -All day SLT Meeting 15.30-17.00 Book Look-	Learning Walk/ Book Look- Opening Worlds NPQH Coaching Session 16.30 (EV)	Staff CPD Meeting 15.30-17.00 Whole Staff Code of Conduct- Richard Woodland	Book Look- SEND (Scaffolding and Adaptation) EV and LW Maths Network 14.00-16.00 (KH)	Kernow English Hub Early Reading and Phonics Audit- All day (EV and JS)
Week 6 09.10.23 EYFS Baseline	SLT Meeting 15.30-17.00 Book Look- Opening Worlds	Learning Walk/ Book Look- Power Maths (EV and KH) KS2 Phase Review	SEND Adaptive Learning Session 1 What is Adaptive Teaching and Learning? (LW/EV)	NPQH Face to Face Old Priory Academy 8.30-4.30 (EV)	Pupil Voice
Week 7 16.10.23 EYFS Baseline	Devon County Council External Safeguarding Review- All day (EV and KH) SLT Meeting 15.30-17.00 Behaviour Incidents reporting Safeguarding Review feedback EYFS baseline feedback (LW)	Learning Walk/ Book Look- Writing (EV, KH and MT) Primary Headteachers Meeting (EV)	Staff CPD Meeting 15.30-17.00- Time back	Learning Walk- Behaviour Science Network Meeting (LP) 14.00-16.00	Parent Survey
Half Term					

Autumn Term 2	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 30.10.23	INSET- Trust Safeguarding Recap Systems and Routines Recap SLT postponed to Thursday.	AM SLT Operations Briefing Learning Walk: Behaviour/Systems/Supervision @ play/lunchtimes	AM SLT Operations Briefing Staff CPD Meeting 15.00-17.30 Behaviour Recap SEND Adaptive Teaching (EV/LW)	AM SLT Operations Briefing English Network 14.00-16.00 Learning Walk- SEND (EV and LW) and book flick (adaptation/scaffolding) SLT Meeting 15.30-17.00 Planning overviews- QA as SLT	AM SLT Operations Briefing Pupil Voice: WWW last term, EBI last term Y1-Y6
Week 2 6.11.23	AM SLT Operations Briefing SLT Meeting 15.30-17.00 Book Look Maths- Marking, feedback, progress, adapting and extending Y1-Y6 EYFS overview of maths planning and evidence in books so far.	AM SLT Operations Briefing Early Years Network (EV and LW) 10.00-12.00 Learning Walk/ Book Look PSHE Behaviour/Systems/Supervision @ play/lunchtimes	AM SLT Operations Briefing Staff CPD Meeting 15.00-17.30 Behaviour Recap Systems and Routines – Amy Pearce (WeST)	AM SLT Operations Briefing New Headteacher Induction (EV) 14.00-16.00	AM SLT Operations Briefing Pupil Voice: PSHE/British Values
Week 3 13.11.23 ASSESSMENT WEEK	AM SLT Operations Briefing SLT Meeting 15.30-17.00 Book Look- Writing- Planning and work triangulation, adaptation, presentation and marking expectations.	AM SLT Operations Briefing Primary Heads Meeting 9.15-12.00 (EV) Learning Walk/ Book Look Art and DT Behaviour/Systems/Supervision @ play/lunchtimes	AM SLT Operations Briefing CPD Staff Meeting- WeST Writing Moderation 15.30-17.30	AM SLT Operations Briefing	AM SLT Operations Briefing Pupil Voice: Relationships with teachers/ staff
Week 4 20.11.23 ASSESSMENT WEEK	AM SLT Operations Briefing SLT Meeting 15.30-17.00 Book Look- Science Planning and work triangulation, adaptation, presentation and marking expectations.	AM SLT Operations Briefing Aspiring Leaders 10.00-12.00 (KH) SEND 10.00-12.00 (LW) Learning Walk/ Book Look: MFL Behaviour/Systems/Supervision @ play/lunchtimes	AM SLT Operations Briefing DSL Forum (KH) 12.00-13.30 Staff CPD Meeting 15.00-17.30 Behaviour recap SEND Adaptive Teaching (EV/LW)	AM SLT Operations Briefing Maths Network 14.00-16.00 (KH)	AM SLT Operations Briefing Pupil Voice: Indoor and outdoor environments
Week 5 27.11.23	AM SLT Operations Briefing SLT Meeting 15.30-17.00 Book Look- Opening Worlds (Hist) Planning and work triangulation, adaptation, presentation and marking expectations.	AM SLT Operations Briefing Learning Walk/ Book Look- Power Maths (EV and KH) Behaviour/Systems/Supervision @ play/lunchtimes	AM SLT Operations Briefing Time back	AM SLT Operations Briefing Learning Walk- SEND (EV and LW) and book flick (adaptation/scaffolding)	AM SLT Operations Briefing Pupil Voice: Behaviour in and around school
Week 6 04.12.23	AM SLT Operations Briefing SLT Meeting 15.30-17.00 Book Look Opening Worlds (Geog) Planning and work triangulation, adaptation, presentation and marking expectations.	AM SLT Operations Briefing Early Reading Network 10.00-12.00 Learning Walk/Book Flick- Opening Worlds Behaviour/Systems/Supervision @ play/lunchtimes	AM SLT Operations Briefing Staff CPD Meeting 15.00-17.30 Power Maths Q and A session 15.30-16.00 (KH))	AM SLT Operations Briefing Science Network Meeting 14.00- 16.00 (LP)	AM SLT Operations Briefing AP 1 DATA DEADLINE Pupil Voice: How supported am I in my learning at WPPS?
Week 7 11.12.23	AM SLT Operations Briefing SLT Meeting 15.30-17.00 Book Look Opening Worlds (RE)	AM SLT Operations Briefing Primary Heads Meeting 9.15-12.00 (EV)	Time back	AM SLT Operations Briefing	AM SLT Operations Briefing Pupil Voice: Next term I'm looking forward to...

Pupil Progress Meetings EV, KH, LW and class teachers.	Planning and work triangulation, adaptation, presentation and marking expectations.	Learning Walk: Music Behaviour/Systems/Supervision @ play/lunchtimes			Parent Voice: WWW this term and EBI
Week 8 18.12.23	AM SLT Operations Briefing SLT Meeting 15.30-17.00	AM SLT Operations Briefing Behaviour/Systems/Supervision @ play/lunchtimes End of term thank you for all staff.	CHRISTMAS HOLIDAYS	CHRISTMAS HOLIDAYS	CHRISTMAS HOLIDAYS

When?	What?	Who?	Where?
Week One 4 th January	High Expectations and SOPs	Eve Vollans	Dormice 3.30
Week Two 11 th January	Time given back to team	All teachers	Classrooms/ phases and shared areas
Week Three 17 ^h January	Letter Join Handwriting	Mike Tuckwell	Eagle Owls classroom 3.30
Week Four 24 ^h January	High Expectations/ SEND Update	Eve Vollans	Barn Owls classroom 3.30
Week Five 31 st January	Wild Tribe/ Forest School	Arena	Meet in P Martens + then outside 3.30
Week Six 7 th February 2ND FEBRUARY INSTEAD	Strategies in the classroom for Neurodiverse Children	MAST	Foxes classroom 3.30

When?	What?	Who?	Where?
Week One 21 st February 2024	INSET DAY	INSET DAY	INSET DAY
Week Two 28 th February 2024	Opening Worlds training- 10 steps/symbols High Expectations and SOPS	Eve Vollans	Eagle Owls classroom 3.30
Week Three 6 th March 2024 8 th March 2024	WeST Writing Moderation TA Training: Behaviour Strategies and Relationships	All teachers Teaching assistants and MTAS Led by MAST Ed Psych	Selected WeST schools- locations and details Wednesday 6th March 2024 3.45 - 5.30 Year 1 / 2 – at Woodford Primary Year 3 / 4 + Sara Foley at Sherford Vale Primary Year 5 / 6 at WeST HQ Staffroom 9.30
Week Four 13 th March 2024	Opening Worlds training- 10 steps/symbols part B	Eve Vollans	Barn Owls 3.30
Week Five 20 th March 2024	Expectations for summer term Data analysing- time in teams	Eve Vollans 3.30-3.50 Data analysis 3.50-5	Snowy Owls 3.30-3.50 Time in year group/phase teams
Week Six 27 th March 2024	Time given back	Classes/shared areas	Time in classes/shared areas



PACE

THE WHAT :

P
Playfulness

A
Acceptance

C
Curiosity

E
Empathy

THE WHY :

Using PACE helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment. It supports us to gain a better understanding of what the child is feeling. In tricky moments it allows us to stay emotionally regulated and guide the child through their heightened emotions, thoughts and behaviours. In turn, PACE helps children and young people to feel more connected to and understood by important adults in their life and ultimately, to slow down their own responses.

THE HOW :

Be playful

Use a lighthearted tone

Use a story telling voice

Show interest + curiosity

PLEASE NOTE

These are not clear sequential steps; they will be interchangeable depending on each individual situation.

Accept feelings

Acknowledge

Use curiosity + empathy

See beyond the behaviours

Try not to challenge

Speak with colleagues

Connect with the emotion before engaging in a discussion

Show interest + willingness

Avoid asking "why?"

Ask: "Is it ok if I share my idea of what is going on for you? I might be wrong, but these are my ideas." or "What do you think was going on?", "What do you think that was about?" or "I wonder what...?"

Show that you can cope with the hard times with them

Understand and express your own feelings about the child's experience can often be more effective than reassurance. For example, if a child says, "You don't care", you can respond by saying "That must be really hard for you. I feel sad that you experience me as not caring".