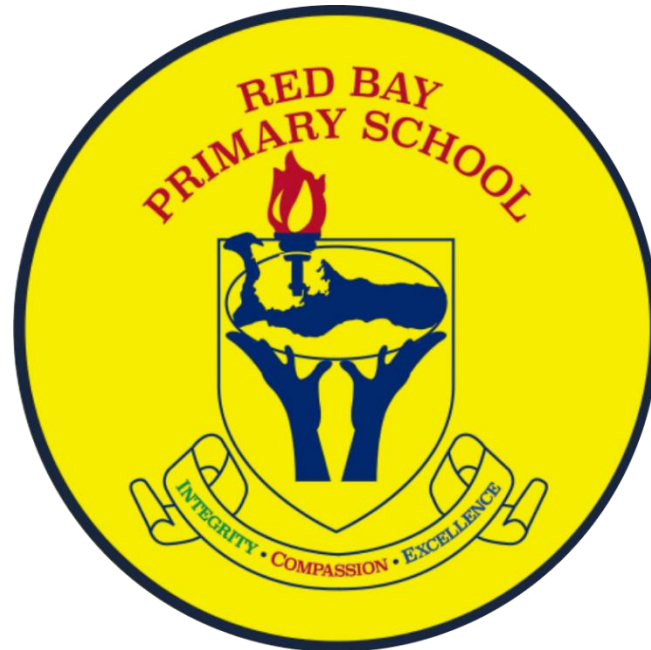


# Red Bay Primary Plan of Action 2021 – 2024



A CENTRE FOR EXCELLENCE

## Integrity Compassion Excellence

### **OUR MISSION STATEMENT**

The mission of Red Bay Primary School (a partnership of students, parents, the community and a dynamic team of educators) is to equip students with the skills that promote personal integrity, compassion and academic excellence in a child-centered nurturing environment.

## Early Years

- Further development of the Reception Outdoor Environment
- Increase connection with local nurseries and preschools
- Implementation of Read Write Inc. to close gaps in Phonics and Literacy
- Implementation of PowerMath to close gaps in Mathematics
- Implementation of themed learning to connect Understanding of the World with all areas of learning

The overarching aim of the curriculum plan and implementation is to shorten the gaps within students' knowledge base and ensure that the core subject outcomes are as chronologically close to where they should be by the end of the year (if the disruption caused by Coronavirus had not taken place).

**Priority 1: Staff and the environment caters to the social and emotional development of each child (taking into consideration potential additional needs as a result a result of COVID-19)**

### Long Term Goals for Reception:

**Ins Recommendation:** At the end of the academic year 2023- 2024, the outdoor learning area should be 100% complete, which should be evidenced by using financial grants to purchase resources and design designated areas of learning that will engage young learners in child-initiated active play, and environmental awareness.

- At the end of Year 1 – 2021-2022, the outdoor learning area should be 20% complete, with 80% to be completed by 2023-2024.
- At the end of Year 2 – 2022-2023, the outdoor learning area should be 50% complete, with 50% to be completed by 2023 – 2024
- At the end of Year 3 – 2023- 2024, the outdoor learning area should be 100% complete

**Ins Recommendation:** At the end of the academic year 2023- 2024 (beginning of 2024-2025 academic year), 80% of students entering the Reception programme after transitioning from a preschool/nursery in the surrounding areas will display signs of school readiness such as using the bathroom independently, counting and recognizing numbers to 10, and recognizing and writing first name, which will be evidenced by an increase in termly meetings, observations and walkthroughs between teachers/caregivers in the preschools and in the Reception programme.

- At the end of Year 1 – 2021-2022 (beginning 2022-2023), 50% of students will display signs of school readiness.
- At the end of Year 2 – 2022-2023 (beginning 2023-2024), 65% of students will display signs of school readiness.
- At the end of Year 3 – 2023-2024 (beginning 2024-2025), 80% of students will display signs of school readiness.

**At the end of the academic year 2023- 2024, 80% of students will be able to achieve a Good Level of Development (GLD) in Communication and Language, and Literacy, evidenced by using programmes such as Read, Write, Inc to aid with phonics and reading, and designing/ creating learning opportunities in learning centres that will reflect what has been taught in order to allow for application of topics for learners.**

- At the end of Year 1 – 2021-2022, at least 60% of students will achieve a Good Level of Development (GLD) in Communication and Language and Literacy, while at least 40% of students will be working towards achieving GLD in those areas.
- At the end of Year 2 – 2022-2023, at least 70% of students will achieve a Good Level of Development (GLD) in Communication and Language and Literacy, while at least 30% of students will be working towards achieving GLD in those areas.

- At the end of Year 3 – 2023- 2024, at least 80% of students will achieve a Good Level of Development (GLD) in Communication and Language and Literacy, while at least 20% of students will be working towards achieving GLD in those areas.

**At the end of the academic year 2023- 2024, 80% of students will be able to achieve a Good Level of Development (GLD) in Mathematics, evidenced by using programmes such as Power Maths to teach math, and designing/ creating learning opportunities in learning centres that will reflect what has been taught in order to allow for application of topics for learners.**

- At the end of Year 1 – 2021-2022, at least 60% of students will achieve a Good Level of Development (GLD) in Mathematics, while at least 40% of students will be working towards achieving GLD in those areas.
- At the end of Year 2 – 2022-2023, at least 70% of students will achieve a Good Level of Development (GLD) in Mathematics, while at least 30% of students will be working towards achieving GLD in those areas.
- At the end of Year 3 – 2023- 2024, at least 80% of students will achieve a Good Level of Development (GLD) in Mathematics, while at least 20% of students will be working towards achieving GLD in those areas.

**At the end of the academic year 2023- 2024, 80% of students will be able to achieve a Good Level of Development (GLD) in Understanding the World, evidenced by using a thematic approach to teaching, and designing/ creating learning opportunities in learning centres that will reflect what has been taught in order to allow for application of topics for learners.**

- At the end of Year 1 – 2021-2022, at least 60% of students will achieve a Good Level of Development (GLD) in Understanding the World, while at least 40% of students will be working towards achieving GLD in those areas.
- At the end of Year 2 – 2022-2023, at least 70% of students will achieve a Good Level of Development (GLD) in Understanding the World, while at least 30% of students will be working towards achieving GLD in those areas.
- At the end of Year 3 – 2023- 2024, at least 80% of students will achieve a Good Level of Development (GLD) in Understanding the World, while at least 20% of students will be working towards achieving GLD in those areas.

<b>Actions</b> <i>What needs to be done? Data and research to support</i>	<b>Expected Impact</b> <i>What will success look like?</i>	<b>Success Criteria</b> <i>How will success be measured?</i>	<b>How will the action be monitored and evaluated?</b>	<b>Time Scale</b> <i>Specific Dates</i>	<b>Resources Needed</b> <i>Staffing/funding</i>	<b>Lead Person</b> <i>Who leads the action?</i>
<ul style="list-style-type: none"> <li>• Further development of the Reception Outdoor Environment</li> </ul> Research <ul style="list-style-type: none"> <li>• <a href="https://literacytrust.org.uk/blog/the-benefits-of-outdoor-learning-in-the-early-years/">https://literacytrust.org.uk/blog/the-benefits-of-outdoor-learning-in-the-early-years/</a></li> </ul>	<ul style="list-style-type: none"> <li>• An enhanced outdoor environment equipped with the necessary resources appropriate for the students</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor area will include resources and stations for all 7 key areas of learning</li> <li>• General and planned resources are accessible to children</li> <li>• Resources are appropriately matching with the classroom topics</li> </ul>	<ul style="list-style-type: none"> <li>• Early Essence photographic evidence</li> <li>• Planning will include outdoor provisions</li> <li>• Senior leader will visit the area for assessment</li> <li>• Work orders will be</li> </ul>	Term 1	Funding for equipment and resources will be researched and requested	Thresia McLean (Reception Teacher)

<ul style="list-style-type: none"> <li><a href="https://www.earlyyears.matters.co.uk/outdoor-learning-in-the-early-years-matters/">https://www.earlyyears.matters.co.uk/outdoor-learning-in-the-early-years-matters/</a></li> </ul>		<p>and extend the learning opportunities</p> <ul style="list-style-type: none"> <li>General resources are available at all times, especially to facilitate gross motor and moving and handling</li> </ul>	<p>completed and monitored by Principle</p> <ul style="list-style-type: none"> <li>Fundraising opportunities will be researched and documentation will be completed</li> </ul>			
<ul style="list-style-type: none"> <li>Increase connection with local nurseries and preschools</li> </ul> <p>Research</p> <ul style="list-style-type: none"> <li><a href="https://www.teachearlyyears.com/a-unique-child/view/transition-to-reception">https://www.teachearlyyears.com/a-unique-child/view/transition-to-reception</a></li> <li><a href="https://www.egfl.org.uk/sites/default/files/Topics/Early_years/Reception%20class%20transition%20guide%2011052020.pdf">https://www.egfl.org.uk/sites/default/files/Topics/Early_years/Reception%20class%20transition%20guide%2011052020.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Smoother emotional transition with stronger school readiness practices</li> <li>Cleaner understanding of children's development before and after transitions</li> </ul>	<ul style="list-style-type: none"> <li>Meet with main feeder preschool – meet Principal and Teachers</li> <li>Observe preschool learning and environment</li> <li>Review EYFS documentations with staff</li> <li>Set up observation days for preschool staff to visit and see reception setting</li> </ul>	<ul style="list-style-type: none"> <li>Report on visits and observations with brief notes and dates</li> <li>Keep copies of lessons observed and ideas shared</li> </ul>	Term 1	<ul style="list-style-type: none"> <li>Contacts</li> <li>Time and cover for visits</li> </ul>	Thresia McLean (Reception Teacher)
<ul style="list-style-type: none"> <li>Implementation of Read Write Inc. to close gaps in Phonics and Literacy</li> </ul> <p>Research</p> <ul style="list-style-type: none"> <li><a href="https://www.ruthmiskin.com/en/programmes/phonics-nursery/">https://www.ruthmiskin.com/en/programmes/phonics-nursery/</a></li> <li><a href="http://www.lancsngfl.ac.uk/curriculum/assessment/download/file/3.pdf">http://www.lancsngfl.ac.uk/curriculum/assessment/download/file/3.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Children will have a strong understanding of sounds, segmenting, blending, strategies, etc.</li> <li>Attainment in sound knowledge will increase (50% will achieve 40-60 or above).</li> </ul>	<ul style="list-style-type: none"> <li>Planning will show daily RWI and literacy opportunities</li> <li>Parents will have clear documentation and resources to support learning at home</li> <li>Centers and Outdoor planning will show linked activities.</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Home School Communication</li> </ul>	Term 1	<ul style="list-style-type: none"> <li>RWI kit</li> <li>Resources to send home</li> <li>Resources for centers and outdoor</li> </ul>	Thresia McLean (Reception Teacher)

<ul style="list-style-type: none"> <li>Implementation of PowerMath to close gaps in Mathematics</li> </ul> <p>Research</p> <ul style="list-style-type: none"> <li><a href="https://www.teachearlyyears.com/learning-and-development/view/is-maths-mastery-right-for-the-eyfs">https://www.teachearlyyears.com/learning-and-development/view/is-maths-mastery-right-for-the-eyfs</a></li> <li><a href="https://www.teachwire.net/news/maths-in-early-years-what-children-learn-is-important-but-how-they-learn-is">https://www.teachwire.net/news/maths-in-early-years-what-children-learn-is-important-but-how-they-learn-is</a></li> </ul>	<ul style="list-style-type: none"> <li>Children will have a strong understanding of numbers, and shape, space, and measure.</li> <li>Attainment in numbers and shape, space, and measure will increase (50% will achieve 40-60 or above)</li> </ul>	<ul style="list-style-type: none"> <li>Planning will show daily PowerMath and math related opportunities</li> <li>Parent will have clear documentation and resources to support learning at home</li> <li>Centers and Outdoor planning will show linked activities</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Home School Communication</li> </ul>	<p>Term 1</p>	<ul style="list-style-type: none"> <li>PowerMath kit</li> <li>Resources to send home</li> <li>Resources for centers and outdoor</li> </ul>	<p>Thresia McLean (Reception Teacher)</p>
<ul style="list-style-type: none"> <li>Implementation of themed learning to connect Understanding of the World with all areas of learning</li> </ul> <p>Research</p> <ul style="list-style-type: none"> <li><a href="https://my.optimus-education.com/sites/optimus-education.com/files/attachments/articles/uw_the_world.pdf">https://my.optimus-education.com/sites/optimus-education.com/files/attachments/articles/uw_the_world.pdf</a></li> <li><a href="https://help-for-early-years-providers.education.gov.uk/understanding-the-world">https://help-for-early-years-providers.education.gov.uk/understanding-the-world</a></li> </ul>	<ul style="list-style-type: none"> <li>Children will learn through a themed environment and opportunities. These themes will extend into all areas of learning</li> <li>Children will have a strong connective knowledge of people, environments, culture, and the world.</li> <li>Attainment in UOW will increase (80% will achieve 40-60 or above)</li> </ul>	<ul style="list-style-type: none"> <li>Planning will show weekly UOW focused lessons and opportunities</li> <li>Parent will have clear documentation and resources to support learning at home</li> <li>Centers and Outdoor planning will show linked activities</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Home School Communication</li> </ul>	<p>Term 1</p>	<ul style="list-style-type: none"> <li>Resources to send home</li> <li>Resources for centers and outdoor</li> </ul>	<p>Thresia McLean (Reception Teacher)</p>

## English

- To improve system wide literacy provision through outstanding subject leadership and strategic CPD
- To have consistent implementation of a robust Response to Intervention Framework

The overarching aim of the curriculum plan and implementation is to shorten the gaps within students' knowledge base and ensure that the core subject outcomes are as chronologically close to where they should be by the end of the year (if the disruption caused by Coronavirus had not taken place).

**Ins Recommendation:** Priority 1: To raise attainment in English across KS1 and KS2

### Long Term Goals for English:

By the end of the academic year 2023 – 2024:

- at least 90% of teachers have successfully implemented the set practices that the school has adopted from the New English Primary curriculum. The remaining 10% should have at least satisfactorily implemented these practices, which will be evident during formal lesson observations, scheduled walkthroughs, informal learning walks and work scrutiny.
- at least 85% of new staff must consistently deliver good or excellent English lessons, and the remaining 15% deliver at least satisfactory lessons. Use of resources from the kit and strategies shared during professional development sessions must be evident in their lesson planning and delivery during formal observation.
- at least 90% staff will make consistent evidence-based judgements about standards so that assessment judgements made for any one pupil are accurate, fair and comparable with those made for all other pupils. The remaining 10% with continuous support, will award accurate judgement to each collection of writing.
- 100% classes must have established literacy centres which are fully utilized by students with opportunities by teachers to address the distinct needs of small groups of students: thus, fostering a school-wide literacy culture.
- at least 85% of parents will be actively engaged in their children's literacy development, which will be evident in constant communication, book bags, home assignments, family literacy night and continued home-school relationships.

#### Actions

*What needs to be done? Data and research to support*

#### Expected Impact

*What will success look like?*

#### Success Criteria

*How will success be measured?*

#### How will the action be

*monitored and evaluated?*

#### Time Scale

*Specific Dates*

#### Resources

*Needed  
Staffing/funding*

#### Lead Person

*Who leads the action?*

<ul style="list-style-type: none"> <li>Scheduled walkthroughs and informal learning walks to be conducted at least once per term.</li> </ul> <p><b>Research:</b> The School Leader’s Literacy Walkthrough is designed to assist school leaders in observing specific research-based practices during literacy instruction (or students’ independent use or application of those practices (Foorman &amp; Connor, 2011, and Foorman &amp; Wanzek, 2015)</p>	<ul style="list-style-type: none"> <li>Improvement in literacy attainment across KS1 and KS2.</li> </ul>	<ul style="list-style-type: none"> <li>Majority of students in Year 1 receiving at least 75% on Phonics screener</li> <li>Attainment and progress in all classes improved by 35%</li> </ul>	<ul style="list-style-type: none"> <li>Scheduled walkthroughs and informal learning</li> </ul>	Termly -December 2021 March 2022 June 2022	SMT, Reading Leads, mentor teachers  Cover for learning walks	Principal/Reading Leads
<ul style="list-style-type: none"> <li>Provide a series of support sessions for newly appointed staff</li> </ul> <p><b>Research:</b> Teachers in the early stages of their career need strong support to improve their instruction, plus pathways to professional licensure. Today, most teachers are leaving the profession within five years, citing inefficient support and preparation as main reasons (Snellings, 2020).</p>	<ul style="list-style-type: none"> <li>Improvement in attainment in English classes taught by new staff and at minimum maintenance of student attainment</li> </ul>	<ul style="list-style-type: none"> <li>Majority of English lessons taught by newly appointed staff to be judged internally as at least good on a consistent basis</li> </ul>	<ul style="list-style-type: none"> <li>Support sessions, attendance schedule and reflections on learning</li> </ul>	January 2022  Subsequently, to occur yearly – from 2022 (August to November)	Professional development manager, literacy specialist, mentor teachers  Funding for session materials  Cover for mentor teachers	Principal/Reading Leads



<ul style="list-style-type: none"> <li>To provide all staff with literacy starter kits.</li> </ul> <p><b>Research:</b> A teaching resource is a material that is designed to help facilitate learning and knowledge acquisition</p>	<ul style="list-style-type: none"> <li>Improvement in teaching practice across KS1 and KS2</li> </ul> <p>A teaching resource is a material that is designed to help facilitate learning and knowledge acquisition</p>	<ul style="list-style-type: none"> <li>Majority of the lessons planned and delivered to be observed by SLT as at least good</li> </ul>	<ul style="list-style-type: none"> <li>Teachers lesson plans reflect use of material</li> </ul>	September 2021	Materials for printing	Reading Leads
<ul style="list-style-type: none"> <li>To have termly writing moderation across key stages.</li> </ul> <p><b>Research:</b> Provides greater confidence in teacher judgments and assurance that judgments are consistent with other professionals. Leads to shared expectations of learning and understandings of levels and progression of learning (Assessment Online, 2021)</p>	<ul style="list-style-type: none"> <li>Consistency in teachers' rating of writing samples</li> </ul>	<ul style="list-style-type: none"> <li>All teachers can use writing rubrics to determine students' writing levels across a collection of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Students writing samples, Pupil can statement</li> </ul>	Termly: December 2021 March 2022 June 2022	Class cover	Reading Leads
<ul style="list-style-type: none"> <li>To establish literacy learning centres in classrooms.</li> </ul> <p><b>Research:</b> Learning centres diversify student experience, encourage student voice, leverage available resources and give teachers built-in opportunities for formative assessment and critical one-on-one conversations (Malefyt, 2016).</p>	<ul style="list-style-type: none"> <li>Greater level of student participation and improvement in reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Majority of students can work collaboratively and independently on assigned tasks</li> </ul>	<ul style="list-style-type: none"> <li>Literacy centres established (writing, Reading/class libraries, word work)</li> </ul>	October 2021	Carpets, bins, levelled readers	Classroom teachers



<ul style="list-style-type: none"> <li>To have parents actively involved in their children's literacy development</li> </ul> <p><b>Research:</b> Effective communication builds understanding and trust. When you and parents or carers understand and trust each other, you'll all be better able to work together to support children's wellbeing and development (Effective communication: why it is important, 2021).</p>	<ul style="list-style-type: none"> <li>Greater level of parental involvement in students' literacy development</li> </ul>	<ul style="list-style-type: none"> <li>Majority of students completing home assignments endorsed by parents</li> </ul>	<ul style="list-style-type: none"> <li>Attendance registers for Partners in Print</li> <li>Home reading logs</li> <li>Family Literacy Night</li> <li>Whole school Revision Night</li> </ul>	<p>Termly: December 2021 March 2022 June 2022</p>	<p>Reading logs, children's literacy</p>	<p>Classroom teachers</p>
<ul style="list-style-type: none"> <li>To foster a school-wide writing culture</li> </ul> <p><b>Research:</b> Writing helps to cultivate emotional growth, develop critical thinking skills and improve school performance. Students are also able to demonstrate their comprehension of complex concepts with greater ease if they have practised their writing skills (What is the benefit of a school-wide approach? 2020).</p>	<ul style="list-style-type: none"> <li>Improved writing performance in KS1 And KS2</li> </ul>	<ul style="list-style-type: none"> <li>Majority of students writing at the expected level.</li> <li>Writing centers developed in all classrooms.</li> <li>Students are provided with multiple opportunities to write.</li> <li>Murals around the school encourages reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>Collection of student writing samples</li> </ul>	<p>Termly: December 2021 March 2022 June 2022</p>	<p>Teacher Assistants</p>	<p>Principal/Reading Leads</p>
<ul style="list-style-type: none"> <li>Establish Professional Learning team</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in pedagogical subject knowledge</li> <li>Confident English teachers of self and collective efficacy</li> </ul>	<ul style="list-style-type: none"> <li>Reading teacher in each key stage who is able to mentor/coach at least one teacher</li> </ul>	<ul style="list-style-type: none"> <li>Reading teachers PLT reflections</li> </ul>	<p>February 2022</p>	<p>Cover for class teachers</p>	<p>Principal/Reading Leads</p>

**Priority 2: To improve instructional leadership in literacy across KS1 and KS2**

**Long Term Goals:**

By the end of the academic year 2023-2024:

- Key stages one and two reading leads will attend 100% of English CPDs and cascade the training to team members.
- Key stage reading leads will engage in on-going personal professional development to keep current with trends of the literacy landscape.
- To establish an active literacy professional learning team with representatives from each year group.

<b>Actions</b> <i>What needs to be done? Data and research to support</i>	<b>Expected Impact</b> <i>What will success look like?</i>	<b>Success Criteria</b> <i>How will success be measured?</i>	<b>How will the action be monitored and evaluated?</b>	<b>Time Scale</b> <i>Specific Dates</i>	<b>Resources Needed</b> <i>Staffing/funding</i>	<b>Lead Person</b> <i>Who leads the action?</i>
<p>Reading Leaders (KS1 and 2) to complete "Outstanding Subject Leadership" CPD</p> <ul style="list-style-type: none"> <li>• To participate in monthly Reading Leaders meeting.</li> <li>• To participate in Read Write Inc Fresh Start training sessions.</li> </ul> <p><b>Research:</b> CPD has been shown to increase teacher motivation, confidence and commitment to teaching. Learning new skills and applying them can lead to a more stimulating and effective teaching environment (The Importance of CPD, 2017).</p>	<ul style="list-style-type: none"> <li>• Improvement in whole school teaching practice and literacy attainment across KS1 and KS2</li> <li>• Confident English teachers with a strong sense of collective efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Majority of English lessons to be judged by SLT as at least good</li> </ul>	<ul style="list-style-type: none"> <li>• CPD course participants' reflection on learning</li> </ul>	<p>February 2022</p>	<p>Cover for classes</p>	<p>Literacy Specialist</p>

<ul style="list-style-type: none"> <li>• Monitor English planning and curriculum coverage through planning scrutiny and book looks using standardized criteria or “look fors”</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in English planning and curriculum mastery</li> </ul>	<ul style="list-style-type: none"> <li>• Majority of English plans at schools judged as good by SLT based on the established criteria</li> </ul>	<p>English planning scrutiny criteria or “look fors”</p> <p>Standardized book scrutiny criteria</p>	<p>November 2021</p>	<p>Reading leads, Mentor teachers, literacy specialist</p>	<p>Principal</p>
<p><b>Research:</b> Workbook scrutiny is seen as a contributory element, amongst many others, towards judging the quality of education The New Ofsted Criteria and Work Scrutiny (2019).</p>						

**Ins Recommendation:** Priority 3: To improve the quality of literacy intervention provision in KS1 and KS2

**Long term goal:**

- 100% of teachers must consistently use the various assessment data to inform planning and guide intervention

<b>Actions</b> <i>What needs to be done? Data and research to support</i>	<b>Expected Impact</b> <i>What will success look like?</i>	<b>Success Criteria</b> <i>How will success be measured?</i>	<b>How will the action be monitored and evaluated?</b>	<b>Time Scale</b> <i>Specific Dates</i>	<b>Resources Needed</b> <i>Staffing/funding</i>	<b>Lead Person</b> <i>Who leads the action?</i>
<ul style="list-style-type: none"> <li>• To have flexible small group intervention for students</li> </ul> <p><i>See SEN component for additional intervention options).</i></p>	<ul style="list-style-type: none"> <li>• More active student participation in which leads to improved literacy performance</li> </ul>	<ul style="list-style-type: none"> <li>• Majority of students completing assigned tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Majority of students meeting expectation on external assessments</li> </ul>	Termly - December 2021  March 2022 June 2022	<ul style="list-style-type: none"> <li>• Teacher assistants</li> </ul>	Classroom teachers/SLT
<ul style="list-style-type: none"> <li>• All staff to receive “Using literacy assessment data effectively” CPD</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in literacy data analysis and data-informed literacy instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction by 25% of children referred for intensive literacy intervention</li> </ul>	<ul style="list-style-type: none"> <li>• CPD course attendance register and participants’ reflection on learning</li> </ul>	Termly January 2022 March 2022	<ul style="list-style-type: none"> <li>• Class cover</li> </ul>	Principal/ Reading Leads
<ul style="list-style-type: none"> <li>• To use various assessment data to inform planning:                             <ul style="list-style-type: none"> <li>• PIRA</li> <li>• GAPS</li> <li>• ORCS</li> <li>• RWI</li> <li>• Teacher weekly reflection</li> <li>• Diagnostic and formative assessments</li> <li>• Writing samples</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Improved literacy performance in KS1 and KS2</li> </ul>	<ul style="list-style-type: none"> <li>• Majority of students show improvement on literacy assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of assessment data</li> </ul>	Termly December 2021  March 2022 June 2022	<ul style="list-style-type: none"> <li>• Class cover for Reading Leaders and class teachers</li> </ul>	Principal/ Reading Leads

## Mathematics

- To ensure that students are fluent with mathematical concepts, including number facts.
- To consistently use mathematics assessment data to inform teaching and learning, including intervention.

The overarching aim of the curriculum plan and implementation is to shorten the gaps within students' knowledge base and ensure that the core subject outcomes are as chronologically close to where they should be by the end of the year (if the disruption caused by Coronavirus had not taken place).

**Ins Recommendation:** Priority 1: To ensure that students are fluent with the 'ready to progress' mathematical concepts, including number facts.

### Long Term Goals:

By the end of the academic year 2023 – 2024, at least 85% of teachers must deliver consistently good or better math lessons, and 15% deliver at least satisfactory lessons. All teachers will be using the Ready to Progress criteria to drive interventions in math workshops. Outcomes will be assessed through formal and informal lesson observations, walkthroughs, book scrutiny and the use of assessment data. Through intentional and meaningful professional development sessions teachers will improve upon where necessary on their teaching pedagogy in mathematics.

- At the end of year 1 – 2021 – 2022 at least 70% of teachers must deliver consistently good or better lessons, and 30% deliver at least satisfactory lessons in mathematics.
- At the end of year 2 – 2022 – 2023 at least 75% of teachers must deliver consistently good or better lessons, and 25% deliver at least satisfactory lessons in mathematics.
- At the end of year 3 – 2023 – 2024 at least 85% of teachers must deliver consistently good or better lessons, and 15% deliver at least satisfactory lessons in mathematics.

By the end of the academic year 2023 – 2024, at least 85% of students should be fluent with the 'ready to progress' mathematical concepts, including number facts, and 15% beginning to make good progress in recalling and knowing their number facts. All teachers will be using the Ready to Progress criteria to drive interventions in math workshops.

- At the end of year 1 – 2021 – 2022 at least 70% of students must be fluent with the ready-to-progress math concepts, including their number facts, and 30% deliver at least satisfactory lessons in mathematics.
- At the end of year 2 – 2022 – 2023 at least 75% of teachers must deliver consistently good or better lessons, and 25% deliver at least satisfactory lessons in mathematics.
- At the end of year 3 – 2023 – 2024 at least 85% of teachers must deliver consistently good or better lessons, and 15% deliver at least satisfactory lessons in mathematics.

### Actions

*What needs to be done? Data and research to support*

### Expected Impact

*What will success look like?*

### Success Criteria

*How will success be measured?*

How will the action be monitored and evaluated?

Time Scale  
*Specific Dates*

Resources Needed  
*Staffing/funding*

Lead Person *Who leads the action?*

<ul style="list-style-type: none"> <li>● Teach mathematical concepts in 'small steps'</li> </ul> <p><i>Research: Carefully structured teaching is planned in small steps. This provides both the necessary scaffold for all to achieve, and the necessary detail and rigor of all aspects of the maths to facilitate deep thinking. (The National Centre for Excellence in the Teaching of Mathematics (NCETM), 2006).</i></p>	<ul style="list-style-type: none"> <li>● Teachers use the Power Maths planning document</li> <li>● Learning journeys, which show how the unit progression broken into small steps, are used</li> </ul>	<ul style="list-style-type: none"> <li>● Analyzing performance of teacher and summative, including standardized, assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Planning documentation and evidence from books</li> </ul>	<p>At present and ongoing</p>	<ul style="list-style-type: none"> <li>● Power Maths planning (available from Active Learn Primary)</li> </ul>	<p>Numeracy Coach</p>
<ul style="list-style-type: none"> <li>● Use manipulatives and representations to develop student understanding of mathematical concepts (2020 OES Inspection Report)</li> </ul> <p><i>Research: The evidence indicates that manipulatives can provide valuable support for student learning when teachers interact over time with the students to help them build links between the object, the symbol, and the mathematical idea both represent." (Adding It Up: Helping Children Learn Mathematics p 354. National Research Council)</i></p>	<ul style="list-style-type: none"> <li>● Teachers use manipulatives and representations which are appropriate for the concept being taught</li> <li>● Consistent use of manipulatives and representations are used throughout the school</li> <li>● Students are given additional time with manipulatives if they have not grasped the concept</li> <li>● Manipulatives are used with students of all ages</li> </ul>	<ul style="list-style-type: none"> <li>● Analyzing performance of teachers and summative/standardized, assessment</li> <li>● Collecting student feedback on the use of manipulatives and representations</li> </ul>	<ul style="list-style-type: none"> <li>● Learning walks/lesson observations and student conversations</li> </ul>	<p>At present and ongoing</p>	<ul style="list-style-type: none"> <li>● Physical and online manipulatives, Power Maths planning stating which manipulatives support specific concepts</li> </ul>	<p>Numeracy Coach Principal</p>

<ul style="list-style-type: none"> <li>Establish routines that allow students to practice recall of number facts</li> </ul> <p><b>Research:</b> Routines are an essential part of mathematics classrooms because they give structure to time and interactions, letting students know what to expect in terms of participation, supporting classroom management and organization, and promoting productive classroom relationships for teaching and learning. (McCallum &amp; Nowak, 2018).</p>	<ul style="list-style-type: none"> <li>Teachers provide opportunities for students to practice number facts. This should be little and often (eg. 5 minutes a day).</li> <li>Homework is also focused on practicing number facts. <b>(TTRS and Conquermaths)</b></li> <li>Set fact fluency goals for each student and create a plan for end-of-year fact mastery.</li> <li>Launching of the RBPS School Times Table Challenge, rewarding children with Certificates, house points and achievement points on SIMS.</li> <li>Implement Monthly fact fluency instruction, practice and assessments.</li> <li>Math Coach to carry out workshop on improving fluency in arithmetic and multiplication fluency.</li> <li>Teachers to meet in year levels to compile, discuss and share their best practices in improving fluency in multiplication and</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing the class records of number facts recall</li> <li>Speaking to students about their experience of learning number facts</li> <li>Teacher fact fluency assessments are accurate and current.</li> <li>All students, parents and staff feel confident and are enjoying arithmetic and times table challenges.</li> <li>Students confidently state given math facts</li> <li>Student's mental math abilities will increase.</li> <li>Student assessment scores will improve.</li> <li>Students' recall of facts will be more immediate and less delayed</li> <li>Students will rely less on concrete manipulatives to calculate facts</li> </ul>	<ul style="list-style-type: none"> <li>Learning walks, data from online subscriptions</li> </ul>	<p><b>End of Term 1:</b></p> <ul style="list-style-type: none"> <li>Students confidently state given facts, can quickly draw upon their mental math skills, can use known facts to derive unknown facts are confident in their knowledge of multiplication and arithmetic facts.</li> <li>Students show improvement with each assessment/quiz/assignment given.</li> <li>During informal and formal lesson observations students are able to rely on their knowledge of their facts to</li> </ul>	<ul style="list-style-type: none"> <li>Key instant recall facts document, online subscriptions eg. Numbots, Times Tables Rock Stars</li> </ul>	<p>Numeracy Coach Principal</p>
--	---	---	--	---	--	-------------------------------------



	<p>arithmetic.</p> <ul style="list-style-type: none"> <li>● question of the day</li> <li>● number of the day activities</li> <li>● practice math facts during transition between classes.</li> <li>● Fluently math fact songs (pre-existing or created by students/ teachers)</li> <li>● Mastery of games used to drive the learning of fluency in multiplication and arithmetic</li> <li>● Proper use of centers to reinforce facts for early finishers</li> <li>● 75% of students will be able to complete printed math mats for each concept.</li> </ul>			<p>respond appropriately to math problems</p> <p><b>End of Term 2:</b></p> <ul style="list-style-type: none"> <li>● Continuous work to be done by the SENCO who will continue to monitor the learning goals for students needing additional learning support.</li> </ul> <p><b>End of Term 3:</b></p> <ul style="list-style-type: none"> <li>● Launching of the RBPS School Times Table Challenge.</li> <li>● A Mathematics team of teachers, with one representative</li> </ul>		
--	---	--	--	--	--	--

				<p>from each year group will be meeting at least once per month to discuss best practices and to highlight what works well/best to help build these critical skills.</p>		
<p>The Principal and staff should raise attainment in mathematics by:</p> <ul style="list-style-type: none"> <li>implementing the new primary curriculum into upper Key Stage 2 to ensure the appropriate level of challenge; <b>(2020 OES Inspection)</b></li> </ul> <p><i>Research: In order to develop pupil's mathematical understanding a teacher must create situations that demand from the students' mental effort. Teachers' choices of mathematical tasks for their classes and the ways in which these tasks are introduced to students determine the quality of mathematics in the classroom (e.g., Simon, 1997; Steinbring, 1998)</i></p>	<ul style="list-style-type: none"> <li>Development of Year level unit plans</li> <li>Approved scope and sequence for Mathematics across year levels</li> <li>Development of LSPs for students on school action and school action plus.</li> <li>Intervention in Mathematics for students on school action (Teaching Assistant, SENCO).</li> <li>Timetabled Intervention in Mathematics for students who need assistance to aid growth in daily concepts taught.</li> <li>Ensure that teachers attend system-wide</li> </ul>	<ul style="list-style-type: none"> <li>Senior Leaders will evaluate the successful development of Mathematics unit plans on a 6-weekly basis for</li> <li>Scope and sequence will mirror the curriculum content to be delivered through the National Curriculum.</li> <li>Data is used from key assessment points to group students based on identified skills gaps in Years 2 and 6.</li> <li>Teachers making use of data from progress test and key assessment points to embed differentiation in their lessons.</li> </ul>	<p>Senior Leadership team will engage in the following classroom monitoring per term beginning August 2021:</p> <ul style="list-style-type: none"> <li>1 formal lesson observation per term.</li> <li>2 walkthroughs per term with focus on teaching and learning and SEN support.</li> <li>2 book scrutiny sessions per term for Mathematics.</li> <li>Data from online subscriptions</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to complete unit plans every 6-weeks. (September 2021, October 2021, December 2021, January 2022, February 2022, April 2022, May 2022)</li> <li>Senior Leadership team develop and deliver Mathematics starter kits by August 2021 including:</li> </ul>	<ul style="list-style-type: none"> <li>LSPs, National Curriculum outline, Ready-to-Progress document, Summer term Math Data,</li> </ul>	<p>Principal, Numeracy Coach</p>

	<p>developed professional development sessions linked to the delivery of different curriculum areas.</p> <ul style="list-style-type: none"> <li>• Make full use of the Numeracy Coach, regarding guidance in the implementation and delivery of Mathematics.</li> <li>• Math coach to conduct model lessons to aide teachers who require the necessary training.</li> <li>• Teachers to ensure math interventions are taking place during timetabled Math Workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment reveal progress in all students regardless of ability.</li> <li>• Teachers attend professional development and are implementing new knowledge to improve pedagogy. Evident in Unit Plans and Reflections.</li> <li>• Book scrutiny suggests successful delivery of curriculum area and the correct pace.</li> </ul>		<p>scope and sequence, ready to progress document, math targets for each year group.</p> <ul style="list-style-type: none"> <li>• Teachers in collaboration with SENCO develop LSPs for individual students by September 2021 and track these through ongoing annotations throughout the year.</li> <li>• Students transition into different groups at the end of each 6 weekly assessment points which will be marked by a progress report sent home to inform</li> </ul>		
--	---	---	--	--	--	--

				<p>parents of students' current performance in Math.</p> <ul style="list-style-type: none"><li>• Numeracy Coach will conduct book scrutiny twice per term and furnish teachers with feedback at 6-week intervals (2 term 1, 2 term 2 and 2 term 3) beginning September 2021.</li></ul>		
--	--	--	--	--	--	--

**Ins Recommendation:** Priority 2: To consistently use mathematics assessment data to inform teaching and learning, including intervention.

By using assessment data to drive teaching and learning in mathematics, teachers will ensure that: By the end of the academic year 2023 – 2024 majority of students (>80%) will make at least good progress from their starting points in mathematics and the percentage of students meeting ‘Expected Standards’ will also increase. With 15% of students not meeting the expected year level target but still making individual progress. The assessment data will be used to clarify and set goals for students as well as to form dynamic intervention groups; analysis of this data will be a key feature in forming future lessons.

- At the end of year 1 – 2021 – 2022 at least 70% of teachers will use assessment data to drive teaching and learning as well as use the data to formulate intervention groups that will help to close gaps in student learning.
- At the end of year 2 – 2022 – 2023 at least 75% of teachers will use assessment data to drive teaching and learning as well as use the data to formulate intervention groups that will help to close gaps in student learning.
- At the end of year 3 – 2023 – 2024 at least 85% of teachers will use assessment data to drive teaching and learning as well as use the data to formulate intervention groups that will help to close gaps in student learning.

<b>Actions</b> <i>What needs to be done? Data and research to support</i>	<b>Expected Impact</b> <i>What will success look like?</i>	<b>Success Criteria</b> <i>How will success be measured?</i>	<b>How will the action be monitored and evaluated?</b>	<b>Time Scale</b> <i>Specific Dates</i>	<b>Resources Needed</b> <i>Staffing/funding</i>	<b>Lead Person</b> <i>Who leads the action?</i>
<ul style="list-style-type: none"> <li>• Provide ‘keep up’ intervention for students who do not fully grasp a concept.</li> </ul> <p><i>Research: “...decided to run the same day intervention model...we have found that we are starting to close the gaps so that SEN children aren’t being left behind; and so that all children can access learning in the classroom. Our overall goal...is to make sure KS1 and KS2 pupils keep up, not catch up in Maths. (“Same Day Interventions: How To Keep Up Not Catch Up [KS2],</i></p>	<ul style="list-style-type: none"> <li>• Teachers identify any student who would benefit from some additional practice during the teaching of a unit (as opposed to after) – in most cases this will address the ‘ready to progress’ criteria</li> <li>• Targeted intervention is delivered at the soonest opportunity</li> <li>• Resources are curriculum aligned and support the ‘ready to progress’ criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing the number of students working at age related expectations</li> <li>• Speaking to students typically working just below age related expectations about their attitudes towards mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walks / observations of targeted intervention sessions</li> <li>• Performance data</li> </ul>	From October 2021 and then ongoing	<ul style="list-style-type: none"> <li>• Targeted intervention materials – eg. NCETM Ready to Progress materials</li> </ul>	Principal/Num eracy Coach

<p><b>Steven Devlin, Third Space Learning blog)</b></p>						
<ul style="list-style-type: none"> <li>Provide 'catch up' intervention for students who are significantly behind age related expectations.</li> </ul> <p><i>Research: Catch Up Numeracy is effective for children who are low-attaining in mathematics. More generally, it supports the view that many children's arithmetical difficulties are highly susceptible to intervention. (Catch Up Numeracy: a targeted intervention for children who are low-attaining in Mathematics. Wayne Holmes &amp; Ann Dowker)</i></p>	<ul style="list-style-type: none"> <li>Teachers identify any student who requires an individualized curriculum along with specialist intervention</li> <li>Resources are curriculum aligned and are of an appropriate level of challenge for the individual</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing the progress of students who are working significantly below age related expectations.</li> <li>Speaking to students working significantly below age related expectations about their attitudes towards mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Learning walks / observations of specialist intervention sessions</li> <li>Performance data</li> </ul>	<p>From October 2021 and then ongoing</p>	<ul style="list-style-type: none"> <li>Specialist intervention resources (initial discussions for training staff in the 'Numbers Count' intervention have taken place)</li> </ul>	<p>Numeracy Coach</p>
<ul style="list-style-type: none"> <li>Provide opportunities for students to deepen their understanding.</li> </ul> <p><i>Research: Empirical evidence suggests that the main element in fostering mathematically gifted students is learning opportunities (Nadjafikhah et al., 2012; Hoth et al., 2017).</i></p>	<ul style="list-style-type: none"> <li>Teachers identify students who require additional challenge during a lesson and provide appropriate deepening activities.</li> <li>Teachers provide enrichment opportunities – whilst these may initially be aimed at those working at greater</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing the number of students working at greater depth</li> <li>Speaking to students working at greater depth to gather information about their attitudes towards mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Learning walks / observations of additional math sessions</li> <li>Performance data</li> </ul>	<p>From October 2021 and then ongoing</p>	<ul style="list-style-type: none"> <li>Power Maths deepen activities and other resources which encourage deeper thinking (refer to the Essential Math Pack on Teams)</li> </ul>	<p>Numeracy Coach</p>

	depth, it is not exclusively aimed at these students					
<ul style="list-style-type: none"> <li>• Skill-based grouping in Mathematics</li> </ul> <p><b>Research:</b> <i>The practice of skill-based grouping aims to support and challenge students at the appropriate level, attending to each student’s current abilities in a given subject. (Seattle PI, “The Pros &amp; Cons of Ability Grouping in Elementary Schools”)</i></p>	<ul style="list-style-type: none"> <li>• Students in Years 2 to 6 are grouped for Mathematics using data from (2020/2021) Term 3 PUMA, PTM Tests and teacher observation during lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will strengthen each other within their skill-based groups.</li> <li>• Assessment of skills at predetermined junctures will show that students have moved from one level to another each time.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walks / observations of mathematics sessions</li> <li>• Performance data</li> </ul>	From October 2021 and then ongoing	<ul style="list-style-type: none"> <li>• Math performance data from Term 3 PTM, PUMA scores.</li> </ul>	
<ul style="list-style-type: none"> <li>• Teacher weekly reflection on Mathematics</li> </ul> <p><b>Research:</b> <i>The ability to reflect on practice is considered a necessity for effective instruction (Sowder, 2007). When teachers reflect on their classroom practice, they carefully consider the problems in their own teaching and think about how those problems are related to their learners’ understanding of concepts. Sowder, J.T. (2007). The mathematical education and development of teachers.</i></p>	<ul style="list-style-type: none"> <li>• Teachers provide reflection on content delivered in Mathematics highlighting strength, weaknesses, and next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly reflections that clearly outline strength, weaknesses, and next steps.</li> <li>• Having determined the percentage of students that need further intervention and or practice, tailored lessons will be prepared to meet the needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Lesson assessments</li> </ul>	From September 2021 then ongoing.	<ul style="list-style-type: none"> <li>• Power Math Workbook activities, Math notebooks, 6-Weekly Unit Plans with Reflection completed</li> </ul>	Principal/ Numeracy Coach



<ul style="list-style-type: none"> <li>Professional development for teachers based on gaps identified in pedagogy and subject knowledge</li> </ul> <p><i>Research: "...studies have shown that professional development focusing on mathematics can have a positive effect on student achievement. In other words, teachers who learn more about teaching math are better teachers and their students do better on tests. "Effects of Teacher Professional Development on Gains in Student Achievement." Rolf K. Blank, Nina de las Alas, June 2009</i></p>	<ul style="list-style-type: none"> <li>Professional development sessions will be organized to help teachers to target the mathematical areas that are problematic.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of feedback for students' work in workbooks.</li> <li>Teachers attend professional development and are implementing new knowledge to improve pedagogy. Evident in Unit Plans and Reflections.</li> <li>Book scrutiny suggests successful delivery of problematic curriculum area.</li> </ul>	<ul style="list-style-type: none"> <li>Learning walks / observations of mathematics sessions</li> <li>Book scrutiny</li> <li>Performance data</li> </ul>	<p>From October 2021 and ongoing.</p>	<ul style="list-style-type: none"> <li>Assessment data</li> <li>Student practice books</li> <li>Teacher Weekly Math Reflections</li> </ul>	<p>Principal/ numeracy Coach</p>
---	---	--	--	---------------------------------------	--	--

## Science

- To ensure all students have access to high quality science education that includes scientific inquiry-based skills as well as subject knowledge.
- To enhance the quality of science related teaching and learning through improved school leadership and teaching capacity.
- To consistently use both formative and summative moderated assessment data to inform teaching and learning of science content and skills.

The overarching aim of the curriculum plan and implementation is to shorten the gaps within students' knowledge base and ensure that the core subject outcomes are as chronologically close to where they should be by the end of the year.

**Ins Recommendation:** Priority 1: to raise the quality of science instruction, by the end of the academic year 2023-2024, at least 85% of teachers should deliver consistently good or better science lessons, and the remaining to deliver at least satisfactory lessons in all science lessons taught, evidenced by ongoing walkthroughs, formal and informal lesson observations.

- at the end of the academic year 2021-2022, at least 75% of teachers should deliver consistently good or better science lessons in both knowledge and skills areas and the remaining to deliver at least satisfactory lessons in both knowledge and skills areas as well.
- At the end of the academic year 2022-2023, at least 80% of teachers should deliver consistently good or better science lessons covering both knowledge and skills areas, and the remaining to deliver at least satisfactory lessons in both knowledge and skills areas as well.
- At the end of the academic year 2023-2024, at least 85% of teachers should deliver consistently good or better science lessons covering both knowledge and skills areas, and the remaining to deliver at least satisfactory lessons in both knowledge and skills areas as well.

<b>Actions</b> <i>What needs to be done? Data and research to support</i>	<b>Expected Impact</b> <i>What will success look like?</i>	<b>Success Criteria</b> <i>How will success be measured?</i>	<b>How will the action be monitored and evaluated?</b>	<b>Time Scale</b> <i>Specific Dates</i>	<b>Resources Needed</b> <i>Staffing/funding</i>	<b>Lead Person</b> <i>Who leads the action?</i>
<ul style="list-style-type: none"> <li>• <b>Regular checks of the quality of science lessons being taught throughout the school</b></li> </ul>	<ul style="list-style-type: none"> <li>• Improved outcomes on 6 weekly assessment tasks</li> <li>• Improved outcomes on summative PTS assessment</li> <li>• Students can discuss content knowledge in varied contexts with enthusiasm and appropriate subject knowledge and make connections to the</li> </ul>	<ul style="list-style-type: none"> <li>• Termly improvements of science instruction observed during walkthroughs and 'Book Scrutiny'.</li> <li>• 80% of science lessons are deemed to be good based on formal observations by the end of the academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• Walkthroughs and 'Book Looks'</li> <li>• Formal lesson observations</li> <li>• Student 'interviews'</li> <li>• Review of unit plans</li> <li>• Moderation</li> </ul>	<ul style="list-style-type: none"> <li>• Walkthroughs and book scrutiny- every 6 weeks</li> <li>• 1 formal lesson observation per class by the end of May</li> </ul>	<ul style="list-style-type: none"> <li>• Cover for Science Lead's class</li> </ul>	Principal or Science Lead

	<p>environment.</p> <ul style="list-style-type: none"> <li>Students' books show clear progression of scientific knowledge and skills.</li> <li>Cross-curricular links are being made where writing about knowledge and skills is an integral part of science activities.</li> </ul>					
<ul style="list-style-type: none"> <li><b>Ensure that science resources are being used appropriately in lessons.</b></li> </ul>	<ul style="list-style-type: none"> <li>Students can explain what resource they have used in investigations and how it helped them with their learning.</li> <li>Teacher understands appropriate resources for each level of development</li> </ul>	<ul style="list-style-type: none"> <li>Progress in students' knowledge and skills as shown by 6 weekly assessments and PTS scores</li> </ul>	<ul style="list-style-type: none"> <li>Resource room record book shows science kits and other materials assigned to classes and dated.</li> <li>Review of unit plans 'Resource section'</li> <li>Walkthroughs</li> <li>Lesson observations</li> </ul>	<ul style="list-style-type: none"> <li>Walkthroughs and book scrutiny- every 6 weeks</li> <li>1 formal lesson observation per class by the end of May 2022</li> </ul>	<ul style="list-style-type: none"> <li>Resource room book,</li> <li>Science resources</li> </ul>	Science Lead
<ul style="list-style-type: none"> <li><b>Provide teachers with science PD opportunities for improving their instructional skills as well as students' scientific skills</b></li> </ul>	<ul style="list-style-type: none"> <li>Regular PD sessions throughout the school year addressing specific needs.</li> </ul>	<ul style="list-style-type: none"> <li>Quantity of PD sessions that connects needs identified with needs addressed</li> <li>PD evaluation forms completed with majority of staff providing positive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>PD evaluations completed by teachers</li> </ul>	Ongoing-subject to termly review	<ul style="list-style-type: none"> <li>Links to online PD opportunities where possible</li> </ul>	Science lead, STEM Specialist, Science Coach

<ul style="list-style-type: none"> <li>● <b>Ensure all teachers are improving progress towards science related expectations (content and skills)</b></li> </ul>	<ul style="list-style-type: none"> <li>● All teachers can demonstrate a good understanding of the science related expectations when formatively assessing students</li> <li>● Evidence grids (with FFT objectives) are used in assessment/moderation to show progress in science.</li> <li>● High quality feedback (Next steps) is given to students so that they know how to improve in science.</li> </ul>	<ul style="list-style-type: none"> <li>● Accurate comparison between teacher reported grades and summative data in science</li> </ul>	<ul style="list-style-type: none"> <li>● Data comparisons between SIMs/FFT teacher assessment data and summative assessment data</li> </ul>	Data meetings	FFT data, moderation documents	Principal, Science Lead
---	--	---	---	---------------	--------------------------------	-------------------------

**Priority 2: by the end of the academic year 2023-2024, there should be an 90% enhancement in the quality of science related teaching and learning through improved school leadership and teaching capacity, as evidenced by science leaders' performance assessment.**

- At the end of the academic year 2021-2022, there should be an at least 75% enhancement in the quality of science related teaching and learning in KS1 and KS2, by way of improved school leadership and teaching capacity.
- At the end of the academic year 2022-2023, there should be an at least 80% enhancement in the quality of science related teaching and learning in KS1 and KS2, by way of improved school leadership and teaching capacity.
- At the end of the academic year 2023-2024, there should be an at least 90% enhancement in the quality of science related teaching and learning in KS1 and KS2, by way of improved school leadership and teaching capacity.

<b>Actions</b> <i>What needs to be done? Data and research to support</i>	<b>Expected Impact</b> <i>What will success look like?</i>	<b>Success Criteria</b> <i>How will success be measured?</i>	<b>How will the action be monitored and evaluated?</b>	<b>Time Scale</b> <i>Specific Dates</i>	<b>Resources Needed</b> <i>Staffing/funding</i>	<b>Lead Person</b> <i>Who leads the action?</i>
<ul style="list-style-type: none"> <li>Science leaders to develop and carry out regular science CPD every term</li> </ul>	<ul style="list-style-type: none"> <li>Regular specific science PD throughout the school year addressing the specific science gaps for teachers (using summative and formative data as well as observations etc. as a guide)</li> </ul>	<ul style="list-style-type: none"> <li>Quantity of science PD sessions that links needs identified with needs addressed</li> </ul>	<ul style="list-style-type: none"> <li>Regular monitoring of science PD being carried out linked to SIP progress meetings</li> <li>PD session evaluations</li> </ul>	Ongoing, reviewed every term		Science lead, STEM specialist, Science, and technology coach
<ul style="list-style-type: none"> <li><b>Effective utilization of science and technology coach for school improvement</b></li> </ul>	<ul style="list-style-type: none"> <li>Science and technology coach used to support the building of science capacity in schools</li> </ul>	<ul style="list-style-type: none"> <li>Effective capacity building shown in science leaders performance assessment</li> <li>Numbers of science champions in school</li> </ul>	<ul style="list-style-type: none"> <li>Utilization of science and technology coach for support and development monitored</li> <li>Impact of support and development provided, measured against targets set with science leader</li> </ul>	Termly, and end of year		Science lead, STEM specialist
<ul style="list-style-type: none"> <li><b>Raise the profile of science</b></li> </ul>	A mutually supportive group that has its own ideas and helps its member leaders to be current.	<ul style="list-style-type: none"> <li>All year groups participating in science day event</li> <li>Students show enthusiasm about science</li> <li>Parents being involved in science day activities and home projects</li> <li>Development of a mutually supportive group that has its own ideas and helps its member leaders to be current.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from stakeholders on science events.</li> <li>Impact of support group on science lead's</li> </ul>		Money to offset event costs, students' work/displays, Equipment/materials for science experiments/projects	Principal, Science Lead, Teachers

**Ins Recommendation:** Priority 3: by the end of the academic year 2023-2024, 100% of teachers should be consistently using both formative and summative assessment data to inform teaching and learning of science content and skills, as evidenced by data populated in FFT and six weekly plans.

- At the end of the academic year 2021-2022, at least 90% of teachers should be consistently using both formative and summative assessment data to inform teaching and learning of science content knowledge and skills.
- At the end of the academic year 2022-2023, at least 95% of teachers should be consistently using both formative and summative assessment data to inform teaching and learning of science content knowledge and skills.
- At the end of the academic year 2023-2024, at least 100% of teachers should be consistently using both formative and summative assessment data to inform teaching and learning of science content knowledge and skills.

<b>Actions</b> <i>What needs to be done? Data and research to support</i>	<b>Expected Impact</b> <i>What will success look like?</i>	<b>Success Criteria</b> <i>How will success be measured?</i>	<b>How will the action be monitored and evaluated?</b>	<b>Time Scale</b> <i>Specific Dates</i>	<b>Resources Needed</b> <i>Staffing/funding</i>	<b>Lead Person</b> <i>Who leads the action?</i>
<ul style="list-style-type: none"> <li>• <b>Effectively use assessment data to identify strengths and weakness to support students' learning.</b></li> </ul>	<ul style="list-style-type: none"> <li>• All assessment data is used to help students progress in science.</li> <li>• Identifying strengths and weaknesses and using them to plan for next steps.</li> <li>• Verbal and written feedback with supporting next steps is a feature of students' books.</li> </ul>	<ul style="list-style-type: none"> <li>• FFT, SIMS, EVEREST are populated with data every six-weeks with data from all year groups and classes.</li> <li>• Working scientifically skills are updated regularly as students improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of FFT, SIMS</li> <li>• During walkthroughs, lesson observations and Book Looks, monitor students setting their own targets.</li> </ul>	around data meetings and observations		Class Teachers, Science lead
<ul style="list-style-type: none"> <li>• <b>Develop a vigorous moderation cycle for formative assessments</b></li> </ul>	<ul style="list-style-type: none"> <li>• Moderation of formative assessments are done internally within and across year groups as well as between schools</li> </ul>	<ul style="list-style-type: none"> <li>• Improved standards of moderations showing more accurate marking and feedback on formative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequency of moderation sessions and moderation related professional development</li> <li>• Accuracy of moderations evaluated</li> </ul>	Each term		Science Lead, Principal, Science Coach

# Health and Well-being

There must be a key focus on health and well-being of the school community (teachers, students and families) by school leaders and plans must include how the transition back into school may affect those groups. The epidemic has affected persons in different ways, because of these there needs to be contingencies for a range of responses.

## Priority 1: Build resilience within school communities to improve health and well-being and to mitigate against the impact of Covid-19. (UNESCO, 2020)

- By the end of the academic year 2023-2024 at least 100% of students identified via the PASS and SRSS surveys have received necessary intervention resulting in improved social and emotional health and well-being which will be evident in improved student behavior and academic achievement.

<b>Actions</b> <i>What needs to be done?</i> <i>Data and research to support</i>	<b>Expected Impact</b> <i>What will success look like?</i>	<b>Success Criteria</b> <i>How will success be measured?</i>	<b>How will the action be monitored and evaluated?</b>	<b>Time Scale</b> <i>Specific Dates</i>	<b>Resources Needed</b> <i>Staffing/funding</i>	<b>Lead Person</b> <i>Who leads the action?</i>
<ul style="list-style-type: none"> <li>School Health and Well-being Team has developed a multi-tiered system of support (MTSS) framework to support social and emotional needs utilising the Ministry/DES framework and local resources.</li> </ul>	<ul style="list-style-type: none"> <li>At Red Bay Primary school we have in place a comprehensive MTSS framework to support the health and wellbeing of students, staff and parents.</li> </ul>	<p>Data and evidence will support the implementation of supports and interventions across tiers 1, 2 &amp; 3 for students, staff and parents. Students are proactively identified for social and emotional support. Students and teachers feel positive and engaged within their school community</p> <ul style="list-style-type: none"> <li>Overall school behavior data should show decrease in the need for punitive measures</li> </ul>	<p>School and DES teams will monitor and evaluate progress. Schools will give updates on progress together with data supporting implementation and impact. Behavioral data will be collected from SIMS and class Dojo. Student and teacher surveys will be utilized.</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>September 2021 – June 2024.</p> <p>Ongoing</p>	<p>School's teams Resources for interventions and supports</p> <p>Training for identified interventions and supports</p>	<p>Counselor, School Inclusion Specialist and Psychologist (Pastoral Team)</p> <p>Principal</p>
<ul style="list-style-type: none"> <li>All students undertake the PASS survey and SRSS survey.</li> <li>Data relating to H&amp; W will be available to the school and will provide a basis for targeted decision making</li> </ul>	<p>Students will be efficiently identified for additional levels of support</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>Data and evidence will support the implementation of supports and interventions across tiers 1, 2 and 3 for students, staff and parents.</p> <ul style="list-style-type: none"> <li>Students will be provided with interventions based on survey results</li> </ul>	<p>School and DES teams will monitor and evaluate progress. Schools will give updates on progress together with data supporting implementation and impact. Screeners will be implemented and reviewed by H/W Team. Intervention data will be collected and monitored through the use of LSP's, RAMP and other intervention tools.</p> <ul style="list-style-type: none"> <li>School wide behavior data to be reviewed</li> </ul>	<p>September 2021</p> <p>Ongoing</p>	<p>School's teams</p> <p>Resources for interventions and support</p>	<p>Counselor, School Inclusion Specialist and Psychologist (Pastoral Team)</p> <p>Principal</p>
<ul style="list-style-type: none"> <li>Students have access to the Zippy and Apple programmes one lesson per</li> </ul>	<ul style="list-style-type: none"> <li>Students will develop an awareness of social and emotional feelings and coping skills</li> </ul>	<ul style="list-style-type: none"> <li>Student and teacher surveys to be implemented.</li> <li>Schoolwide behavior data will be utilized</li> </ul>	<ul style="list-style-type: none"> <li>Review of data by school teams and classroom observations of Zippy and Apple lessons</li> </ul>	<p>September 2021 – June 2022</p>	<p>School teams</p> <p>Zippy and Apple Resources</p>	<p>Leslie Hayes and Elysia Murray</p>



week as part of the Life Skills curriculum					and training	
<ul style="list-style-type: none"> <li>All students given consistent expectations at the start of term, include explicit instructions about routines/rules.</li> </ul>	<ul style="list-style-type: none"> <li>Universal supports and interventions will reduce low level behavior incidents and limit the numbers of students being referred for tier 2 &amp; 3 interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Behavior data will give evidence on the impact of tier 1 expectations and supports.</li> </ul>	<p>School and DES teams will monitor and evaluate progress.</p> <ul style="list-style-type: none"> <li>Schools will give updates on progress together with data supporting implementation and impact.</li> </ul>	<p>September, 2021.</p> <p>Ongoing</p>	<p>School's teams</p> <p>PBIS Tier 1 Materials</p>	<p>Principal, Senior Leadership Team and whole school</p>
<ul style="list-style-type: none"> <li>Teachers will make referrals to Counsellor for screening if students are presenting symptoms of stress and mental health.</li> <li>SBST Team reviews data from the SRSS survey along with relevant school data to identify students who would benefit from Tier 2 and Tier 3 interventions</li> </ul>	<p>A robust referral and screening system will be in place to support for students. Tier 2 and Tier 3 interventions will be implemented in a timely manner based on results from checklists and screeners</p> <p>Improvement in the symptoms of stress and a reduction in negative behaviors of students identified</p>	<p>SBST will use data and evidence to support the implementation of supports and interventions across tiers 1, 2 &amp; 3 for students, staff and parents.</p> <p>Regular reviews of data to inform support programmes LSP and behavior monitoring tools will be implemented</p>	<p>School and DES teams will monitor and evaluate progress. Schools will give updates on progress together with data supporting implementation and impact.</p> <ul style="list-style-type: none"> <li>Intervention start date and completion dates will be tracked</li> </ul>	<p>September 2021.</p> <p>Ongoing</p> <p>October 2021</p> <p>Ongoing</p>	<p>School's teams</p> <p>Resources for interventions and supports</p> <p>Checklist and Screener</p> <p>Zones of Regulation programme</p> <p>Supporting Young People and Children with Anxiety Programme</p> <p>Bounce Back Programme</p>	<p>Principal and SBST Team</p>
<ul style="list-style-type: none"> <li>Information to be provided to parents for outside resources available to support parent's health and well-being</li> </ul>	<p>Parents will be reminded of the outside resources available to support their mental health.</p>	<p>Brochures available in a variety of sources included school website, school social media, and at the reception desk.</p>	<p>School Health and Well-being will monitor that information has been sent via e-mail and uploaded to FB.</p>	<p>October 2021</p> <p>Ongoing</p>	<p>Flyers</p>	<p>SMT</p>

**Priority 2: Enhance the preparedness of teachers and other school staff to promote health and well-being. (UNESCO, 2020)**

- By the end of the academic year 2023-24 100% of teachers and other school staff will have received exposure to resources to improve their understanding of personal mental health issues as well as those relating to children; facilitated by Pastoral Staff and outside agencies.
- By the end of the academic year 2023-24, 100% of classroom teachers will have received training in Zippy and Apple Programme and be able to deliver effectively evidenced through

lesson observations.

<b>Actions</b> <i>What needs to be done?</i> <i>Data and research to support</i>	<b>Expected Impact</b> <i>What will success look like?</i>	<b>Success Criteria</b> <i>How will success be measured?</i>	<b>How will the action be monitored and evaluated?</b>	<b>Time Scale</b> <i>Specific Dates</i>	<b>Resources Needed</b> <i>Staffing/funding</i>	<b>Lead Person</b> <i>Who leads the action?</i>
<ul style="list-style-type: none"> <li>Continue implementation of Tier 1 Life Skills Curriculum Zippy and Apples Friends</li> <li>Zippy and Friends or Apple and Friends training will be conducted for all new staff</li> <li>Data has been provided, from pilot programs in Cayman, which demonstrates a statistically significant increase for 39% of the pro-social behaviours being targeted by the programme.</li> </ul>	<p>All students will complete the curriculum throughout the course of the school year</p> <p>All staff will be trained at the primary school level.</p> <p>Students will demonstrate positive social emotional behaviors taught in the program</p>	<p>The Teacher Class Evaluation form from Alex Panton Foundation (APF) will be administered prior to the program beginning and at the programme's completion. The health and wellness screening along with school behavioral data will be used to monitor student progress with emotional literacy</p> <ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Two Master Trainers have been assigned to RBPS, who along with members of the Health and Wellness team, will be responsible for monitoring teacher implementation and need for support.</li> </ul>	<p>October 2022 Ongoing</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>APF will be providing training and materials pro-bono.</p> <ul style="list-style-type: none"> <li>Materials to be accessed online</li> </ul>	<ul style="list-style-type: none"> <li>Ms. Elysia Murray and Mrs. Leslie Hayes</li> </ul>
<ul style="list-style-type: none"> <li>A trauma informed training will take place for all staff members.</li> </ul>	<ul style="list-style-type: none"> <li>All staff will complete the trauma informed training.</li> </ul>	<ul style="list-style-type: none"> <li>All training participants will demonstrate content knowledge understanding through a quiz at the end of the training.</li> </ul>	<ul style="list-style-type: none"> <li>Training attendance will be recorded and a certification of completion provided</li> </ul>	<ul style="list-style-type: none"> <li>October 2021</li> </ul>	<ul style="list-style-type: none"> <li>TBD by creators of trauma informed training</li> </ul>	<ul style="list-style-type: none"> <li>Ms. Leslie Hayes</li> </ul>
<p><b>Priority 3: Build resilience within school communities, particularly with parents to improve health and wellbeing and to mitigate against the impact of Covid-19</b></p> <ul style="list-style-type: none"> <li>By the end of the academic year 2023-24 at least 75% of parents will have received exposure to resources to improve their understanding of personal mental health issues as well as those relating to children; facilitated by Pastoral Staff and outside agencies.</li> </ul>						
<p>Parenting Seminars on Health and well-being to be provided Information to be provided to parents for outside resources available to support parent's health and well-being</p>	<p>Parents will demonstrate knowledge of community resources available to support mental health</p>	<p>Attendance at seminars</p> <ul style="list-style-type: none"> <li>Brochure is available in a variety of sources included school website, school social media, and at the reception desk.</li> </ul>	<ul style="list-style-type: none"> <li>School Health and Well-being team will monitor that information has been sent via e-mail and uploaded to FB.</li> </ul>	<p>October 2021</p> <ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<p>Flyers</p> <ul style="list-style-type: none"> <li>Power point presentation</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral Team</li> </ul>
<p>Staff will be provided with strategies for stress management and reminded of the resources that are available</p>	<p>A supportive school environment for both teachers and students Teachers display less stress</p>	<p>A reflection sheet will be provided to staff at the end of each term to gauge stress management and highlight benefits of programs implemented</p>	<p>School Health and Well-being team will monitor and evaluate progress</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>October 2021 Ongoing</p>	<p>Program for health and well-being</p>	<p>Pastoral Team</p>

<p>for their health and well-being. Referrals to be made when necessary</p> <p>SMT to organize social opportunities for staff</p> <ul style="list-style-type: none"><li>• Staff who are in isolation will be provided with emotional support</li></ul>	<p>symptoms and handle difficult situation efficiently</p> <ul style="list-style-type: none"><li>• Teachers will report higher levels of job satisfaction</li></ul>	<ul style="list-style-type: none"><li>• Civil service engagement survey to be utilized</li></ul>				
--	---	--	--	--	--	--

<b>Students with Additional Learning Needs</b>	<ul style="list-style-type: none"> <li>To implement the August 2021 Special Education Needs Policy and Code of Practice.</li> <li>To consistently use assessment data to inform teaching and learning.</li> </ul>
<p>PD will be necessary as a tool to refresh and support practitioners who may have anxiety about returning to work. There will also be careful thought needed pertaining to the use of the learning from the virtual environment to enhance overall practice.</p>	

**Ins Recommendation: Priority 1**

**By the end of the academic year 2023-2024, relationships between the early-years feeder schools and secondary institution to which our students transition should be well developed and needed information on each child shared to ensure ease of transition.**

- At the end of Year 1, 2021 – 2022 all students in Year 6 will attend and take part in taster day at the secondary school that they will attend.
- At the end of Year 1, 2021 – 2022 early years units from which we receive children are given the opportunity to tour our facility and interact with our early years teachers.
- At the end of Year 1, 2021 – 2022 the SEN unit will develop files for each child transitioning to secondary school and participate in transition meetings to ensure students with additional learning and SEN needs are transitioned smooth.

<b>Actions</b> <i>What needs to be done?</i> <i>Data and research to support</i>	<b>Expected Impact</b> <i>What will success look like?</i>	<b>Success Criteria</b> <i>How will success be measured?</i>	<b>How will the action be monitored and evaluated?</b>	<b>Time Scale</b> <i>Specific Dates</i>	<b>Resources Needed</b> <i>Staffing/funding</i>	<b>Lead Person</b> <i>Who leads the action?</i>
<ul style="list-style-type: none"> <li>Improve secondary school transition arrangements for SEN students, catering to both ends of the continuum (<b>Inspection 2020 recommendation</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Case conferences and transition meetings are held with all involved stakeholders (guardians, year 6 teachers, counsellor, SENCO, learning mentor, nurture group staff) to facilitate smooth transition by cooperatively planning for students' needs and introductions of support programs to meet those needs and break down any barriers to learning</li> <li>SENCO working with senior</li> </ul>	<ul style="list-style-type: none"> <li>SENCO liaising with staff of secondary schools as it relates to students in need of additional support for the effective transition from primary level to secondary level.</li> <li>Informal discussions with guardians.</li> </ul>	<ul style="list-style-type: none"> <li>Parents will complete a survey about the transition process to determine the level of success for students being transferred.</li> <li>Feedback from parents must be utilized to improve the transition process where feasible/applicable.</li> <li>Teachers/instructors anecdotal records/notes through student</li> </ul>	<ul style="list-style-type: none"> <li>June-July 2022</li> </ul>	<ul style="list-style-type: none"> <li>SENCO, counsellor and grade 6 teachers.</li> </ul>	<ul style="list-style-type: none"> <li>SENCO</li> </ul>

	<p>management at the secondary schools to provide student records and supporting data to facilitate the smooth transition into secondary schools.</p> <ul style="list-style-type: none"><li>● SENCO consult and liaise with staff, parents, external agencies special related services and voluntary bodies to ensure that support is coordinated and targeted appropriately</li><li>● Meetings with SENCO, SSIO, deputy and principal to discuss and arrange for alternative placement for students with special needs at the lower end of the continuum.</li><li>● Students, parents/ guardians and teachers toured facilities (high school and Nurture group) during taster day to help promote smooth integration into the new school environment.</li><li>● Gifted students were introduced to accelerated programs to ensure maximum opportunities to academic tracks were used.</li><li>● Follow up SEN students with receiving SENCO to assess students' transition, discuss points of concerns to address future transitions.</li></ul>		<p>conferencing, observations</p> <ul style="list-style-type: none"><li>● Assessments (formal, informal)</li><li>● Participant observation</li></ul>			
--	--	--	--	--	--	--

**Ins Recommendation: Priority 2**

**By the end of the academic year 2023-2024, 85% of teachers will deliver good and 15% satisfactory adaptive lessons that cater to all their SEND and ALN students using targeted LSPs and data from termly assessments, which should be evident in ongoing walkthroughs, book scrutiny, formal lesson observations, and informal lesson observations.**

- At the end of year 1 – 2021 – 2022 at least 100% of teachers write develop targeted LSPs by writing and reviewing SMART goals developmentally appropriate for their students with ALN and SEND.
- At the end of year 2 – 2022 – 2023 at least 75% of teachers must use formal and informal assessments to deliver consistently good or better lessons, and 25% deliver at least satisfactory lessons in all subject areas to cater to students with ALN and SEN.
- At the end of year 3 – 2023 – 2024, 85% of teachers will deliver good and 15% satisfactory adaptive lessons that cater to all their SEND and ALN students using targeted LSPs and data from termly assessments, which should be evident in ongoing walkthroughs, book scrutiny, formal lesson observations, and informal lesson observations.

**Ins Recommendation: Priority 3:**

**By the end of the academic year, 2023-2024 majority of guardians will determine the level of support and guidance of ALN/ SEND students is good or excellent which should be evident in the parent survey/feedback.**

- At the end of year 1 – 2021 – 2022 at least 100% of students with ALN and SEND are transitioned with full participation of the SEN primary team and the high school team.
- At the end of year 2 – 2022 – 2023 at least 85% of SEN/ALN guardians will through the prioritization of building positive and trusting relationships participate in proposed progress checks, reporting sessions, teacher conferences, SEN meetings.
- At the end of year 3 – 2023 – 2024 majority of guardians will determine the level of support and guidance of ALN/ SEND students is good or excellent which should be evident in the parent survey/feedback.

<b>Actions</b> <i>What needs to be done?Data and research to support</i>	<b>Expected Impact</b> <i>What will success looklike?</i>	<b>Success Criteria</b> <i>How will success be measured?</i>	<b>How will the `action be monitored and evaluated?</b>	<b>Time Scale</b> <i>Specific Dates</i>	<b>Resources Needed</b> <i>Staffing/funding</i>	<b>Lead Person</b> <i>Who leads the action?</i>
<ul style="list-style-type: none"> <li>• LSP goal writing improved to show SMART goals.</li> </ul> <p><i>In his meta-analysis of what works in schools, Mazano (2003) found that the impact on student achievement of</i></p>	<ul style="list-style-type: none"> <li>• All LSPs have SMART goals.</li> <li>• PD sessions to provide guidance and support on SMART goal writing</li> <li>• Goals will state specific skills or learning intentions that is a priority prerequisite for future concepts. Specific</li> </ul>	<ul style="list-style-type: none"> <li>• Student targets will be specific, measurable, action-oriented, relevant, and time-bound</li> <li>• Student work/tasks reviewed can determine level of mastery using LSP SMART goals.</li> <li>• Improved performance in the</li> </ul>	<ul style="list-style-type: none"> <li>• Book scrutiny</li> <li>• SENCO conferencing to review and adjust LSP goals</li> <li>• Observation carried out by SENCO including walkthroughs with relevant, reasonable,</li> </ul>	<ul style="list-style-type: none"> <li>• August 2021- June 2022</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> <li>• Assistant Special Needs teacher</li> <li>• Deputy SENCO</li> <li>• One -to- One special needs teacher</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO</li> </ul>

<p><i>setting instructional goals ranges from a low of 18 percentile points to a high of 41 percent points. This means that is a student who starts at the 50th percentile has a teacher who sets clear instructional foals, that student could achieve anywhere from 68<sup>th</sup> to the 91<sup>st</sup> percentile.</i></p> <p><i>Author: Jane O’Neill and Anne Conzemuis</i></p> <p><i>Title: The Power of Smart Goals: Using Goals to Improve student Learning</i></p>	<p>skills will build on mastery of prior knowledge and promote transference of knowledge to contexts.</p> <ul style="list-style-type: none"> <li>● Goals will be measurable, a definite and exact criterion from which others can determine mastery of the goal.</li> <li>● LSP goals will reflect inclusivity of general curriculum</li> <li>● Relevant goals will align with current content instruction, goals will be meaningful</li> <li>● FFT, ORC and National Curriculum used to inform planning and development of LSP goals.</li> <li>● Lessons are differentiated to accommodate learners on spectrum to ensure accessibility to general curriculum</li> <li>● Instruction is driven by teachers and support is seen in various forms such as collaborative learning, small group intervention within class.</li> <li>● Goals reflect skills that attribute to learning intentions to progress to the acquisition of the overall learning outcome.</li> </ul>	<p>regular classroom, intervention unit, as well as in formal and informal assessments</p> <ul style="list-style-type: none"> <li>● Maximum student participation</li> <li>● Level of acceptability</li> </ul>	<p>rational and constructive feedback.</p>			
---	--	--	--	--	--	--



<ul style="list-style-type: none"> <li>● Use of individualized assessment (formal and informal) information in planning to meet the needs of all students, especially those with special educational needs (SEN); <b>(inspection 2020 recommendation)</b></li> </ul> <p><i>Research on individualized assessment vs group administered assessment</i>  <i>Data from group administered formal tests can be used to meet a wide range of accountability – related goals. These goals might include comparing the performance of classrooms, schools, systems and even states to like entities; evaluating the performance of teachers based on the performance of their students; determining the readiness of students for entry into educational and career opportunities; and providing information about levels of performance that can be used to determine the need for further, individual and more targeted assessment. Norm-referenced group data typically do not help teachers plan instruction.</i></p> <p><i>Individualized and group administered informal are best</i></p>	<ul style="list-style-type: none"> <li>● Teachers’ lesson plans include goals which have been identified through formal and informal assessments to close gaps in learning and raise achievement in all students.</li> <li>● Lesson planning and teaching reflect decisions on pacing, transitions, checking for understanding, and ideas for re-teaching or extending learning based upon learner needs.</li> <li>● Students’ proficiency will improve in reading, math and science by building and strengthening through the application of a wide range of intervention strategies.</li> <li>● Students work demonstrate gradual improvement in line student goals.</li> <li>● Interventionists utilize various reading programs embedded in reading strategies to execute quality reading instruction</li> <li>● Analysis of individualized student data to select appropriate programs to meet student needs.</li> <li>● Students will transfer skills mastered in intervention across various curriculum areas in class.</li> <li>● Students reading levels and reading age will increase.</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation of student’s reading level both formal and informal (assessments, reading logs, Running Records, Pre and Post Tests</li> <li>● Lesson plans incorporate accommodations, modifications, and differentiation to meet student needs.</li> <li>● Teachers’ reflections show careful analysis and evaluation of lessons to improve learning outcomes.</li> <li>● Termly assessments used to determine progress in skills.</li> <li>● Assessment platform, FFT to indicate progress, tracking of reading skills and key performance statements.</li> <li>● A minimum of 80% students will be working towards or at the expected levels in standardized tests. (PIRA and ORC)</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson plan and reflections</li> <li>● Walkthroughs and collaborative planning</li> <li>● Evaluation of standardized scores</li> <li>● Book scrutiny</li> <li>● SMT will monitor intervention</li> <li>● Teacher observation cycle</li> <li>● SENCO conferencing to discuss challenges and successes and to share best practices</li> </ul>	<ul style="list-style-type: none"> <li>● August 2021- June 2022</li> </ul>	<ul style="list-style-type: none"> <li>● SMT</li> </ul>	<ul style="list-style-type: none"> <li>● SMT</li> </ul>
--	---	---	--	--	---	---

<p><i>suited for informing instruction because they provide relevant classroom information.</i></p> <p><i>Title: Handbook of Reading Assessment</i></p> <p><i>Authors: Sherry Mee Bell and R. Steve McCallum</i></p>	<ul style="list-style-type: none"> <li>• Provide a blended reading intervention program (Reading Intervention Programs used: Reading Horizons, R.W. Inc, Hooked on Phonics, Raz kids) to increase SEN students' reading abilities that cater to language deficits</li> </ul>					
--	--	--	--	--	--	--

Priority 3: TBC

<p><b>Actions</b> <i>What needs to be done? Data and research to support</i></p>	<p><b>Expected Impact</b> <i>What will success look like?</i></p>	<p><b>Success Criteria</b> <i>How will success be measured?</i></p>	<p><b>How will the action be monitored and evaluated?</b></p>	<p><b>Time Scale</b> <i>Specific Dates</i></p>	<p><b>Resources Needed</b> <i>Staffing/funding</i></p>	<p><b>Lead Person</b> <i>Who leads the action?</i></p>
<ul style="list-style-type: none"> <li>• Prioritize the development of positive, trusting relationships with learners, parents, and other professionals in order to form genuine partnerships and work together towards meeting outcomes.</li> </ul> <p><b>Research</b> <i>When schools work together with families to support Learning, children tend to succeed not just in school, but throughout life. In fact, the most accurate predictor of a student's achievement in school is not income or social status, but the</i></p>	<ul style="list-style-type: none"> <li>• Orientation on the nature, scope, and rationale of the remedial intervention to students and parents.</li> <li>• Information dissemination and orientation of parents and students through email and personal conversations.</li> <li>• Specialist's partner and collaborate to share ideas and strategies to promote success in targeted areas. Example: joint writing of behavior learning support plans</li> <li>• Case conferencing between stakeholders to determine needs and concerns to development plans</li> </ul>	<ul style="list-style-type: none"> <li>• All learning support plans are signed by guardians/caregivers.</li> <li>• Case conferences held at request of parents and actions/outcomes noted.</li> <li>• Specialists communicate regularly with students, classroom teachers and SENCO to report on the programme's successes, challenges, and any other relevant information.</li> <li>• Extend learning particularly at home with the guidance of parents, caregivers and siblings</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 6-week progress to share with guardians.</li> <li>• Feedback from guardians from: <ul style="list-style-type: none"> <li>-Reporting sessions</li> <li>-Conferences</li> <li>-Conversations</li> <li>-Email</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• August 2021- June 2022</li> </ul>	<ul style="list-style-type: none"> <li>• Interventionists teachers, SMT and SENCO</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO</li> </ul>

extent to which that student's family is able to:

1. Create a home environment that encourages learning
2. Express high (but not unrealistic) expectations for their children's achievement and future careers
3. Become involved in their children's education at school and in the community.

Authors: Henderson, Anne T., Ed.; Berla, Nancy, Ed. TITLE: A New Generation of Evidence: The Family is Critical to Student Achievement.

--	--	--	--	--	--	--

## Online/Remote Learning

Continued support for online learning and instruction, both as a tool to enhance student engagement and as a modality for continuing education provider in the event of an emergency such as caused by the Coronavirus pandemic

### Priority 1: Ensuring equitable remote learning opportunities

Actions <i>What needs to be done?</i> <i>Data and research to support</i>	Expected Impact <i>What will success looklike?</i>	Success Criteria <i>How will success be measured?</i>	How will the action be monitored and evaluated?	Time Scale <i>Specific Dates</i>	Resources Needed <i>Staffing/funding</i>	Lead Person <i>Who leads the action?</i>
<ul style="list-style-type: none"> <li>Develop Remote Learning Policy for students –to provide guidance and schoolwide expectations for remote and online learning.</li> </ul>	<ul style="list-style-type: none"> <li>All students and parents will be knowledgeable of the Remote Learning expectations.</li> <li>100% of students received copy of Remote Learning Policy.</li> </ul>	<ul style="list-style-type: none"> <li>Students, parents and staff refer to the Remote Learning Policy for guidance.</li> <li>Remote Learning policy is adapted based on context (children in quarantine, emergency lockdown, children out sick etc)</li> </ul>	<ul style="list-style-type: none"> <li>SMT to ensure consultation on policy development.</li> <li>Termly review of policy expectations.</li> <li>Weekly feedback from teachers regarding absent students, students in quarantine or in case of a school wide lock down.</li> <li>SMT to be copied in on emails communication with parents regarding online learning and access.</li> </ul>	Termly December 2021, March 2022, June 2022		Principal  Math Coach
<ul style="list-style-type: none"> <li>Continue to use the online learning platforms as homework and accelerated platforms (Seesaw, Conquer Maths, Raz Kids, Mymath)</li> </ul>	<ul style="list-style-type: none"> <li>Elevated supportive role of parents and accelerated student progress</li> <li>Students and parents will enhance their knowledge and increase use of the various online platforms.</li> </ul>	<ul style="list-style-type: none"> <li>Increased parent capacity in providing instructional support in the online programs.</li> <li>Feedback from parents &amp; students.</li> <li>Register &amp; certificate for</li> </ul>	<ul style="list-style-type: none"> <li>Monthly review of program usage.</li> <li>Feedback from parents and students</li> </ul>	Monthly August 2021– ongoing		Principal Math Coach SENCO

		participants in training				
--	--	--------------------------	--	--	--	--

**Priority 2: Reducing the digital divide**

<b>Actions</b> <i>What needs to be done?</i> <i>Data and research to support</i>	<b>Expected Impact</b> <i>What will success looklike?</i>	<b>Success Criteria</b> <i>How will success be measured?</i>	<b>How will the action be monitored and evaluated?</b>	<b>Time Scale</b> <i>Specific Dates</i>	<b>Resources Needed</b> <i>Staffing/funding</i>	<b>Lead Person</b> <i>Who leads the action?</i>
<ul style="list-style-type: none"> <li>Liaison with ICT team to ensure all children are in receipt of a laptop.</li> </ul>	<ul style="list-style-type: none"> <li>All students assigned a laptop or a loaner.</li> <li>Laptop maintenance, trouble shooting or repairs are reported to the ICT team.</li> <li>All issued laptops are in working condition and are operational.</li> </ul>	<ul style="list-style-type: none"> <li>Laptop distribution register shows number of students with devices.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly check of distribution register.</li> <li>Open communication with ICT team.</li> </ul>	August 2021 and ongoing	<ul style="list-style-type: none"> <li></li> </ul>	SMT
<ul style="list-style-type: none"> <li>Develop and distribute internet access survey to parents to ascertain internet or data need at home.</li> </ul>	<ul style="list-style-type: none"> <li>Internet access survey completed by parents.</li> <li>School liaison with ICT team to provide accessible modems.</li> </ul>	<ul style="list-style-type: none"> <li>Survey returned</li> <li>Available internet devices distributed to student without internet connectivity at home.</li> </ul>	<ul style="list-style-type: none"> <li>Use of survey data to provide data to the ministry.</li> </ul>	September 2021	<ul style="list-style-type: none"> <li></li> </ul>	Principal
<ul style="list-style-type: none"> <li>Provide training for teachers, students and parents in the use of our online learning platforms (Ms Teams and Seesaw)</li> </ul>	<ul style="list-style-type: none"> <li>Teachers trained in the use of Ms Teams and Seesaw</li> <li>Students provided opportunities to practice accessing the different online learning</li> </ul>	<ul style="list-style-type: none"> <li>Staff meeting feedback from training or refresher segment completed.</li> <li>Staff using the approved learning platforms to engage students.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing monitoring of staff and students use of online learning platforms.</li> </ul>	September 2021  Repeat based on identified needs	<ul style="list-style-type: none"> <li></li> </ul>	SMT



platforms.

