

# WRENINGHAM CE VC PRIMARY SCHOOL SIDP 2022-2023



**1 Corinthians 12:12,  
*"There is one body, but it  
has many parts. But all  
its many parts make up  
one body."***

# Together Everyone Achieves More

**SCHOOL CORE VALUES - Stewardship, Courage, Hope, Forgiveness, Friendship, Compassion, Thankfulness, Kindness, Respect, Love, Service, and Perseverance.**

## SCHOOL OUTLINE DEVELOPMENT PRIORITIES 2022-2025

	2022-2023	2023-2024	2024-2025
Quality of Education	Ensure throughout the school high standards of teaching and learning are evident in every classroom✓	Continue to develop the quality of teaching and learning and support with CPD depending upon analysis of observations.	Continue to develop the quality of teaching and learning depending upon analysis of observations.
	Identify and support learners at risk of not making EXP+ progress in Reading, Writing and Maths -Pupil progress meetings. ✓	Results show nearly all pupils make EXP+ progress including pupils, accurately assessed at working at a higher standard in maths in the EYFS & Year 2, working at a higher standard at the end of KS2.	3-year trends clear and sustained.
	Identify pupils for national tutoring programme – English & maths✓		
	Strengthen pupils' early reading skills by ensuring that they have access to a systematic and rigorous programme of phonics teaching - LW✓	Embed Little Wandle SSP scheme, with regular CPD to ensure consistency and fidelity.	All teachers and TAs to be delivering a systematic synthetic phonics scheme with confidence, consistency and fidelity. Phonics results strong and above Nat.
	Timetable daily catch-up phonics lessons for any child in Year 2 or 3 who has gaps in their phonic knowledge or has not passed the Phonics Screening Check. ✓	Timetable daily catch-up phonics lessons for any child in Year 2 or 3 who has gaps in their phonic knowledge or has not passed the Phonics Screening Check.	Timetable daily catch-up phonics lessons for any child in Year 2 or 3 who has gaps in their phonic knowledge or has not passed the Phonics Screening Check.
	Build a Reading Spine of books - a defined set of high-quality core texts that ensure pupils experience a range of high-quality texts and authors during their time at our school. ✓	A reading spine of high-quality texts for each class is in place. Books are shared with the children in a variety of ways both directly as part of English and guided reading lessons, and also read to the pupils for pleasure.	Review the reading spine – update as necessary.
	Build a high-quality reading culture in the school - one which promotes reading for pleasure, prioritises the teaching of reading, prioritises money and time to support	Reading remains a priority so and the school builds on its high-quality reading culture.	Reading remains a priority so and the school builds on its high-quality reading culture.

	reading, involves parents and is a focus for staff CPD.		
	Ensure a high-quality PE curriculum is continued, using the PE premium funding to make additional and sustainable improvements to the quality of the provision. Year 6 pupils help lead PE lessons. Achieve the school games gold award and the additional Platinum Award. ✓	Excellent PE provision continues for all pupils and the school retains its School Games mark. Apply for the R.E. schools gold quality mark	Excellent PE provision continues for all pupils and the school retains its School Games mark.
	Ensure writing in KS1 and in particular Y2 is a priority - the Y2 cohort were absent from school at critical points in their learning in Year R and Year 1. Complete a writing moderation activity each half term. ✓	The % of pupils achieving ARE+ in writing in KS1 and in the Y3 cohort is increased.	3-year trends clear and sustained.
	Support all children across the school to gain stamina in writing.	Support all children across the school to gain stamina in writing.	Children across the school more able to write independently for an extended period.
	Embed a Year 2 to Year 6 phonics-based spelling programme that leads on from phase 5 at the end of Year 1 and covers spelling rules, tricky words etc. ✓	Monitor the effectiveness of the spelling programme and its impact on standards in writing.	Monitor the effectiveness of the spelling programme and its impact on standards in writing.
	Embed Purple Mash across the whole curriculum. ✓	The school's computing curriculum is broadened, and standards raised.	The school's computing curriculum is broadened, and standards raised.
	Ensure end of unit assessments are in place and being used to check pupils' understanding in NC Foundation subjects. ✓	Embed changes to the school's curriculum and evaluate and refine further depending upon analysis. Continue review of school curriculum.	Continue review of school curriculum. Ensure it is fully embedded with clear intent, implementation and impact and progression of skills and knowledge fully embedded.
	Continue to develop subject leadership. ✓		
	Continue to ensure the quality of teaching and learning in mathematics is strong.	Continue to ensure the quality of teaching and learning in mathematics is strong.	Continue to ensure the quality of teaching and learning in mathematics is strong.
	Support pupils' understanding of chronology with a school timeline.	Support pupils' understanding of chronology	Support pupils' understanding of chronology
	Apply for the ECO Green Flag award.	Pupils have good awareness of ECO topics	Pupils have good awareness of ECO topics
<b>Behaviour &amp; Attitudes</b>	To ensure sustained attendance rates with a particular focus on those whose attendance falls below 95% and any persistently late pupils.	Attendance and punctuality remain a school priority – ambitious attendance target set.	Attendance and punctuality remain a school priority – ambitious attendance target set.
	Further develop pupil leadership roles so that they make a tangible contribution to the life of the school (school council, PE leaders, peer mediators etc).	Pupil leadership roles in school (e.g., school council, peer mediators, eco warriors, school librarians etc.) continue to make a significant contribution to the school.	Pupil leadership roles in school (e.g., school council, peer mediators, eco warriors, school librarians etc.) make a significant contribution to the school.

Personal Development	Continue to develop outdoor education in the school, seeking to achieve the LOfC quality badge, so that pupils are engaged and motivated to learn, with improved mental health, as a consequence of experiencing learning beyond that of the classroom.	Pupils experience learning beyond that of the classroom and have improved mental health, with the use of outdoor learning.	Pupils experience learning beyond that of the classroom and have improved mental health, with the use of outdoor learning.
	Continue teaching RE using the new Revised Norfolk RE Syllabus in one week blocks each half-term and develop pupils' ability to be reflective about their own beliefs and knowledge of, and respect for, different people's faiths, feelings and values. ✓	Continue to ensure the distinctive character and effectiveness of the school as a Church school.	Continue to ensure the distinctive character and effectiveness of the school as a Church school.
	Ensure a whole school focus on Wellbeing and Mental Health for staff and learners. Further the capacity of the school to support the mental and emotional well-being of identified pupils by training a second ELSA lead in school. ✓	A consistent whole school approach to mental health and wellbeing exists. SEMH is a strength with all staff skilled to manage these needs and with 2 ELSA leads trained within in the school.	SEMH is a strength within in the school with all staff skilled to manage these needs and 2 ELSA leads in school. A consistent whole school approach to mental health and wellbeing exists.
	Support younger pupils in Year 1 class 2 to continue their learning journey, completing a feasibility study to extend the Early Years outdoors areas to include class 2. ✓	Pupils in class 2 have access to their own outdoor area.	
	Apply for RE quality mark	REQM awarded.	
	Embed the RSHE curriculum within the school and provide ongoing training for staff delivery as well as support for parental understanding. ✓	RSHE curriculum embedded and supporting children to have positive healthy relationships.	RSHE curriculum embedded and supporting children to have positive healthy relationships.
Leadership & Management	Ensure all teaching staff have access to good CPD that helps to continually improve the quality of their teaching, and ensure they have good knowledge of the subject(s) they teach and lead. ✓	Monitor effectiveness of performance management processes and procedures across the school and further improve the quality depending upon analysis of impact.	Monitor effectiveness of performance management processes and procedures across the school and further improve the quality depending upon analysis of impact.
	Embed Governors roles and monitoring of the school through annual monitoring cycle.	Sustained, effective Governance in place.	Sustained, effective Governance in place.
	Ensure the effectiveness of safeguarding, providing CPD for staff, completing an external safeguarding audit, reviewing safeguarding policies and practices. ✓	Whole school safeguarding policies and practices in school are robust and a safe environment exists for all children to thrive.	Whole school safeguarding policies and practices in school are robust and a safe environment exists for all children to thrive.
	Embed Governors roles and monitoring of the school with an annual monitoring cycle ✓	Sustained, effective Governance in place.	Sustained, effective Governance in place.

We have been developing an exciting curriculum - all the facts and skills you learn in school. We will be helping all children to be good at problem solving in Maths, making sure everyone understands online safety, carrying out practical activities in science, enjoying music and art, and completing many other subjects.

We will continue to do a lot of teaching and learning outdoors, and we hope that we will reach the Learning Outside the Class Quality badge this year!

Being an ECO Green Flag School is something we are all very proud of. We will continue to work hard to protect our environment and achieve our next Green Flag.

We will continue to ensure we have a positive playground environment with peer mediators playing an important role, helping everyone to enjoy playtimes.

Being a Church School is very important to us. We will have collective worship every day and continue to have children lead the school collective worship.

We will take children from Year 3 to Year 6 on a residential trip every year they are in Key stage 2. We will lead school trips for class 1 & 2.

### **PUPILS' PLAN**

#### **Our ideas for the school this year 2022/2023**



This is what we hope to do this year to keep our school happy and successful.

We want children to give their ideas and views and will continue to have a school council so that all children can be listened to when decisions are taken.

We will be helping you to become faster, more fluent readers. You can help by reading more at home. We want all children to enjoy reading and so will buy new books and lead many more exciting library quizzes and competitions.



We will continue to sing in collective worship and in concerts, in church and in school plays and productions.

The school has a very good reputation for sport. Children will continue to learn a wide range of sports. We will offer many different sports clubs for children to enjoy.

We will be teaching you about healthy relationships and wellbeing. We will be exploring what a growth mindset is.

**Vision Statement: Wreningham VC Primary serves its community with children, parents, staff and governors working together so that all pupils are safe, happy, keen to learn and able to achieve their very best within our Church school.**

## **SCHOOL PRIORITIES 2022-2023**

To ensure high standards of teaching and learning are evident in every classroom.

To ensure safeguarding policies and procedures across school are highly effective.

To teach Little Wandle SSP in high quality daily phonics lessons.

To place reading and books at the centre of our school's curriculum.

To teach a broad and ambitious curriculum to every child.

To support pupils to develop a deep understanding in maths, implementing a Maths Mastery approach across the school.

To accelerate the writing progress of children not at age expectation, particularly in UKS1 and pupil premium children

To ensure children in the Reception class have a challenging and enriching experience, one that responds to their interests both indoors and outdoors, with an emphasis on high quality adult interactions.

\* The plan is RAG rated – intended outcomes are coded **Red** (Yet to Start/Not done), **Amber** (Working Towards) or **Green** (Achieving/Achieved/ongoing).

\*\*The school's Quality Assurance Framework is in a separate document.

Term's  
priority


## **ACTION PLANS AND ONGOING IMPACT**

Priority: 1	To ensure high standards of teaching and learning are evident in every classroom	
Rationale:	<p>Teaching is consistently good or better so that pupils make good or better progress, closing any gaps.</p> <p>Teaching is designed to help children remember what they have been taught in the long-term.</p> <p>Building a culture of teamwork and collective accountability.</p> <p>Ensure consistent approaches to teaching in all classes.</p> <p>Evidence indicates outdoor learning activities can enhance children's wellbeing and' motivation to learn</p>	<p><u>School's Aims</u></p> <p>As a school with a church foundation, Christian values of Stewardship, Courage, Hope, Forgiveness, Friendship and Compassion, underpin everything we do.</p> <p>We want all children to flourish in our school – to build upon and develop individual strengths and talents</p> <p>We work hard and inspire children with the highest quality teaching</p> <p>We continue to develop our deep understanding of children and their learning.</p>



1b	Retrieval practice embedded in teaching practice supporting pupils' learning.	- Retrieval practice is used daily to revisit previously taught concepts and at the start of a new unit -Teachers build on children's understanding and previous learning. -Regular reviews of previously taught vocabulary to support the development of fluency.	HT/ST	All teaching staff	Ongoing to Sept 2023	HT completed FADE sheets - lesson obs/ lesson plans	Govs RSC - Summary Report on the progress of the SIDP	
1c	Improved capacity to support vulnerable children with a second ELSA providing social, emotional and mental health support to targeted pupils (pupils feel supported, develop greater self-awareness, develop coping strategies, talk about difficulties)	-Budget a second TA to undertake ELSA training	Business Manager/ Ht	Pupil Premium Funding £400 Budget Line <b>E09</b>	April new budget – re-scheduled Aut Term	HT	HT	
		-Book May 3rd, 4th, 17th & 20th and June 15th & 17 <sup>th</sup> release dates for Aynur Bailey to attend ELSA training	Office confirms training dates	NS/SD	Summer term	KR ELSA Lead	Govs RSC -	
		-The second trained ELSA to start supporting vulnerable children	TA Aynur Bailey	2h/week 6 day training - release	Autumn Term 2022 In place	KR ELSA Lead SENCO Supervision – half termly in cluster groups with link EP	Govs RSC - Summary Report on the progress of the SIDP	
Second trained ELSA is now supporting identified vulnerable children - ongoing. The ELSA continues to receive supervision each term.								
1d	Pupils are engaged and motivated to learn, and with improved mental health, with the use of outdoor learning	-The school is actively working towards attaining the LOTc Quality Badge and LOTc is embedded in the curriculum. -Develop a portfolio to evidence the school's outdoor learning activities and to meet the LOTc set of quality indicators	Teachers Colleen Cameron Leading LOTc	1 day release for C. Cameron to apply for quality badge. Muddy Puddle <b>E20</b> £50	Ongoing Summer term 2	HT Drop-ins Planning scrutiny Pupil Voice	HT Govs RSC	
LOTc quality badge not yet achieved. Children use the outdoors to enhance their learning, ongoing.								



1e	Children understand that challenge, mistakes, grappling with concepts, are an inherent part of learning.	<ul style="list-style-type: none"> <li>- Children identify with our four learning powers, developing perseverance and resilience as learners</li> <li>- Re-introduce the learning pit, marvellous mistakes and the idea of 'yet!' (I can't do this <i>becomes</i> I can't do this <i>yet!</i>).</li> <li>- Displayed 'learning powers' in each class.</li> </ul> 	Teachers/ TAs	Class time	Ongoing  Re-visit learning powers in Mental Health week w/b 6/2/23	Ht/ Senior Teacher Learning Walk Pupil Discussions	Gov monitoring visit	
1f	Staff have access to high quality CPD and modelling consistently good practice to a student.	All staff have performance management to identify training priorities and attend relevant courses throughout the academic year. The school involved in ITT Teacher Training Partnership with a SCITT student in class 2 and SCITT students on their second placement in spring 2023.	All teaching staff Mentors - Caroline Davies Julie Leader Colleen Cameron	Ongoing support	Ongoing to June 2023	H/t Programme Leaders and Lead Tutors		

#### Progress towards intended outcomes

Mrs Bailey trained as an ELSA and receives ongoing supervision.

SCITT student is in class 2 and is being mentored by Caroline Davies. She successfully completed her second placement at Catton Grove Primary.

Priority: 2 To ensure safeguarding policies and procedures across school are highly effective								
Rationale:	School Safeguarding audit February 2022. The school must meet statutory requirements for safeguarding children				<u>School's Aims</u> We nurture and encourage the pupils and have happy children who feel safe in their school. We want all children to flourish in our school – to build upon and develop individual strengths and talents. Every child 'is someone' in our school.			
Success Criteria	<ul style="list-style-type: none"><li>-Pupils are safe as a positive whole school safeguarding culture exists.</li><li>-Pupils make informed safe choices online</li><li>-Staff understand school safeguarding procedures and policies.</li><li>-Safeguarding concerns are identified and addressed quickly in line with KCSiE2021, working with other professionals to provide effective support.</li><li>-Strategies to promote good attendance are in place and effective.</li></ul>							
Intended Outcomes		Actions		Who is Responsible	Resources/ Time	Timescale	Monitoring By	Evaluated By

2a	All staff aware, understand and are fully compliant with school safeguarding policies and procedures ensuring every child at our school feels safe and is protected from potential harm.	-Complete Norfolk Safeguarding Self evaluation - Enact actions from the self-review tool and following the school's safeguarding audit in February 2022 - Deliver half termly safeguarding updates and ensure all staff undertake regular safeguarding training. -Record training completed included DSL update training. - Deliver training on revised KCSIE in Sept 2022 with amendments highlighted. Policy updated. -Deliver updated safeguarding training April 2023 -DSL and Alternate DSL attend Multi agency training.- Professional Curiosity & Working with Families	HT DSL HT DSL HT DSL HT DSL HT DSL	Summer Term 2022 Summer Term onwards Summer Term onwards INSET Day 5/9/22 INSET Day Mon 17/4/23 HT 4/5/22 ADSL – Aut term £340 E09	Completed by end of Sum Term -July 2022 Completed by end of Sum Term -July 2022 Ongoing Training Log Aut Term 2022 Sum Term 2023 Time – day release	Review completed self-evaluation Claire Farrelly LA Advisor - Safeguarding Wed 22 June HT record of staff Safeguarding Training HT HT record of Safeguarding Training	FGB Norfolk CC Safe/g Team Safeguarding Gov FGB via HT report Safeguarding governor FGB via HT report FGB via HT report FGB via HT report	
Whole staff training KCSIE delivered to all staff INSET Sept 2022								
2b	All staff are clear about the procedures for responding to safeguarding concerns and the completion of Recording Forms for Concerns	-Deliver training on record keeping, focusing on effective recording of concerns.	Rebecca Bentley- Safeguarding Training Officer HT	INSET Day 19/4/22	19/4/22	HT record of Safeguarding Training	FGB via HT report	
2c	Update volunteers on safeguarding procedures and practice in school.	-Awareness session to volunteers on reporting concerns.	HT DSL	Mary Fairman Room Thursday 28/4/22 PM	Completed by end of Sum Term 2022 29/4/22	HT record of Safeguarding Training	FGB via HT report	
2d	Lead, support and participate in family network meetings as Early Help for school families.	-Both DSLs to complete Early Help Assessment and Planning (EHAP) training so that school families can be supported with an Early Help Plan.	HT DSL	Training Tues 26/4/22 Free	EHAPS ongoing	HT record of Safeguarding Training	Safeguarding Gov FGB via HT report	
2e	Staff and parents are clear about how to keep children safe online	-Online Safety training delivered by Jill Duman to staff and parents	HT Rob Hodge ICT subject lead	Jill Duman, Teaching and Learning Adviser	Thu 22 Sept 2022 Jill Duman £330	HT record of Safeguarding Training	Parents attendance & feedback	
Rebecca Bentley in school Summer term 2022 – effective recording of concerns Jill Duman in school Thursday 22 September to lead a parent workshop and staff training on online safety. Headteacher completed Keeping Children Safe Online 4/1/23								

2f	Attendance monitoring is effective and maintains a high profile in school	-Attendance that falls below 95%-90% is followed-up including Attendance Support Plans for pupils with attendance below 90%.	HT	Time to meet with parents and children	Ongoing Updated Half termly	Safeguarding Gov	FGB via HT report	
New model NCC attendance policy adopted and is on the school website.								
2g	The SCR is maintained up-to-date and contains recruitment and vetting checks for all staff including volunteers and supply staff	-The SCR is updated regularly. SCR checks are undertaken with the safeguarding governor and HT on a termly basis. -All fields are on the SCR are completed - information not relevant is 'N/A'	School Business Manager	Bus manager time to update	Termly	SCR Record Monitoring sheet completed by Safeguarding Gov & HT	Gov FGB via HT report	

Priority: 3		To teach Little Wandle SSP in high quality daily phonics lessons						
Rationale:		Being able to read well is a key life skill for children. Phonics Check - Y2 Aut Term 2021 -pupils who missed the check in Sum 2021 due to covid 75% Phonics Check Target – Y1 Sum Term 2022 87.5%				School's Aims We want all children to flourish in our school – to build upon and develop individual strengths and talents We work hard and inspire children with the highest quality teaching		
Success Criteria		-The teaching of early reading is highly effective. -Children make rapid progress through the stages of acquiring phonic knowledge and skills -A well-organised system is in place for teaching early reading, which starts from the beginning of Reception. -Increased percentage of pupils meet the expected standard in the Y1 phonics screening check, so that almost all children, including the disadvantaged, achieve in line and above national outcomes						
Intended Outcomes		Tasks/Actions	Who is Responsible	Resourcing / Time	Timescale	Monitoring By	Evaluated By	R A G
3a	Phonics is taught consistently across the school and ensures fidelity to SSP Little Wandle.	Teach Little Wandle SSP daily in the EYFS and Key Stage 1.	All teaching staff	Summer term onwards	Ongoing	Literacy/ Reading Lead BF		
		Monitor phonics sessions regularly to ensure consistency in teaching and any “bad habits” are picked up quickly and addressed.	Reading Lead and all staff to observe phonics sessions.	HT to release Lit - lead and staff	Aut Term and ongoing	Literacy/ Reading Lead BF		
		Monitor reading sessions to ensure fidelity and consistency across all staff.	Reading Lead	Release time	Ongoing	HT		
		Refresh training regularly based on training data reports produced from Little Wandle website.	All TAs/ teachers in class 1/2/3	Little Wandle website cost	Summer Term and ongoing	Reading Lead BF	Govs RSC	

		Ensure teachers make full use of the Little Wandle website, accessing forums and videos to support early implementation.	All TAs/ teachers in class 1/2/3	Little Wandle website Time	Ongoing	Reading Lead BF	Govs RSC	
		Hold parent information sessions to explain how Little Wandle works and how to support their children's reading.	Reading Lead BF	Release time as required to deliver workshop	Summer Term and ongoing Aut term Done	HT	Parents' feedback	
		Start Little Wandle catch up and keep up sessions - extra practice for children who are making the slowest progress.	TAs Reading Lead BF	Timetabled as required	Summer Term and ongoing	HT		
<p>INSET Jan 2023 – Little Wandle refresher to ensure fidelity across the school.</p> <p>Reading lead released to observe phonics sessions ongoing.</p> <p>Parent workshops completed.</p> <p>Catch up and keep up sessions completed – Y2s being done (TA is CG, PM).</p> <p>The three Year 2 pupils not reaching phonic threshold to be given targeted keep up sessions matched to the phonics being taught that week.</p> <p>Parent information sessions held. Repeated in the autumn term.</p> <p>Year 3 pupils with gaps in their phonic knowledge being taught Little Wandle.</p>								
3b	Reading Lead to manage the effective delivery of the SSP Little Wandle across the EYFS and KS1.	Establish a routine for Little Wandle phonics, reading and writing sessions that works for Wreningham School. Evaluate and adapt it so that it remains consistent and uses the full methodology of phonic teaching and reading practices to develop prosody and comprehension.	Reading Lead	Release time as required	Summer Term and ongoing	HT	Govs RSC - Summary Report on progress of the SIDP	
		-Determine the best organisation of teaching spaces and resources – ongoing.	Reading Lead Teachers	Staff meeting time	Ongoing	HT	Reading Lead feedback to Govs	
		-Develop systems to tackle any poor attendance and punctuality of the children who need the most support	HT	Attendance monitoring	Ongoing	HT	HT Report to FGB	
		-Timetable daily catch-up phonics lessons for any child in Year 2 or 3 who has gaps in their phonic knowledge (KS TA does 'keep up').	Teachers/ Reading Lead	Timetable time for catch-up	Ongoing to Sept 2023	Reading Lead	HT	
		-Audit phonic resources. Purchase resources as required e.g., phonic flash cards, word cards, white boards and pens etc.	Reading Lead	Release time as required £19 £100	Ongoing	HT	Reading Lead report to Govs RSC	
		Assess children's progress <b>half-termly</b> and track YR/Y1/Y2 pupils' phonics acquisition- used to set pupils for the following half term week 6.	Reading Lead	Release time as required 2xPM in the sixth week	Ongoing half termly to Sept 2023	HT	Phonics scores	

		-Purchase decodable books so children can practise reading texts closely matched to their level of phonic attainment.	Reading Lead	Cost £2000 (£1000 Match Fund Wensum Hub)	Sum Term	HT	Govs RSC	
		-Ensure the learning environment in class supports pupils' phonic acquisition e.g., spelling patterns/letter strings etc. on display, working walls supporting phonic development etc.	Reading Lead		Summer Term onwards	HT/ Senior teacher learning walk	Gov monitoring visit	
Decodable books for KS1 purchased and being used by children – being sent home on a weekly basis. Need to buy decodable books for KS2 for the children who have yet to complete Little Wandle. Children's progress assessed each half termly - ongoing.								
3c	A whole class approach to teaching spelling is in place from Year 2 to Year 6	Purchase and embed a spelling scheme from Y2 to Y6 that will lead on from Little Wandle (spelling shed).	Literacy Lead Class teachers	Cost £19 £300	Summer Term onwards	Headteacher	Gov RSC	
Purchased spelling shed for children who have completed Little Wandle.								
3d	Year 3 and 4 children with gaps in phonics knowledge identified and given additional support as needed.	Undertake placement assessments in Year 3 and 4	Jo Lattimore	Release time from class 2	April/ May	Literacy Lead	Govs RSC	
		Children in Year 3 and 4 with gaps in phonics knowledge given additional teaching as needed.	Class 3 teacher	L Wandle Phonic appropriate age books £19 £2000	Summer term onwards	HT	Govs RSC	
Placement assessments completed. Reading fluency tests completed for Y3/4. Children in Y3/4 with gaps in their phonic knowledge work in group 3 in MF room. Year 2 who have completed Little Wandle go to class 3 for Spelling Shed.								
Progress towards intended outcomes – summer term BF appointed Reading Lead. Spelling shed purchased.								

Priority: 4	To place reading and books at the centre of our school's curriculum	
Rationale:	Being able to read well is a key life skill for children. Reading is prioritised so that every child will learn to read with fluency, regardless of their background, needs or abilities. Develop a coherent whole-school strategy for promoting reading for pleasure. Reading in-school data Spring Mid 2022 ≥EXP Progress: Y6 90.9%; Y5 94.4%; Y4 77%; Y3 76.4; Y2 81%	<u>School's Aims</u> We want all children to flourish in our school – to build upon and develop individual strengths and talents We work hard and inspire children with the highest quality teaching We have a culture in which the pupils' achievements and successes are celebrated.

	Children who read above the expected level for their age are twice as likely as children who read below their age to be school library users [Nat Literacy Trust.]			We are an outward-looking school with links to many schools and professional networks				
<b>Success Criteria</b>		-All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations and so allow them to access the full curriculum offer. This is reflected in reading data that is above national for both boys and all pupils combined. -A reading culture is developed and children enjoying reading books as evidenced by increased number of pupils using the library. -There is an excellent range and quality of fiction/non-fiction books, including a variety of genres and authors that appeal to both genders, in the school library and in classrooms. -By the time children reach year 6 they have developed a wide, rich vocabulary and broader knowledge of the world, and as a result, are able to access the more complex books expected in secondary schools.						
<b>Intended Outcomes</b>		<b>Tasks/Actions</b>	<b>Who is Responsible</b>	<b>Resourcing / Time</b>	<b>Timescale</b>	<b>Monitoring By</b>	<b>Evaluated By</b>	<b>R A G</b>
4a	An extensive list of high-quality books with different narrative styles, rich language, to ensure children hear the best stories read aloud.	-Each class has a reading spine of books that staff use in their long-term plans and used as class reads, study books for writing and whole class reading.	All teachers Reading Lead	Budget Line <b>E19</b> £400 Staff meeting 19/5/22	Ongoing to Sept 2023	Headteacher	Govs Raising Standard	
		-Continue to build a stock of good quality reading books for class libraries and the school library. -Audit library books including against subject plans. Expand the range and quality of fiction/non-fiction books ensuring a variety of genres/authors that appeal to boys and both genders.	Library Lead LW	Budget Line <b>E19</b> £400 and partly met through pupil premium	Ongoing Book audit by summer term end	Headteacher	Govs Raising Standard	
4b	The profile of reading and reading for pleasure is raised throughout the school	-Children reading daily (a class non-negotiable) in the form of an ongoing whole class chapter book and in guided reading or one-to-one	All teachers	Daily	Ongoing	Headteacher Senior Teacher Drop-ins		
		- <b>Spring term 2023 Reading Focus Time</b> – Timetable reading 1-to-1 with pupils – at least one session/week. All pupils to have a colour banded book until free reading. Teachers complete online reading record – Boom Reader.	All teachers	At least 40 minutes/ week	Review summer term 2 2023	Headteacher	Raising Standards	
		-Lead reading cafes in each class, engaging with parents about reading.	All teachers	Class timetable	Termly Cl.2 28/4/22 Cl.1 5/5/22	HT	Parents feedback	
		Use online reading records – centralise all evidence of pupils reading – ensure a really good picture of pupils overall reading picture between home/school/ and LW SSP	Reading Lead Teachers	Go Read £100/ annual <b>E20</b> Line 44170	June 2022	HT	Parents feedback	
		Develop each class reading corner so that it is refreshed and reminds pupils of reading for pleasure etc.	All teachers/ TAs	Time	By end of June 2022	HT/ JL		

		Complete a pupil survey on reading attitudes – reading enjoyment, reading frequency, favourite genres	Reading Lead		Completed by summer term 2	HT Senior Teacher Drop-ins	Pupil Surveys	
4c	High-quality teaching of reading takes place throughout the school with children engaged in reading and listening and talking about stories, books poems, texts	-Pupils have regular and focussed reading opportunities including a guided reading session each week. Guided reading to include: -Teacher reading to the children and modelling book talk (teachers show their thinking to pupils, modelling how to re-draft/edit their writing, verbalising aloud their metacognitive thinking (can I use a different word to add detail...)). -Echo reading, the teacher reads a short segment of text, e.g. a sentence or short paragraph, and the pupil echos it back.-Prosody	Class teachers  Reading Lead	Books for guided reading <b>E19</b> £300 (£75 per class)	Aut Term and ongoing	12/10/22 Emma Adcock in VNET adviser to complete guided reading obs HT Guided reading observations/ timetables	Govs RSC	
		-Norfolk reading project in school. Reading Support Volunteer in school each week to hear C.2 readers	Volunteers	Space to hear readers	Weekly Ongoing	Reading Lead	HT	
		Everyday Readers: lowest attaining readers are heard daily across the school, including children in key stage 2 who are not yet 'free readers', and pupils supported using Dyslexia friendly books – Barrington Stoke, aged 7/8 pack 40 titles.	Class Teachers	Identified daily time  <b>E225 E19</b> <b>Line 4085</b>	Ongoing	HT/ST Pupil progress meetings Pupil Asset data		
Norfolk Reading Project - Nicola Duthie in every Tuesday to hear readers. Second Norfolk reading project adult starts in school February 2023 Spring Term Focus Reading Time – parents are completed Boom Reader more regularly.								
d	The school has a colourful, well-resourced school library, with competitions and reading events, will encourage our pupils to read for pleasure.	Train Y6 in the role of school librarians.	Library Lead L Watkins TA	Librarian Badges	Aut Term Ongoing	HT	Govs RSC	
		-Ensure library slots for every class and open library at break time.	Class teacher Library Lead	Class Timetable slot	Sum Term onwards	HT	Govs RSC	
		-Run Reading competitions to engage the children, create excitement around books and encourage pupils to read a variety of texts e.g., Reading Teddies - Home/school reading encouragement; Get Caught Reading – regularly reading raffle; Bedtime baskets, one per class and encourage parents' involvement.	Library Lead Reading Lead	<b>E19</b> £400 – included in cost of updating library books	Ongoing	HT		
		-Use Reading Cloud – micro librarian -Digital Literacy – audio books, eBooks available lunch and breaktimes	Reading Lead	Junior librarian Reading Cloud <b>E20</b> £310 online books	Ongoing	HT		



		-Wrentots club to use the library each week – pre-school children invited in each Thursday AM.	Ht	Weekly library slot – Thursday from 8.30AM	Ongoing to Sept 2023	Ht – attendance register	Parents feedback	
		-Organise school Books Fairs, book shops at different times throughout the year	Library Lead Reading Lead		Ongoing	HT		
Different reading competitions have been led by the librarians: jam jars with a shredded book; treasure hunt, potato character etc.								

Priority: 5 To teach a broad and ambitious curriculum to every child								
Rationale:		-The 'Education Inspection Framework 2019 made clear a school's curriculum should be 'coherently planned and sequenced towards cumulatively sufficient knowledge.' -Leaders at all levels, including governors, should regularly review and quality assure curriculum subjects and ensure the curriculum is implemented sufficiently well			<u>School's Aims</u> We aim to promote sustainability and an awareness of ECO and global issues; and British values – democracy, respect, tolerance of different faiths and beliefs. We believe learning should be fun, purposeful and challenging. We want all children to flourish in our school – to build upon and develop individual strengths and talents. We support pupils to explore spiritual themes and reflect on their big questions about life and existence.			
Success Criteria		-The children will know more and remember more. -Building capacity within staff through CPD leading to improved outcomes for staff and pupils. -The curriculum is ambitious, with the content coherently planned and sequenced, building towards clearly defined end points. It allows pupils to gain sufficient knowledge and skills for future learning and their next stage in learning. -Learners remember more of the content they have been taught in the long term and integrate their new knowledge into larger concepts or 'big ideas.' -Leaders enable curriculum expertise to develop across the school and ongoing professional development/training is available for staff -A spiral curriculum in place in which pupils revisit 'big ideas' several times throughout the key stage. New learning builds on old learning and is put in context with the old information.						
Intended Outcomes		Tasks/Actions	Who is Responsible	Resourcing/ Time	Timescale	Monitoring By	Evaluated By	
5a	Strong subject knowledge enables staff to secure and sustain improvement in each area of the curriculum.	-Teachers have access to high-quality professional development linked to performance management, subject leaders and school priorities. -Staff disseminate relevant course contents to all teaching staff. -KS1 and KS2 subject leader maths consortium – 6 half days -Early Years consortium – EYFS maths	HT All staff	All staff Total £1,200 Budget Line E09 Time allocated for feedback to staff in TA meeting/staff meeting.  £480 6 half days £495 3 whole days	Ongoing Aut term Julie Leader & Caroline Davies to attend maths consortium	Monitoring CPD Feedback sheet completed by all staff attending training.	Govs RSC - Summary Report on the progress of the SIDP	
5b	Subject leaders at all levels have clear roles and responsibilities to	-Write subject leader job description.	HT	Staff meeting time to share subject leader job description	By Aut Term 2		Govs RSC	



	carry out their role in curriculum design and delivery							
5c	Resources to support the school curriculum in school and are well-organised	<ul style="list-style-type: none"> <li>-Audit subject resources and identify gaps in Science, Geography, English Reading, History, Maths, musical instruments (e.g., atlases, measuring jugs, magnifying glasses, scales, glockenspiels etc.).</li> <li>-Ensure storage of resources is organised/ tidy across the school.</li> <li>-Ensure a world map for every classroom (Geography Topic), and other resources as meets the curriculum</li> </ul>	Subject leaders TAs – release time	Staff Meeting time/ subject release time Musical instruments staff meeting 11/5 <b>E19</b> £400 English/ Phonics £400 Art £100 RE £100 RSHE £200 Science £200 Green Flag 23/24 Sing UP <b>E20</b> £192 Digi Maps <b>E20</b> £99	Ongoing to Sept 2023	HT	Govs RSC	
5d	Pupils' assessment captured by end of subject unit assessments.	<ul style="list-style-type: none"> <li>-Assessment of a unit of work is done by tasks, quiz/challenges that capture pupils' knowledge/ understanding of core concepts/vocabulary in Science, History, Geography and French.</li> </ul>	All teachers	Staff meeting time to share approaches	Science & RE are ongoing History, Geography French from summer term onwards	HT/ST Book Look – evidence of how teacher's capture pupils' understanding in science books	Govs RSC	
		-Introduce Music assessment sheet across the school.	Ht/Subject Lead	Staff meeting 5/1/23	Spring 23 onwards	Subject Lead/ HT SharePoint	Govs RSC 10/5/23	
		-Introduce MFL assessment sheet across the school.	Ht/Subject Lead	Staff meeting 5/1/23	Spring 23 onwards	Subject Lead/ HT SharePoint	10/5/23	
5e Curriculum Development - Art	A high-quality, coherently planned Art curriculum is in place that engages, inspires, and challenges pupils.	-Write the Art curriculum Intent, Implementation, and Impact statements.	Art Subject Leader	Staff meeting time 5/5/22	By summer term 1 Friday 27 May	HT	Art Intent, implementation and impact statements shared with govs	
		-Review use of sketch books, using the books to document the creative art process. Sketch books used to gather information/ ideas for use on a larger piece of work, practice drawing	All teachers	Share in staff meeting	Sum term	HT/Subject lead See Monitoring, FADE sheet 27/6/22	Sketching Book look	

		techniques such as shading, perspective etc.						
		-Review and update Long Term Art Plans 2021/22 & 2022/23	Art Subject Leader	Staff meeting time 24/5/22	Ongoing	Subject lead	HT/ Govs RSC	
		-Introduce Art assessment sheet across the school.	Ht/Subject Lead	Staff meeting 5/1/23	Spring 23 onwards	Subject Lead/ HT SharePoint		
FADE Sheet - Ensure a range of media used in KS2 including textiles (collage, weaving, sewing, batik)								
5 f/g Curriculum Development Computing	Pupils' make rapid progress in computing and digital skills across the curriculum	-Embed Purple Mash through the schools. -Teachers have organised their class timetable to teach IT weekly.	RH IT Subject lead Class teachers	1 Year Purple Mash licence E20 £750	Ongoing	HT Feedback from RH re. teachers use of Purple Mash	Govs RSC	
		-Staff to receive CPD – staff meeting time.	RH IT Subject lead	Staff Meeting time Aut term	Ongoing	HT	FGB via HT report	
	All teachers now teaching using Purple Mash 11/22							
	IT resources support the requirements of the school computing curriculum	-Audit staff CPD requirements. -Staff questionnaire completed and shared in staff meeting. CPD completed in staff meeting 2/11.	RH IT Subject lead	Friday 21/10 – questionnaire to staff	Staff meeting 2/11/22 Mr. Hodge	HT	Govs FGB	
		-Physical Audit all IT resources and including -Any gaps in IT resources are noted. -Buy six laptops/ apple tablets.	RH IT Subject lead	Friday 21/10  Spring 2023 iPads at £180 per unit/		HT Business Manager	GOVS FGB	
		-Relocate the computing from the library to the Mary Fairman Rm. and create a resource base where a whole class can be taught computing with a combination of fixed desktops and a central laptop hub.	RH IT Subject lead	Spring Term 2023				
		-Additional power points and ethernet cabling to all desktops.						
Nearly completed audit – all laptops and desktops listed. New desktops now in school need to be included								
5h Curriculum Development RSHE	School is meeting the statutory requirements for the RSHE curriculum so that children have positive healthy relationships.	-Complete the RSHE curriculum Intent, Implementation, and Impact statements.	Subject Lead Mrs. Cameron	Subject release time 6/5/22	Autumn 2022	HT	Jo Lattimore RSHE link governor	
		-Continue to develop subject lead folder	Subject Lead Mrs. Cameron	RSHE E03 £75	Ongoing			
		-Pupil voice informing the school RSHE curriculum.	Subject Lead Mrs. Cameron	Staff meeting time	5/5/22 Jan/Feb 2023	HT		
		Subject lead to collaborate with cluster schools with a focus on diversity.	Subject Lead Mrs. Cameron	Staff meeting time	Ongoing			

		Update TAs/teachers on where the school is re. the RSHE curriculum.	Subject lead Mrs Cameron	Release time	Jan/Feb 2023			
		Lead a parent information session.	Subject lead Mrs Cameron	Release time	April/May 2023			
5i HISTORY	Pupil voice show retention of skills and knowledge & books show progression of understanding.	Book Look - History Books/ pupils' voice. -What History skills have you used? -What History knowledge do you know? -How does this link to other enquiries/ themes? Complete FADE sheet. Feedback to staff.	Subject lead - RJ	1xAM 25/4/22 28/11/22	28/11	Completed FADE Sheet 25/4/22	Curriculum governor	
		-Introduce History assessment sheet across the school.	HT/ Subject lead -	Staff Meeting 5/1/23	Spring 23 onwards	Subject Lead/ HT SharePoint	10/5/23 RSC	
5j GEOGRAPHY	A spiral curriculum in place that is planned and sequenced towards clearly defined end points. All National Curriculum objectives are covered.	-Review each curriculum subject map building a schema. -Ensure coverage of all Geographical knowledge and skills from the National Curriculum -Define what the big idea (overarching concept) is in each subject and an enquiry question. Audit of Geography resources -purchase any gaps - weather station, globes, maps.	BF Subject lead/ HT		Ongoing	HT/ Subject lead Evidence of knowledge in children's books show secure knowledge and learning that has taken place in a unit.		
		-Introduce Geography assessment sheet across the school.	Ht/Subject Lead	Staff meeting 5/1/23	Spring 23 onwards	Subject Lead/ HT SharePoint		
5h DESIGN TECHNOLOGY	High quality, enjoyable D&T provision with clear curriculum coverage across all year groups in place and evidenced in books and around school in a 3D form where relevant.	-Subject Co-ordinator refresh training	RH	4 sessions VNET booked – currently in progress	Aut/ Spring 2023	HT	Curriculum Gov	
		-Subject lead to lead CPD to staff. Disseminate of expectation, training and modelling	RH	Staff Meeting time Wed 11/1/23	Spring 23	HT		
		-Amend and update school DT map	RH	Spring term 2023	Spring 23	HT – check D&T curriculum map is updated		

		<ul style="list-style-type: none"> <li>-Establish a clear progression in range of skills required: Cooking – hygiene, cutting/chopping/heating</li> <li>Design – sketching, annotating, evaluating, cutting, folding, attaching/fixing/securing, manipulation of materials.</li> <li>-Ensure staff establish a rationale when designing and making.</li> <li>-Ensure focus on 'bigger idea' – relevant to current world issue/ environment/ humans need.</li> <li>-Ensure a balance of 'marquee-bigger world' design unit, along with 'smaller scale', daily life/useful product-based tasks</li> <li>-Ensure element of problem solving with the task</li> <li>-Embed 'meta-design' explicit lesson in how to design at outset of task</li> </ul>	RH	Co-coaching and upskilling with D&T subject lead in Key Stages 1 &2.	Spring 23 ongoing	HT		
	Essential weighting of 'cooking and food' within the D&T subject established – including importance of health and nutrition	<ul style="list-style-type: none"> <li>-Subject lead to refocus weighting and importance of Cooking and Food with D&amp;T</li> <li>-Clarify links to science, FS topics to enhance rationale.</li> <li>-Essential focus on fresh/ healthy /nutritious food along with reasons and knowledge behind the importance of this.</li> </ul>	RH	Subject release day – to be arranged by subject lead	Spring term 2023	HT		
		<ul style="list-style-type: none"> <li>-Review kitchen facilities - be creative: cold foods (salads / fruit / healthy wraps)</li> <li>-Explore equipment requirements/audit – e.g. oven availability, tools</li> </ul>	RH	Any costs arising to be met by contributions from PTA, D&T budget	Spring 23	HT		
	Undertake D&T projects that will enrich the children's learning and progression of D and T skills and knowledge.	Explore opportunities for engagement with local High school.	RH link with Claire Taylor WHS Academy	Transport & cost	Ongoing	HT		

<b>Intent</b> Science teaching at Wreningham VC Primary aims to: •Stimulate curiosity, awe and wonder of the scientific world. •Encourage the children to ask WHY! •Think scientifically - give the children the thinking and practical skills to be effective scientists. •Develop scientific knowledge and conceptual understanding of the physical and natural world. •Equip children with accurate scientific vocabulary and the ability to use it effectively. •Develop critical thinking skills in relation to the physical and natural world around them.								
Intended Outcomes		Tasks/Actions	Who is Responsible	Resourcing/ Time	Timescale	Monitoring By	Evaluated By	
5i SCIENCE	There is a science curriculum in place with agreed progression of skills, knowledge and concepts including end points the curriculum is building towards, that engages, inspires, and challenges pupils, so that pupils learn more and remember more.	-Teachers assess a science unit of work by tasks, quiz/challenges that capture pupils' knowledge/ understanding of core concepts/vocabulary in science.	-All teachers	Ongoing	Ongoing	Science lead	Curriculum Governors	
		-Pupils' progress in captured by end of subject unit assessments. Any gaps are identified and addressed. -Five minutes spent at the beginning of each lesson to recap previous lesson.	-All teachers					
		-Teachers supported through training and INSET so they feel confident teaching science and know where to go for support.	-Subject lead	Lead a science staff meeting				
		-Ensure the updated curriculum is fully implemented and embedded across the school by completing science book look, planning, pupil voice.	-Subject Lead	£200 Science Subject leader time 24/1/23	Ongoing	Science lead	Curriculum Governors	
		-Ensure teachers are confident in delivering practical science sessions.	-Subject Lead					
	Resources to support the science curriculum in school are well-organised	-Audit subject resources and identify gaps in science -	-Subject lead	Ongoing	Ongoing	Science Lead	Curriculum Governors	

Priority: 6		To support pupils to develop a deep understanding in maths, implementing a Maths Mastery approach across the school.						
Rationale:		To implement maths mastery across the school to ensure we have well-sequenced and interlinked Reception, KS1 and KS2 maths curriculum.				School's Aims We want all children to flourish in our school – to build upon and develop individual strengths and talents We work hard and inspire children with the highest quality teaching		
Success Criteria		Maths mastery supports pupils to develop their fluency and a deep understanding of mathematical concepts. Most children make at least EXP progress in maths. Teaching staff are effective in their use of models, images and manipulatives, supporting pupils' fluency, reasoning and problem solving. Well planned lessons support pupils to build their mathematical understanding, improve fluency, build problem solving capacity and develop mathematical reasoning skills						
Intended Outcomes		Tasks/Actions	Who is Responsible	Resourcing/ Time	Timescale	Monitoring By	Evaluated By	RAG
6a	Teachers' maths plans support QFT and high-quality learning and Improved fluency, reasoning and problem solving skills in maths.	-Confirm teachers' plans are based on an adapted version of White Rose e.g., splitting addition and subtraction in the autumn term and teaching it in the spring term too. -Ensure adapted long-term plans are on the school website	Class Teachers	White Rose Maths E20 £150 Rock Tables E20 £95	Ongoing	Ht/ Maths subject lead – long term Maths plans scrutiny	Progress of children evaluated by HT  Govs RSC	A
		Teachers' weekly Maths plans are based on White Rose and include recognised/agreed elements including specific learning objective/success criteria; mathematical talk/ questions identified; key vocabulary; sequence of lessons showing learning over a week or 3/4 days; varying challenges 1/2/3.						G
		-Teachers use models, images and manipulatives to help pupils build their understanding of mathematical concepts – investigate CPD available staff meeting – 2/1/23	All teachers	Maths resources e.g., Numicon, number beads, Cuisenaire rods, 100 square, number lines etc. Maths Budget E19 £200	Ongoing 2/1/23	HT Teaching observations Maths Planning scrutiny Drop-ins	Govs RSC	
		-Use White Rose to support reasoning and problem solving in all maths lessons	All teachers		Ongoing H/t and Subject lead 30/1/23			

		-Maths lessons start with a recap/retrieval of previous learning/ starter and build key skills initially, and a <i>fluency</i> in these before children move to <i>reasoning</i> and then more challenging <i>problem solving</i> related to the key concept they have developed fluency in.	All teachers	All teaching staff	Ongoing	HT Evidence in maths planning Maths lesson observations	Govs RSC	
6b	Ensure children accurately assessed at working at a higher standard in maths in the EYFS & Year 2 continue to work at a higher standard at the end of KS2.	-Use White Rose end of unit assessment and end of term assessment to accurately track pupils' and identify underachievement. -Put on SharePoint.	All Teachers	White Rose end of unit assessment Staff Meeting time	From Sum Term onwards	HT Progress meetings	Subject leader evaluation	
		-Interventions put in place for children underachieving. -Termly pupil progress meetings to discuss progress. - Gather maths books of pupils assessed at greater depth for all KS2 years and compare.	Maths subject lead/ teachers/ H/teacher		30/1/23 Maths book look / planning scrutiny			
6c	Children catching up and reaching EXP in Maths KS2 at the end of Y6	-Plan and organise date/time to deliver national tutoring programme -Identify children at risk of falling behind in maths -Plan teaching programme -Teach pupils each week for 15 sessions -Assess progress	Kirsty Sims TA	Mary Fairman room Wednesdays 3.30PM to 4.30PM	Starting 7/9/22 Tutoring block Completed	HT	HT Maths Subject lead	
6d	Children in ks1/lower ks2 to catch up with expected standards in arithmetic	-Plan short daily arithmetic sessions in classes 1- 3 to include a mixture of the 4 operations.	Maths subject lead (Caroline Davies) and Class teachers	Staff meeting time to talk with teachers. Decide on how and where to add sessions. Sessions timetabled daily.	Starting 31/10/22	Maths subject lead	Maths subject lead Monitor end of term assessments to check for improved scores.	

Priority: 7	To accelerate the writing progress of children not at age expectation, particularly in EYFS & UKS1 and pupil premium children	
Rationale:	<p>School data review highlights /EYFS Year 2 children writing</p> <p><b>2022 EYFS 58.8% GLD – 7 PUPILS emerging in writing</b></p> <p><b>2022 Attainment at KS1 50% pupils – EXS (Nat 68%)</b></p> <p>Current Y2 have not had the same KS1 provision as previous years due to lockdown</p> <p>Support all children across the school to gain stamina in writing.</p>	<p><u>School's Aims</u></p> <p>We want all children to flourish in our school – to build upon and develop individual strengths and talents</p> <p>We work hard and inspire children with the highest quality teaching.</p> <p>We have a commitment to success for all.</p>

Success Criteria		% of children at age related expectation in writing increases Children make faster than expected progress in writing in Year 1 and Year 2							
Intended Outcomes		Tasks/Actions	Who is Responsible	Resourcing/ Time	Timescale	Monitoring By	Evaluated By	R A G	
7a	Increase achievement and progress in writing throughout the school, including those children achieving greater depth	-Teachers review writing assessed as EXP/GD across KS1 and KS2 and complete standardisation activity so their judgements are consistent with each other and national standards. Use Writing exemplification materials to support teacher judgements- ONGOING	Teachers English Lead	Staff meeting Time/ Jan INSET 2023	Termly 3/11/22 3/1/23	English subject lead A good range of evidence for writing is built up	Govs RSC		
		-Pupil progress meetings each term target children at risk of falling behind EXP progress and pupils assessed at greater depth to maintain this assessment. -Support EXP/GD writing Y2 and target to make accelerated progress	Teachers	Teacher release time for Pupil Progress meetings E03 £180	Termly Sum term 6/7/22 w/b 28/11/22	HT – notes from progress meetings	Govs to review data for progress evaluation		
		-Literacy Lead to deliver staff meeting on feedback in writing, identifying when feedback in writing is most effective and how it can be provided.	English Lead	Staff meeting time	Aut term	Ht/ Senior Teacher: Book Look	Share books in Govs RSC		
		-Pupils' use SMART targets to focus on a specific component of their writing to develop and improve. -Lead on cluster writing moderation activity	Teachers	Class time	Ongoing	Discussions with pupils: evidence pupils know their writing target/ can find their target card. Focus Book Look	Gov monitoring visit  Completed FADE sheets		
		-Continue a focus on handwriting to support high standards and promote a school wide culture and expectations.	Teachers	Class time	Ongoing Staff meeting	Ht/ Senior Teacher	Share books in Govs RSC		
Writing INSET Jan 2023 Teaching staff reviewed writing assessed as EXP/GD across KS1 and KS2 and completed standardisation activity so their judgements are consistent with each other and the national standards. School Handwriting competition									
7b	Improved progress of pupils in writing in the Early Years with greater opportunities provided for pupils in the EYFS to write and	Continuous Provision: Indoor and Outdoor Activities to develop pivot strength e.g., brushing, using rollers and brushes on the wall, upside down writing/mark-making; Fine motor control activities e.g., using tweezers and pom-poms, threading, pegboards, geo trays, nuts and bolts, tracing, playdough, finger gym, finger rhymes, pegging (washing line)	J Leader EYFS TAs	EYFS budget	Ongoing – resources out in the class available for all	H/t			

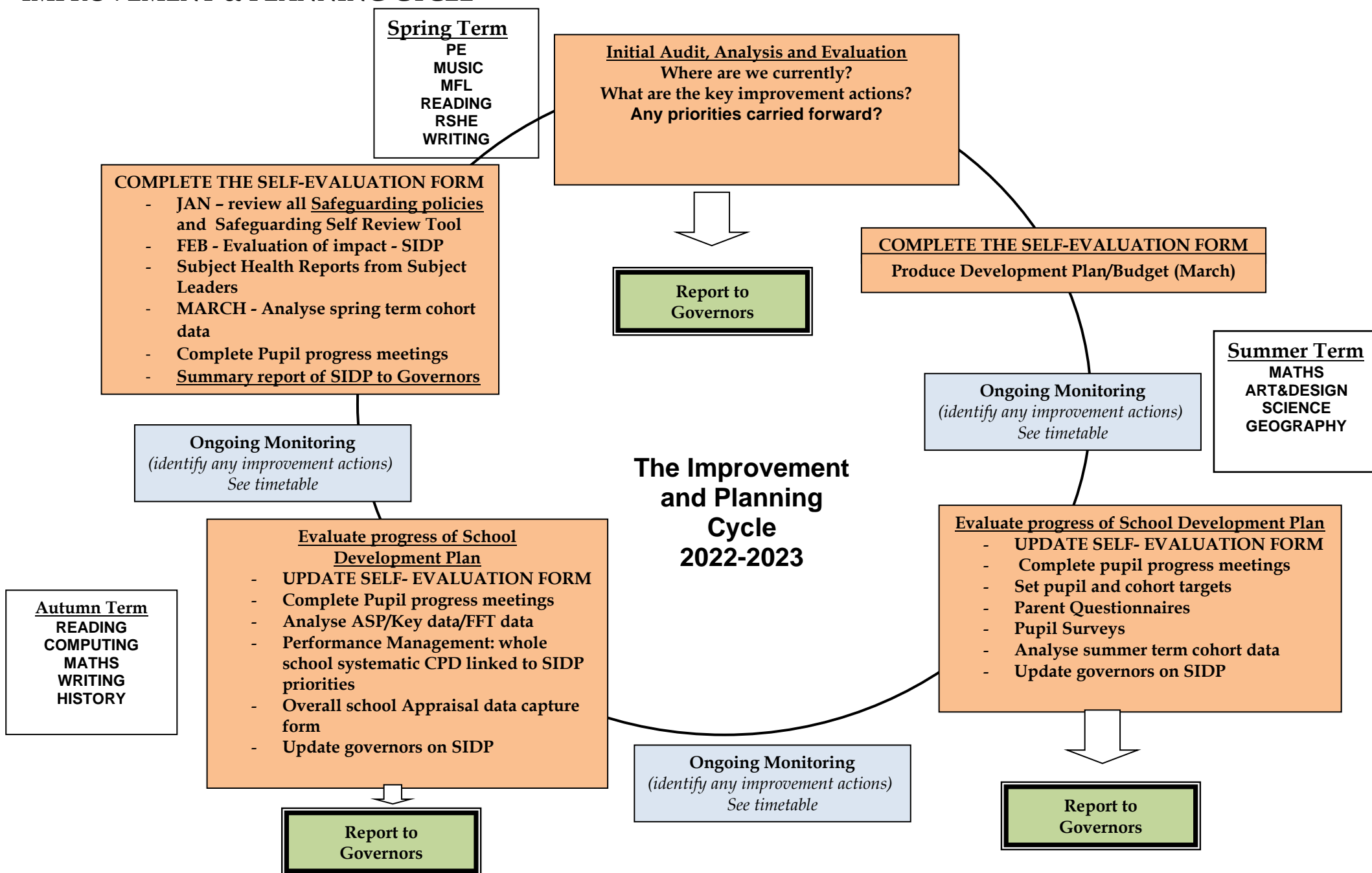


	embedded in the curriculum	Pencil control activities e.g., tracing, following the lines, tuff tray – rice, shaving foam Writing boxes/baskets, clipboards, whiteboards in all areas e.g., construction, role play Themed writing den; writing labels for models; wallpaper writing – large floor work. Print rich classroom Adult led: Shared storytelling, building vocabulary, introducing story language; regular story, poetry times; retelling stories, changing endings etc, using props and puppets, drama; modelling writing Shared writing Letter formation practice			pupils to use			
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Priority: 8		To ensure children in the Reception class have a challenging and enriching experience, one that responds to their interests both indoors and outdoors with an emphasis on high quality adult interactions.							
Rationale:		Statutory Baseline Assessment introduced September 2021			<u>School's Aims</u> We believe learning should be fun, purposeful and challenging. We want all children to flourish in our school – to build upon and develop individual strengths and talents.				
Success Criteria		The percentage of pupils achieving a good level of development (GLD) will be above nat. The EYFS outdoor environment is exciting, stimulating and safe. Pupils are given a wide range of learning opportunities. EYFS children have access to continuous and progressive experiences outdoors.							
Intended Outcomes		Tasks/Actions		Who is Responsible	Resourcing/ Time	Timescale	Monitoring By	Evaluated By	
8a	Continue to develop the outside learning environment in EYFS to ensure the children have activities both indoors and outdoors enabling free flow provision throughout the day.	-Continue to strengthen the quality of outdoor provision to motivate the learners and enable them to thrive indoors and outdoors in equal measure. -Appeal for donations of specific items to support development.		EYFS team	E19 £200	Ongoing	JL – lead teacher	HT JL	
8b	Strengthen partnership with parents by considering opportunities, post Covid, to involve and engage them in pupils' learning.	-Continue to use Tapestry to build up a learning journey of observations of children's learning and share with parents. Observations link to different areas of learning. -Tapestry used to get a fuller picture of the child in school and at home. Parents make comments		EYFS team	E20 Tapestry £101	Ongoing	JL – lead teacher	HT JL	

		about uploaded observations from school and share the children's learning at home.						
		-Lead a Reading/ Maths Café in the EYFS	EYFS team	Reading Café Th 5/5/22	Summer term onwards	JL – lead teacher	Number of parents attending-feedback	
		-‘1.45 to arrive’ (AKA stay & Play) – parents come into the class each half term.	EYFS team	Time	Aut term onwards	JL – lead teacher	Number of parents attending-feedback	
		Families dinner – Friday 14/10/22						
8c	Formative assessment strategies build up a qualitative profile of each child's progress and attainment.	-Pupils progress monitored on extra support to put in as required.	JL	Tapestry	Ongoing	HT	Govs review EYFS data	
		-Lead cluster EYFS meetings to compare and moderate pupils	JL	Mary Fairman Room	Termly 3/11	HT	Feedback cluster heads	
		Termly pupil progress meetings to discuss progress.	JL	Release time	Ongoing Termly	HT	Headline Data Summary report to Govs	
8d	Pupils received timely support with early speech and language development, enabling them to catch up more quickly, and have better access to the curriculum.	Identify emerging speech and language needs and provide high quality support e.g., Time for Talk, Show & Tell, activities to develop the children's auditory processing.	EYFS team	Timetable time	Ongoing	HT		
8e	Pupils in Year 1 class 2 have access to a more appropriate curriculum, continuing the learning journey from the EYFS into Year 1, supporting their development.	-Extend the EYFS outdoor area to include outside of class 2. -Move the perimeter fence to enclose the new defined space -Buy some new equipment -put a door into class 2 accessing the new outdoor area	JL RJ Class 2 teachers	Budget to be determined	TBD	HT	Govs	

# IMPROVEMENT & PLANNING CYCLE



**Subject Leader****Providing Evidence of Action and Outcome – FADE sheet**

<b>Review and Evaluation Form</b>	
<b>School Name</b>	Wreningham VC Primary School
<b>Monitoring Activity</b>	
<b>Date</b>	
<b>Reviewers</b>	
<b>Focus (What exactly is the monitoring going to look at in detail?)</b>	(In discussion with the H/teacher)
<b>Analysis (Once the evidence is collected, analyse it and decide what it suggests about the school's strengths, weaknesses and areas for development)</b>	Be succinct – five or six bullet points.
<b>Planned Action for Development – What to “<u>D</u>o” (What action(s) are we going to take? Be succinct and show who and when?)</b>	Bullet points of proposed action.
<b>Date of Review</b>	This should reflect the time necessary for the outcome of actions to be evident.
<b>Evaluation of Impact</b>	Not to be completed until after the review.