

Beech Hill School: School Improvement Plan 2021/2022

<p>Quality of Education</p>		<p>To continue to review the whole curriculum ensuring effective skills progression is in place</p>	<p>To raise achievement in reading by improving children's reading comprehension</p>	<p>To ensure all pupils are at least making expected progress in writing from KS1/EYFS starting points</p>	<p>To increase the proportion of pupils achieving a higher level in reading and writing</p>	<p>To continue to monitor SEND provision to ensure these pupils are making expected progress</p>
<p>Behaviour and Attitudes</p>		<p>To maintain high standards of learning behaviour as reflected in the Rights Respecting ethos</p>	<p>To continue to ensure pupils can keep themselves safe using social media and internet safety</p>	<p>To ensure attendance is at least 96.5%</p>		
<p>Personal Development</p>		<p>To continue to promote the Unicef Rights Respecting Schools ethos</p>	<p>To ensure all our pupils are aware of how to keep physically healthy</p>	<p>To promote and support pupil wellbeing in school</p>		
<p>Leadership & Management</p>		<p>Further develop the expertise and skills of our senior and middle leaders to secure effective succession planning</p>	<p>Develop the skills of governors to more effectively challenge academy leaders and hold them to account</p>	<p>To ensure governors have a consistently accurate picture of pupil's attainment and progress for all year groups</p>	<p>To continue to promote parental involvement in learning and other aspects of school life</p>	<p>To promote staff wellbeing through achieving an appropriate work life balance and encouraging good mental health practice</p>
<p>Effectiveness of Early Years Education</p>		<p>To continue to ensure pupils in EYFS make outstanding progress</p>	<p>To implement the new EYFS Framework</p>	<p>To implement the statutory Reception Baseline Assessment</p>	<p>To continue to build effective relationships with parents</p>	<p>To ensure pupils are fully prepared for Year 1</p>



Learning without Limits



At Beech Hill School, we believe that every child matters. There is driving determination to ensure that pupils and adults in the school reach their full potential. Our ethos is a simple one 'Learning without Limits'.

"We aim to feel great about our learning and to work hard to reach high standards for the best possible start in life. We aim to be well behaved and motivated children. We aim to broaden our horizons through an exciting and engaging creative curriculum. We aim to make good progress, become great thinkers, have confidence in our own abilities and be enterprising."

The Arts play a key role in giving every child a vital channel for self expression, and we provide a wealth of opportunities for children to discover, explore and extend their natural talents. Our forest school provision offers a magical world of discovery. Children learn first-hand about the riches of the natural environment whilst developing important life skills such as team work, problem solving and resilience. We are a research engaged organisation driving forward the development of innovative education trying to exceed all expectations.

- To have a committed staff who inspire and motivate individual children to achieve their highest standards.
 - To broaden pupils' horizons through an exciting and engaging creative curriculum.
 - To make good progress, especially in English and Maths.
 - To provide a stimulating, challenging and creative learning environment.
 - To maintain high expectations for our children's performance.
 - To develop a healthy lifestyle.
 - To be proud of our school and promote an ethos and environment in which children enjoy learning.
 - To develop enthusiastic, independent and confident learners.
 - To develop pupils who feel valued as an individual and as a member of the school community.
 - To understand the need to treat others as equals regardless of sex, race or religion through activities in the local community and across the trust.
 - To develop our children's sporting and artistic talent.
 - To promote children's rights and empower them to become global citizens in line with Unicef's Rights Respecting Award.

The SIP will address the main findings of the Ofsted report from June 2019 and analysis of priorities by the Senior Leadership team and the Head teacher particularly in light of the school closures due to Covid.

The Children at our school will demonstrate these values:

Honesty
Tolerance
Respect
Determination
Perseverance
Appreciation
Friendship
Kindness



PRIORITY 1: QUALITY OF EDUCATION

WHAT SUCCESS WILL LOOK LIKE:

All groups of pupils are making accelerated progress in Reading, Writing and Mathematics.

Pupil who have gaps due to 'lost learning' will make accelerated progress in Reading, Writing and Mathematics to ensure that the gap is closing. Standards at the end of EYFS, KS1 and KS2 are at least in line with the national average for all groups with a greater proportion achieving the 'higher level.'

Standards show a rising trend in Reading, Writing and Mathematics for all groups of pupils.

Teaching is strong across the curriculum and, as a result, pupils are making progress across the curriculum.

The curriculum is effectively used to support pupils' progress in Reading, Writing and Mathematics.

Objectives	Actions and Personnel	Resources	Milestone 1 December 2021	Milestone 2 April 2022	Milestone 3 July 2022	Monitoring and Evaluation
To raise achievement in reading in KS1 and KS2 by improving children's reading comprehension skills	<p>SLT to carry out data analysis from Summer 21 assessments and then update Prior Attainment sheets to identify pupil targets for next year.</p> <p>Gap/strength analysis completed by previous teachers and handed to new teachers -summer 2021</p> <p>Pupils not made enough progress highlighted in pupil progress meetings – teachers</p> <p>Intervention groups then organised for lunchtimes, after school clubs and Friday afternoon. TAs from each year group to deliver</p>	<p>Staff meeting time Accelerated Reader subscription renewal cost- £2715.00</p> <p>Calderdale Data traded service -£555.00</p> <p>Teachers to deliver after school clubs.</p> <p>TAs – Friday afternoon clubs</p> <p>Release time Staff costs for running reading clubs-£1000 Rewards £500</p>	<p>All EYFS/KS1 expected on track to achieve KS2 expected. Pupils identified and targeted with additional support in clubs/within class</p> <p>Reading records show pupils needing additional support are reading regularly to an adult.</p> <p>Reading Deep Dive shows children are making good progress against the skills</p>	<p>Pupils reading comprehension test scores show improvement from Autumn term (see tracking)</p>	<p>Improved percentage of pupils achieving expected in reading tests compared to September 2020 across the school</p> <p>All pupils are reading regularly</p>	<p>Tracking data</p> <p>Learning walks in reading sessions</p> <p>Reading records monitoring (SC/KH/DF/NG)</p>

	<p>interventions in afternoons and Friday afternoon.</p> <p>Weekly whole class differentiated comprehension for KS1 and 2 using VIPERS</p> <p>Expectations for teaching of reading comprehension shared with staff in staff meeting (observations)</p> <p>Continue to use Accelerated Reader across school. Pupils to achieve 80%+ on quizzes</p> <p>Reading celebrations – Reading Awards for pupils who have made most progress over half term (KH/DF/NG)</p> <p>Weekly reading celebrations – class award for class that has passed the most quizzes and higher percentage correct (KH/DF/NG)</p> <p>Upper school have a '100 books to read before you leave year 6' challenge (including teachers)</p> <p>Support pupils falling behind and those working below age-related expectations through daily/weekly reading interventions</p> <p>Reading Plus intervention for Year 6</p> <p>Year 6 reading comprehension group for targeted pupils – SH</p> <p>NFER tests for Y1-5 (Year 6 to use SATS)</p>	<p>Reading Plus Subscription - £5400.00 (across 3 years)</p>	<p>progression document</p>		<p>and taking quizzes All pupil achieving 80%+ on quiz</p>	
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<p>To ensure percentage of pupils meeting the expected standard in the Year 1 and Year 2 phonics check in 2021 at least in line if not above the national average.</p>	<p>Pupils will be assessed during Week 1 in September and will be placed in groups based on this assessment.</p> <p>Deliver phonics through RWInc from Nursery upwards (EH/DC)</p> <p>Phonics interventions delivered to pupils 'new' and falling behind by Reception and Year 1. Reception and Year 1 staff to deliver sessions to pupils in R and 1 through after school clubs and on Friday afternoon (DF).</p> <p>Phonics workshop for parents</p> <p>Year 2 pupils – DF to deliver intervention to ensure the % predicted to pass the phonics check is in line with NA by the end of 2021.</p>	<p>Comprehension and support staff</p> <p>SB/DF to collect data in termly</p> <p>DF/EW to monitor children and set up booster groups.</p> <p>After school club time</p> <p>Phonics training – Autumn 1</p>	<p>Practise Phonics Check administered</p> <p>Year 2 phonics check</p> <p>Year 3 phonics check</p> <p>Pupils needing further intervention identified</p>	<p>Phonics Check showing majority on track to meet expected standard</p>	<p>Improvement in percentage of pupils achieving the expected pass level.</p> <p>NA 2019 83%</p>	<p>DF tracking data on termly basis</p> <p>Reporting to SB and governors</p> <p>Phonics Check outcomes</p>
<p>To ensure all pupils make at least expected progress from their starting points at EYFS/KS1 in writing.</p>	<p>SLT to review progress from last KS assessment point in EYFS/KS1.</p> <p>Pupils understand how to use Grammar Must Knows as a checklist to support their writing and ensure they are using the correct features in their writing</p> <p>Pupils identified who require handwriting intervention to achieve pre-cursive in KS1 and cursive script in KS2.</p> <p>Spelling scheme for whole school invested in and training for teachers delivered</p> <p>Pupils identified as falling behind expected progress identified and support/intervention identified with new class teacher.</p> <p>Pupils highlighted in pupil progress meetings and impact of support</p>	<p>SPAG Revision Guides- £553.95</p> <p>Cost of chosen spelling scheme</p> <p>Staff grammar book</p> <p>Year group Must-Knows – evident in books</p> <p>Teacher/TA release time to deliver intervention</p> <p>TA training specific to current year group</p>	<p>70%+ of pupils on track to make at least expected progress (2+ points progress).</p> <p>All teachers have a better understanding of what progress pupils need to make.</p> <p>Children can explain grammar must knows and how they have used them in their writing.</p>	<p>75% of pupils are making expected progress from last assessment point.</p>	<p>80%+ of pupils are making at least expected progress from last assessment point.</p>	<p>Pupil data (SH) Termly report to governors</p>

	<p>reviewed and adapted where necessary.</p> <p>Half termly moderation in Upper and Lower School (SC/SB)</p> <p>Termly cross Trust moderation</p>					
To give pupils the opportunity to practise English and maths across the curriculum.	Teachers are planning opportunities to make links with core subjects across the curriculum	<p>English Across the Curriculum – staff meeting Autumn 1</p> <p>Writing moderation staff meeting</p>	<p>Evidence from:</p> <p>October 2021 SLT Deep Dive</p> <p>Writing Maths Reading</p>	<p>Evidence from:</p> <p>Spring 2022 SLT Deep Dive</p> <p>PE Science</p>	<p>Evidence from:</p> <p>Summer 2022 SLT Deep Dive</p> <p>Computing DT</p>	<p>Findings from each Deep Dive evidence the opportunities to practise reading, writing and maths</p> <p>Tracking data</p>
To raise attainment in girls' maths throughout the school and particularly in KS2.	<p>Teachers are made aware of the gap in attainment between girls and boys</p> <p>Targeted girls to have intervention if needed</p> <p>Number stacks intervention to inform teachers of gaps in knowledge</p> <p>LBQ to be used in y5 and y6 to help support girls with gaps in their knowledge</p>	<p>Staff meeting autumn 1</p> <p>Lunchtime clubs for targeted girls</p> <p>Numberstacks intervention</p> <p>LBQ new subscription to run from Sept 2021</p>	<p>Check data December 21</p> <p>Analyse to see if gap is closing (SH/BC)</p>	<p>Girls' attainment improved. Any girls that are still falling behind to be targeted for the maths clubs</p>	<p>Girls' attainment to be more in line with boys attainment in all year groups</p>	<p>Monitoring through books (SLT)</p> <p>Looking at end of term assessments (SLT)</p>
Ensure that year 4 children are well prepared for the multiplication check	<p>Teachers are incorporating times tables into the maths timetable each week.</p> <p>Year 5 times tables buddies to support year 4s</p> <p>Lunch time times tables club</p> <p>TTRS competitions across year 4</p>	TTRS subscription	<p>BC to meet with year 4 teachers in autumn term to outline the plan and ensure that they are aware of the expectations of the assessment</p> <p>Baseline children at the beginning of the term</p>	<p>Intervention in place for children who need it.</p> <p>Buddy system in place</p>	<p>Window opens in April. Children to be going online once a week at least to practise on the real format</p>	<p>Monitor timestables provision in year 3 and 4 in book looks and scrutinies to make sure that it is being given priority</p> <p>Look at data from the real MTC and compare to this year</p>

	and across the Trust					
	Practise the MTC on the DFE simulation when the window opens in April 2022.					
To increase the percentage of pupils achieving Greater Depth in reading, writing and maths at the end of KS1 and 2.	Ensure pupils working at greater depth are clearly identified in each class and carefully tracked using Target Tracker. Class teachers/SH/subject leaders Greater Depth reading, maths and writing group/interventions years 2 and 6. BC/SC/LH/SB	Staff meeting time x2 Pupil progress meetings Time to meet year group teachers within the trust to moderate GDS judgments.	Pupils who were working at GDS in their previous year to be on track and still working at GDS. Pupil progress meetings to identify any pupils falling behind and interventions in place for them. All teachers to know GDS children and provision in place for them.	Data to show GDS making at least expected progress. Pupils not making expected progress to have interventions in place. Accurate data predictions for year 2 and 6 for % of GDS.	% of GDS at end of ks1 and ks2 to have increased from 2021 internal/2019 external data. % of pupils working at GDS across all year groups to have increased.	Book scrutinies to include focus on GDS in all subjects. SLT data monitoring termly. KH/SC – writing BC – maths KH/DF/SC – reading
To continue to review the whole curriculum ensuring effective implementation and impact	Deep dives (DD) / shallow paddles (SP) into each subject across the curriculum.	Set times timetabled over the year Subject manager release time	Autumn 1: PE-SP Geography subject review-Andy Taylor 30th Maths -DD-11 th October Autumn 2: French DD History-DD 1 st December DT-DD Development points to be identified for each subject. To be actioned and carried forward by the curriculum lead.	Spring 1: English -Subject review Art DD Spring 2: RE Computing – DD Development points to be identified for each subject. To be actioned and carried forward by the curriculum lead.	Summer 1 PHSE-DD Summer 2 Music-DD Science Monitoring throughout the year Development points to be identified for each subject. To be actioned and carried forward by the curriculum lead.	Findings from each Deep dive and development points per subject, identified and actioned ensuring effective progression and coverage within each subject
To introduce Target tracker assessment statements for maths, science and	Statements to be assessed per unit for maths and science. Statements to be assessed at the end of every term for writing.	Staff training- Autumn 2 on how to use target tracker LB, BC Staff meeting time to be	End of Autumn 2- Subject statements for maths, English science taught to date to be assessed	End of Spring 2- Subject statements for maths, English and science taught to date to be assessed Writing statements	End of summer 2, statements assessed for maths, English and science. GAP- Reports	Target tracker effectively used by subject leads / teachers to analyse and identify gaps

<p>English.</p> <p>Foundation subject assessments for SEND</p> <p>To develop subject expertise for teachers across the trust in foundation subjects</p>	<p>End of year statements for all foundation subjects and gap analysis to be passed up to the next class teacher.</p> <p>A new video assessment strategy for SEND children to showcase what they have learnt in foundation subjects.</p> <p>The use of Iris to create a bank of go to teaching videos for each year group and subject.</p> <p>Any CPD encountered by subject leads to be disseminated across the school staff</p>	<p>given in line with pupil progress and assessment weeks.</p> <p>Identify some trial year groups and share best practise via IRIS. SENDCO to provide training around this. (Staff Meeting Autumn 1)</p> <p>EW and LB to oversee</p> <p>Iris booked out</p> <p>Year group staff to use Iris at least twice a half term for foundation subjects</p> <p>Encourage staff to take the time to watch these videos</p> <p>Staff meeting or communication on courses</p>	<p>Writing statements completed</p> <p>Assessments to be carried out for Autumn 1 and 2. SENDCO to monitor the effectiveness and provide support where needed.</p> <p>Each year group to have used Iris to have at least 1 history, geography, PE lesson.</p> <p>CPD log updated and subject leaders to disseminate information</p>	<p>completed</p> <p>Assessments to be carried out for Spring 1 and 2. SENDCO to monitor the effectiveness and provide support where needed.</p> <p>Each year group to have used Iris to have at least 1 science, PHSE and music lesson.</p> <p>CPD log updated and subject leaders to disseminate information</p> <p>EH and LB to meet</p>	<p>produced for next class teacher to inform planning Writing statements completed</p> <p>Assessments to be carried out for Summer 1 and 2 SENDCO to monitor the effectiveness and provide support where needed.</p> <p>B-Squared objectives to be highlighted and passed up to next teacher to feed into planning</p> <p>Each year group to have used Iris to have at least 1 Computing, Art and RE lesson.</p> <p>CPD log updated and subject leaders to disseminate information</p> <p>EH and LB to meet</p>	<p>and targets for pupils</p> <p>Assessments for SEND children to be fully embedded and to show progress the child has made and inform teaching half term to half term, year group to year group.</p> <p>Checking Iris on a half termly basis</p> <p>Sharing good practise during staff meeting</p> <p>Increased confidence for teachings</p>
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<p>To embed and upskill staff across the school with the new EYFS framework.</p>	<p>EH to embed new EYFS learning and development requirements</p> <p>Subject leaders across the school to have an understanding of the starting point of their subject in regards to the new framework by observing/ completing deep dives and liaising with EH</p>		<p>EH and LB to meet with subject leads to discuss the changes through monitoring and deep dives</p> <p>Subject leads to observe their subject being taught in EYFS under the new framework to gain a clearer understanding.</p> <p>Autumn 1 PE, Geography, Maths, Autumn 2 History, DT</p> <p>Progression of skills documents to begin to be created with DF EYFS staff. EH</p>	<p>with subject leads to discuss the changes through monitoring and deep dives</p> <p>Subject leads to observe their subject being taught in EYFS under the new framework to gain a clearer understanding</p> <p>Spring 1: English -Subject review Computing – DD Spring 2: RE Art DD</p>	<p>with subject leads to discuss the changes through monitoring and deep dives</p> <p>Subject leads to observe their subject being taught in EYFS under the new framework to gain a clearer understanding</p> <p>Summer 1 PHSE-DD</p> <p>Summer 2 Music-DD Geography- DD</p> <p>Science Monitoring throughout the year</p> <p>Subject leads to plan in supportive activities against the new framework to be embedded next year. EH/LB</p> <p>Progression of skills documents to be revised. EH/LB</p>	<p>All staff within school understand the starting point for their subject roles.</p> <p>Increase confidence and understanding of EYFS framework from staff across the school.</p> <p>Feedback from monitoring</p>
<p>To continue to monitor SEND provision to ensure these pupils make progress</p>	<p>Teachers to ensure QFT provision is provided to all children with SEND</p> <p>Teachers are planning appropriate differentiated work for children with SEND across all subjects</p> <p>Teachers to access BSquared for access to objectives from other year</p>	<p>FW/SB SEND Staff meetings</p> <p>Deep Dives in SEND - termly</p> <p>Deep Dives in all subjects</p> <p>TA/SA training where appropriate</p>	<p>SEN Support pupils on track to make at least expected progress – at least 1 step – to show an improvement from Spring term 2</p> <p>To improve the average progress score from</p>	<p>SEN Support pupils on track to make at least expected progress – between 1-2 steps – to show an improvement from Autumn term 20</p> <p>To improve the</p>	<p>SEN Support pupils on track to make at least expected progress – between 3-4 steps – to show an improvement from Spring term 21</p>	<p>Monitoring through books (FW/SB)</p> <p>Pupil data termly (SB)</p> <p>BSquared data (FW)</p>

	<p>bands</p> <p>Teachers to speak with other year groups to get planning/tasks/assessable units appropriate to SEND in their class</p> <p>FW and SB, with the support of outside agencies, to create a bespoke sensory curriculum for those children with complex and significant needs</p> <p>FW and SB to complete an expression of interest for a 20k bid for a nurture area in school</p>	<p>Release time for SENDCo including days for university course</p> <p>Working with outside agencies to ensure correct provision and support is in place</p> <p>Learning walks – termly (FW)</p> <p>Quotes for building work needed to develop Brazil</p>	<p>autumn term 2019</p> <table border="1" data-bbox="1131 135 1406 534"> <thead> <tr> <th>Current year group</th> <th>Made 1 or more points progress between autumn term 2019</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>75.7%</td> </tr> <tr> <td>Y3</td> <td>80%</td> </tr> <tr> <td>Y4</td> <td>80%</td> </tr> <tr> <td>Y5</td> <td>91.3%</td> </tr> <tr> <td>Y6</td> <td>94.8%</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>EHCP children to show an increased % progress on BSquared</p> <p>Pupils identified and targeted with additional support in class if not moved – possible referrals to agencies including starting paperwork for EHCP applications</p> <p>To have identified agencies/support with sensory curriculum</p> <p>To have completed expression of interest and sent it to the SEND Strategic Project – to update the milestones if bid is successful</p>	Current year group	Made 1 or more points progress between autumn term 2019	Y2	75.7%	Y3	80%	Y4	80%	Y5	91.3%	Y6	94.8%			<p>average progress score spring term 2020</p> <table border="1" data-bbox="1444 191 1675 566"> <thead> <tr> <th>Current year group</th> <th>Made 1 or more points progress spring term 2020</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>90%</td> </tr> <tr> <td>Y3</td> <td>100%</td> </tr> <tr> <td>Y4</td> <td>83.4%</td> </tr> <tr> <td>Y5</td> <td>100%</td> </tr> <tr> <td>Y6</td> <td>100%</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>EHCP children to show increased % progress on BSquared</p> <p>Pupils identified and targeted with additional support in class if not moved – possible referrals to agencies including starting paperwork for EHCP applications</p> <p>To have outline draft of sensory curriculum completed and planning plan</p>	Current year group	Made 1 or more points progress spring term 2020	Y2	90%	Y3	100%	Y4	83.4%	Y5	100%	Y6	100%			<p>EHCP children to show increased % progress on BSquared</p> <p>To have final outline/plan of sensory curriculum completed, including training plan, and ready to put in place for September 2021</p>	<p>Termly report to governors (SB/FW)</p> <p>Feedback from Learning Walks</p>
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<p>To introduce Widgit as a whole school approach to</p>	<p>To purchase Widgit</p> <p>Staff training/staff meeting for</p>	<p>Widgit online subscription (individual user £5/month).</p>	<p>To have purchased Widgit.</p>	<p>To have introduced Widgit to support staff.</p>	<p>To have Widgit embedded across the school for all</p>	<p>Staff feedback</p> <p>Observations and</p>																												

<p>support children with visual learning resources that are consistent throughout school.</p>	<p>implementation including support staff – FW/SB</p> <p>Teachers to ensure Widget is used from EYFS upwards for all children - FW/SB plus teachers</p> <p>Teachers to ensure all visual timetables are created via Widgit – FW/SB plus teachers</p> <p>Teachers to half termly update visual timetables</p>	<p>Staff meeting time.</p> <p>Support staff release time to cover.</p>	<p>To have introduced via staff meeting.</p> <p>Teachers to be using Widgit.</p> <p>SENCO to check use by end of Autumn 1 and Autumn 2.</p> <p>All children who require visual timetable to have one in place using Widgit.</p> <p>SENCO to gather teacher feedback.</p>	<p>Follow up training if required.</p> <p>SENCO to monitor use by end of Spring 1 and Spring 2.</p>	<p>staff.</p> <p>SENCO to monitor use by end of Summer 1 and Summer 2.</p>	<p>drop ins</p> <p>SEND deep dive</p> <p>Seen across curriculum deep dives and book scrutinies.</p>
<p>To continue to increase staff knowledge, skills and pupil outcomes with the North Halifax SALT cluster training via 'Lingo'.</p>	<p>FW to review the timetable and distribute to all staff.</p> <p>Teachers/TAs/SAs to continue to attend training</p> <p>New teachers/TAs/SAs to get on the training – FW to support</p> <p>Identify staff to deliver the three language interventions.</p> <p>Target specific children for and through interventions – FW/SB and teachers</p> <p>FW/SB to allocate SALT therapist visits for specific children weekly.</p>	<p>Teacher/TA release time to attend training.</p> <p>Teacher/TA release time to carry out intervention.</p> <p>FW/SB release time to observe/monitor interventions taking place.</p> <p>Chatterbox and Language Legends physical resources (already received from Lingo)</p>	<p>Identify the staff who will deliver training.</p> <p>Identify the children who need the intervention.</p> <p>Baseline completed for relevant children within each intervention.</p> <p>Monitor pupil progress by comparing baseline to Autumn 2 data.</p> <p>Ensure FW attends Speech Sounds intervention session in Autumn 1.</p> <p>Gather teacher feedback – support where needed</p>	<p>Interventions in place across school.</p> <p>FW to monitor interventions and support where necessary.</p> <p>Monitor pupil progress by comparing relevant data drops.</p> <p>Gather teacher feedback</p>	<p>Interventions embedded across school.</p> <p>FW to monitor interventions and support where necessary.</p> <p>Monitor pupil progress by comparing relevant data drops.</p> <p>For the majority of children in these interventions to have made progress in speech, language and communication.</p> <p>Gather teacher feedback</p>	<p>Baseline assessment</p> <p>Pupil data</p> <p>Intervention moderation/ observation</p> <p>Reports from SALT assessments</p> <p>Pupil interviews</p> <p>Teacher feedback</p>
<p>To ensure robust teaching of children with SEND takes place in all classrooms.</p>	<p>Deliver refresher SEND training of expectations to teachers – FW/SB</p> <p>Regular communication from</p>	<p>Staff meeting time.</p> <p>Edukey and training for Edukey.</p>	<p>Staff meeting to deliver expectations.</p> <p>Identify gaps in staff skills and knowledge through</p>	<p>SENCO to monitor IEPs.</p> <p>SENCO to observe in each class at least</p>	<p>IEP scrutinies for Summer 2.</p> <p>SENCO to identify those who have</p>	<p>Pupil data</p> <p>Book looks</p>

	<p>SENDCO to class teachers/TAs/SAs.</p> <p>Regular staff meetings both internally and externally run.</p> <p>Work across the trust to support children with varied needs.</p> <p>Teachers to differentiate and plan for those with additional needs in their classrooms.</p> <p>Support ECTs in planning for pupils with SEND – FW/SB and subject leads.</p> <p>Early identification of children who require EHCPs – FW/SB/Teachers</p> <p>Deep dive into SEND provision – SB, FW – EC (DF)</p>	<p>Bsquared.</p> <p>EC monitor provision for pupils with SEND via scrutinies.</p> <p>All class teachers to show awareness and encourage for children with special educational needs.</p>	<p>audit.</p> <p>TA/SA expectation meetings.</p> <p>Data scrutiny to identify those who have not made progress – Autumn 1/Autumn 2</p> <p>Teacher meetings to discuss progress of those with SEND.</p> <p>IEP scrutinies for Autumn 2.</p> <p>Deep dive to have taken place.</p>	<p>once.</p> <p>Data scrutiny to identify those who have not made progress – spring 1/spring 2</p> <p>Teacher meetings to discuss progress of those with SEND.</p> <p>Provide training identified through audit.</p> <p>Actions from deep dive put in place/monitored.</p>	<p>not made any progress – summer 1/summer 2</p> <p>Teacher meetings to discuss progress of those with SEND.</p>	<p>Deep dive</p> <p>Observations</p> <p>Pupil voice where appropriate</p> <p>IRIS</p>

PRIORITY 2: Behaviour and Attitudes

WHAT Will SUCCESS LOOK LIKE:

- The pupils continue to maintain high standards of learning behaviour as reflected in the Rights Respecting ethos
- Children are able to demonstrate a growth mindset and resilience when tackling problems
- Attendance is at least in line with national average (96.5%) and persistence absence remain low in comparison to national average (National average is 8.2)
- Pupils are able to keep themselves safe online

Objectives	Actions and Personnel	Resources	Milestone 1 December 2021	Milestone 2 April 2022	Milestone 3 July 2022	Monitoring and Evaluation
<p>To ensure all pupils return to school when school reopens in September.</p> <p>To continue to ensure attendance is at least 96.5%</p> <p>To reduce the number of children who are persistently late or classified as persistent absentees.</p>	<p>Reminder to be sent out in the last week of summer holidays to remind parents of school reopening dates.</p> <p>Letter send out prior to opening to update parents and reassure them with measures in place to protect pupils (in line with any updated guidance received).</p> <p>First day call and home visits by pastoral team and attendance officer.</p> <p>Children absent/ self-isolating send home work packs and FSM Packs.</p> <p>Online seesaw/text message to promote the importance of attendance and impact on learning</p> <p>Daily monitoring of absence until the vast majority of pupils have returned</p> <p>Target pupils/families identified</p>	<p>Attendance officer salary</p> <p>Rewards: £1000</p> <p>Support from EWO:£1000</p> <p>Translator time to make calls-£1000</p>	<p>Whole school attendance on track to be in line with national average</p> <p>Attendance for target pupils showing improvement</p>	<p>Whole school attendance continues to be on track to be in line with national average</p> <p>Attendance for target pupils showing improvement</p>	<p>Overall attendance is in line/above the national average</p> <p>% of PA is lower than last year</p> <p>Improved attendance for target pupils</p>	<p>Termly reports to governors</p> <p>FH to monitor whole school attendance</p> <p>Tracking folder</p> <p>Attendance file showing referrals/fines</p>

	<p>(Week 2 September) and interventions put in place</p> <p>Attendance discussed in all year group welcome presentations – shared on Seesaw July 2021</p> <p>Clearer procedures for term time holidays sent out at beginning of term</p> <p>Sending out warning letters and asking parents to attend</p> <p>Attendance panel with Head/Deputy</p> <p>Targets set at Attendance panel and if targets not met referral to EWO.</p> <p>Rewards - weekly class award/treat. Individual awards for half termly attendance or weekly for target pupils (at the discretion of the attendance officer/SLT)</p> <p>Invitation to breakfast club for pupils who are persistently late.</p> <p>Referrals made to EWO for persistent lateness</p> <p>Fines for extreme cases of P.A/failure to adhere to school policies (90% or below) and extended holidays during term time.</p>					
<p>To continue work towards embedding the Rights Respecting ethos and achieve the RRSA.</p>	<p>Hold elections for a rights respecting school council LH/BC</p> <p>All topics to have human right/SMSC links on topic webs. Class teachers</p>	<p>RRSA Fee: £200</p>	<p>An established rights respecting school council that meet regularly to discuss achieving gold.</p> <p>Children across</p>	<p>An established rights respecting school council that meet regularly to discuss achieving gold.</p>	<p>Receive gold for RRSA.</p>	<p>LH/BC to conduct pupil interviews to ensure they are secure with the RRSA agenda.</p> <p>The school achieves the RRSA.</p>

	Teachers to refer to human rights/ school charter when reinforcing high standards of behaviour. Class teachers		<p>school will be able to discuss human rights and give a few examples.</p> <p>Parents will be aware of RRSA and know how we are working towards achieving gold.</p> <p>The rights will be visible in each classroom.</p> <p>School council meetings to be held each half term and their voice to be recorded (surveys)</p>	<p>Most children across school will be able to discuss human rights and give a range of examples.</p> <p>Create an action place to receive the gold award</p>		
To continue to ensure pupils can keep themselves safe online, using social media and devices that link to the internet	<p>Online Safety units all moved to autumn term for all year groups</p> <p>Deliver workshops/assembly on internet safety and 'cyber bullying' ML/BC</p> <p>Regular online safety messages on newsletter/ tweeted or put on SEESAW APP for parents (ML/BC).</p> <p>Regular information sent out to parents via newsletter/Seesaw/ Twitter</p> <p>Parents workshop as part of Parents week (BC) COVID-19 permitting</p> <p>Ensuring Online Safety is being taught to a high standard in computing lessons (BC)</p>	Resources -£100	Workshops/ assemblies planned using Zoom/Seesaw M. Lee/ B.Creighton	<p>Pupils will know how to keep themselves safe online</p> <p>Pupils will know how to get help if they need it in relation to online behaviour</p>	<p>Pupils will know how to keep themselves safe online</p> <p>Pupils will know how to get help if they need it in relation to online behaviour</p> <p>Staff and parents will feel more empowered to support and help children in keeping safe online</p>	<p>Termly report to governors</p> <p>Evidence file including newsletter messages/letters</p> <p>Pupil survey</p> <p>Deep dive in computing to assess online safety teaching</p>

	<p>Use Seesaw and Twitter and learning tools to promote safe use of social media (RH/BC)</p> <p>Safer Internet Day to be taught around a book in each year group (teachers)</p>					
<p>To continue to develop a growth mindset amongst pupils through delivering successful aspects of the REFLECT ED national trial (EEF Research trial school was lead school in)</p>	<p>New skills lessons in each year group (BC)</p> <p>4 colours to be used in class to reflect on their own performance</p> <p>Aspects of 'Reflected' to be included</p> <p>Growth mind-set books to be used as class reading books throughout the year.</p>	<p>£300 for resources for new skill lessons and metacognition books</p>	<p>New teachers and ECTs to attend a training session with Becky in September</p> <p>Each classroom to display the 4 colour posters</p> <p>Growth mindset display in KS2 corridor to be updated</p>	<p>Pupils will know how to accurately reflect on their own learning</p> <p>Pupils will develop resilience</p>	<p>Pupil questionnaire to assess their growth mindset.</p>	<p>Pupil interviews- ask chn about their growth mindset.</p> <p>Ask children about a mistake they have made</p>

Priority 3: PERSONAL DEVELOPMENT						
WHAT WILL SUCCESS LOOK LIKE:						
<ul style="list-style-type: none"> • Pupils benefit from participation in a wide range of activities outside school including sports, community and trust activities • Pupils are given opportunities to develop their interest and talents • Pupils are aware of how to keep healthy physically • Pupils wellbeing is being supported following their return to school 						
Objectives	Actions and Personnel	Resources	Milestone 1 December 2021	Milestone 2 April 2021	Milestone 3 July 2021	Monitoring
To support pupil wellbeing in school	<p>Whole school election for Rights Respecting School Council – LH/BC</p> <p>Pupil surveys carried out throughout the year – LH/BC</p> <p>School council involved in planning whole school events – BC/LH E.G. Hello Yellow Day/World Mental Health Weeks</p> <p>EHNA summative results used to identify specific support need in cohorts</p> <p>Pupil workshops throughout the year on self-esteem, exam stress and looking after our bodies.</p> <p>Mental Health workshop/drop ins to be held for parents to raise awareness around positive Mental Health - LH/BC</p> <p>Weekly wellbeing lessons taught across the school within the</p>	Resources for workshops - £500	<p>Rights Respecting Council to be set up and attended their first meeting.</p> <p>Pupil workshops to be delivered in Year 5 and 6 (self-esteem)</p> <p>Pupil wellbeing survey to be conducted and the data analysed (baseline)</p> <p>Monitor the children's 'Feel Good Friday' achievements on Seesaw and celebrate them in Gold Book.</p>	<p>Actions carried out in areas identified by school council</p> <p>Pupil workshops to be delivered in Year 6 (exam stress)</p> <p>Parents workshop organised around mental health awareness</p> <p>Monitor the children's 'Feel Good Friday' achievements on Seesaw and celebrate them in Gold Book.</p>	<p>Pupil workshops to be delivered in Year 6 (looking after our bodies)</p> <p>Rights Respecting Council final meeting. Pupil voice contributes to school life.</p> <p>Pupil wellbeing survey to be conducted and the data analysed.</p> <p>Monitor the children's 'Feel Good Friday' achievements on Seesaw and celebrate them in Gold Book.</p>	<p>Pupil wellbeing surveys</p> <p>Rights Respecting School meetings (positive impact on pupils' experiences)</p> <p>Showing school supports pupil wellbeing</p>

	Jigsaw scheme Feel Good Friday					
To ensure pupils are aware of how to keep physically healthy	<p>To ensure that children have a developing understanding of how to keep healthy. LH/CB/class teachers</p> <p>To ensure that parents have a developing understanding of how to keep healthy. LH/CB teachers</p> <p>To increase the amount and variety of active after school and lunchtime clubs LH/CB</p> <p>To encourage pupils on packed lunch to bring a health lunchbox to school – through workshops/regular newsletter items LH/CB/MH</p> <p>Lunchtime Supervisors monitoring lunches- target children with poor choices to help them improve MH/LH</p>	<p>Parent workshop on healthy packed lunches (provide a weekly menu with examples of children’s lunches)</p> <p>Assemblies on well-being, healthy lunch boxes, fitness, mental health, awareness of external factors.</p> <p>External visitors, i.e. Better Living Service to provide school health days.</p> <p>Parent and child workshops (exercise and diet)</p> <p>After school sport and activity clubs (wide variety for children to take part in)</p> <p>Class skipping</p> <p>Daily Mile</p> <p>Sporting competitions.</p> <p>Daily fruit and milk</p>	<p>Daily Mile is to be completed at least 3x a week in KS2 (children to keep their personal record of laps completed)</p> <p>Children selected to represent the school in cross country.</p> <p>Children to take part in active break times (skipping at least 3 times per week)</p> <p>Target children identified and support from staff in place.</p> <p>Better Living Service to provide health days for KS1 and KS2 (healthy eating).</p>	<p>Children’s fitness levels to have increased. (children to keep their personal record of laps completed)</p> <p>Higher percentage of pupils being able to skip/skip for longer durations of time.</p> <p>Monitoring shows there is an improvement in children’s packed lunch choices.</p>	<p>Children’s fitness levels to have increased.</p> <p>EHNA results show that pupils are able to make healthy choices about their life</p>	EHNA Questionnaire
Aspire children to succeed and prepare them for life after education	<p>Workshops/ visits from people in different professions to explain their job (LB).</p> <p>Subject leads/teachers to link professions to their subject area e.g historian in history to give children better understanding of professions/careers (LB)</p> <p>Encourage children to take up interests in areas such as STEM (BC/LH/MH)</p>	<p>Workshops –BC/MH/LB – COVID-19 permitting</p> <p>Outside speakers from a range of professions, including asking parents and secondary teachers COVID-19 permitting</p>	Visitor to speak to children	<p>DT week to focus on STEM careers</p> <p>Visitor to speak to children</p> <p>STEM day</p>	<p>DT week to focus on STEM careers</p> <p>Visitor to speak to children</p>	Questionnaire to chn to ask about how they feel about different career paths.

<p>To promote physical activity across the community</p>	<p>To use the Active Calderdale, grant to promote physical activity of our pupils and the community.</p> <p>Purchase sporting equipment that will be used for the sessions.</p> <p>Walking Group to be set up for parents and pupils.</p> <p>To develop relationships with outside sports clubs to provide new opportunities for our pupils.</p>	<p>£5400 grant from Active Calderdale</p>	<p>Monitor the number of children attending the after school activity sessions.</p> <p>Monitor how many children go for further coaching.</p> <p>Meet the outside sports club leader to discuss any changes</p>	<p>Monitor the participants and make any necessary changes</p>	<p>Report back to Calderdale the impact that the grant has had on increasing physical activity</p>	<p>Survey</p> <p>Data analysis</p> <p>Impact report</p>
<p>To continue to promote the Unicef Rights Respecting Schools ethos</p>	<p>To ensure the school rights are displayed throughout the school (door wraps)</p> <p>Display to be updated each half term at the top of the hall (focus on a right each half term)</p> <p>Weekly assemblies to discuss the rights and values to ALL pupils.</p> <p>Rights Respecting Council to be set up. (LH/BC)</p> <p>Gather evidence towards the RRS award.</p>	<p>RRS badges</p> <p>Display boards</p>	<p>Rights Respecting Council to be set up and have their first meeting.</p> <p>Assemblies to be delivered to the whole school.</p> <p>Begin to gather evidence for the RRS award.</p> <p>Seek advice and support from the Rights Respecting support group.</p>	<p>Assemblies to be delivered to the whole school.</p> <p>Continue to gather evidence for the RRS award.</p> <p>Rights Respecting Council meetings to increase pupil experience</p>	<p>Pupil voice/survey</p> <p>Rights Respecting Council meetings to increase pupil experience</p>	<p>Pupil survey</p> <p>RRS Award to be obtained.</p> <p>RRS meeting notes.</p>

Priority 4: LEADERSHIP AND MANAGEMENT						
WHAT SUCCESS WILL LOOK LIKE: The school has a strong but distributed leadership team Parents are well engaged with the school and support their child’s learning Governors continue to challenge school leaders and hold them to account Staff have a healthy work life balance Staff continue to work effectively across the trust						
Objectives	Actions and Personnel	Resources	Milestone 1 December 2020	Milestone 2 April 2021	Milestone 3 July 2021	Monitoring and Evaluation
To continue to encourage parents to be more involved and more willing to feedback on what is happening on school – COVID-19 Permitting	<p>Parents’ Weeks to be for lower school and upper school separately throughout the year (BC to organise)</p> <p>Website up to date with information (RH/SH/LB)</p> <p>Regular workshops for parents to increase curriculum knowledge – e.g calculations in year groups (BC)</p> <p>Termly year group parents information sessions to take place- Team Leaders to organise</p> <p>Learning mentors available at beginning and end of day.</p> <p>FS/Whole school parental involvement action plan (EH/BC)</p> <p>Termly Parents’ Forums (SH)</p> <p>Target hard to reach groups (Czech parents through translated letters/texts, separate meetings with translator, workshops to engage</p>	<p>Subject managers – BC/LB/SH to monitor</p> <p>Resources for parents :£1000</p> <p>Rewards/Events budget - £1000</p> <p>Seesaw subscription- £2000</p>	<p>Majority of parents engaging on seesaw or in zoom sessions</p> <p>80-90% Of parents have access to Seesaw via the app All year groups have shared work on Seesaw</p> <p>Workshops for parents and children booked for mental health and anxiety</p>	<p>80-100% attendance in parent workshops booked (These are run by Family Learning for free)</p>	<p>Parents are contributing to the SIP.</p> <p>All parents feel welcome at Beech Hill- Parent survey results</p>	<p>Parents survey</p> <p>Programme of events</p> <p>Evaluation of Foundation Stage parental involvement</p>

	<p>certain groups. (LC)</p> <p>Parent sessions for early years, parents to develop sensory play (KD)</p> <p>Seesaw to send messages home/ communicate with parents and share work (teachers)</p> <p>Plan in new workshops with family learning (BC)</p>					
<p>To continue to ensure Governors are equipped with the skills and knowledge of the school to provide rigorous challenge to the leadership team</p>	<p>Govs skills audit completed shared with governors (SH/Clerk)</p> <p>All governors complete safeguarding training (Clerk)</p> <p>All governors produce profile for website (TBC)</p> <p>All governors set up with the Key for Governors' account/Governor Hub (SH)</p> <p>Govs meeting with managers and involved in enquiry walks (SH)</p> <p>Clerk receives training/attends networks</p>	<p>to send out calendar of events ½ termly</p> <p>Termly update at Govs meeting-Chair/Headteacher</p> <p>Subscription to the Key for Governors-£596</p> <p>Calderdale Governors traded subscription-£699</p> <p>GovernorHub subscription - £400</p>	<p>Skills audit completed- data analysed and areas for development organised</p> <p>Presenting Your School well – Nov 2020</p> <p>Clerk is updating governors with key information</p>	<p>Governors are fully involved in school and are able to ask challenging questions and hold leaders to account</p> <p>Profiles on the website</p>	<p>Minutes show governors are rigorously challenging the leadership team</p>	<p>Governors minutes</p> <p>Records of visits</p> <p>Training records</p>
<p>To continue to ensure governors have a consistently accurate picture of pupil's attainment and progress for all year groups</p>	<p>Governors given file with key documents- SIP,SEF, ,Leadership structure, key information from NGA (SH)</p> <p>Termly reports from leaders focus on impact against SIP priorities (subject leaders)</p> <p>Governor training around Ofsted framework and school's SEF to delivered by SEO(SH)</p>		<p>Safeguarding report to governors delivered by SL/HA</p> <p>Standards report discussed at governors meeting in Autumn term</p> <p>SIP approved and ratified by governors at AGM</p> <p>Autumn term report focuses on impact of</p>	<p>SEF training delivered</p> <p>Clerk ensuring minutes show challenge questions around attainment and progress of pupils across the school</p>	<p>Governors able to answer questions regarding the school's attainment and progress and are able to clearly identify what actions have been put in place to address any issues.</p>	<p>Governors minutes</p> <p>Head teachers report</p>

			actions in place			
To further develop the expertise and skills of our staff to secure effective succession planning in preparation to for MAT growth	<p>Continue to provide early career stage teachers with an additional 10% release time</p> <p>RQT to be given 5% additional time (Friday mornings)</p> <p>Subject manager external CPD</p> <p>Subject leadership spread across the trust</p> <p>Coaching from FP for middle and senior leaders</p> <p>School Effectiveness Officer supporting SLT/subject leads with monitoring subjects and curriculum through 'Ofsted style' Deep dives'(SH)</p> <p>Curriculum Lead and SLT supporting middle leaders with monitoring subjects across the trust (SLT)</p> <p>Experienced teachers identified as mentors for ECTs to support less experienced (SC)</p> <p>Regular leadership meetings to upskill leaders and plan strategically</p> <p>DHT and AHT networks across the trust</p> <p>SENCO Networks across the trust.</p>	<p>Early career stage teachers to be provided with activities to complete during release time with a focus on whole school improvement (Kirklees and Calderdale resources).</p> <p>RQTs – receive additional 5% release time and access training linked to the Early Career Framework from Trinity Teaching School</p> <p>Relevant subject manager training.</p> <p>All leaders to have a mentor they can call upon for advice.</p>			ECTs successfully pass their first year of induction.	<p>Performance management.</p> <p>SEO Reports</p> <p>Coaching sessions.</p> <p>Use of IRIS.</p> <p>Monitoring extra release time records.</p> <p>Quality of teaching and learning.</p> <p>Learning walks</p> <p>Book scrutinies.</p>
To continue to promote staff wellbeing through achieving an appropriate work	<p>PPA can be taken at home</p> <p>Regular staff events such as appreciation week, Stars in our</p>	Resources – cost of biscuits/refreshments	New style 'stars in our school' format including breakfast sandwiches	Improvement plan based on results of staff survey to be made using the wellbeing group.	Questionnaire showing Staff are happy and feel there is a good work life balance	<p>Questionnaires</p> <p>Staff feedback</p> <p>Use of EAP</p>

<p>life balance and encouraging good mental health practices</p>	<p>Schools</p> <p>Continue to promote wellbeing services through EAP – encourage use of services such as counselling/debt management</p> <p>Subsidised meals</p> <p>Access to learning</p> <p>Staff given paid religious holidays (where possible)</p> <p>Consultation about key issues in school affecting employment</p> <p>Onsite HR/Payroll support – self service of records/payslip with new HR system</p> <p>Free Refreshments and biscuits</p> <p>Staff given additional release time by SLT to ensure work-life balance</p> <p>Training and on going events to promote staff mental health well being. (JL)</p> <p>Introduce staff fitness sessions, ensure accessible for all. (LH/JL)</p> <p>Continue to meet as well being group to discuss ways of improving wellbeing. Be a voice for all staff to bring issues affecting well-being to SLT attention. (JL)</p> <p>Staff survey to be carried out in Autumn 2021 to establish satisfaction with role & management. Critical analysis of results to improve morale and ensure staff are engaged at work. (JL)</p>	<p>Resource – cost of training for onsite sessions £2000</p> <p>Resource to build survey electronically and enable metrics gathered to be objectively analysed/reported to SLT/Governors. - £1000</p>	<p>Mental Health training for leadership</p> <p>Mental health First Aiders refresher training</p> <p>Wellbeing working group to be set back up</p> <p>Wellbeing survey completed and results analysed showing majority of how staff feel the school promotes staff wellbeing.</p> <p>Monitor the usage of the gym and provide training/safety training for all staff using equipment.</p>		<p>Absence monitoring shows that % of short term absence has improved in comparison to Autumn term.</p>	
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	To set up a gym for staff to use in their own time to promote physical activity (LH)					
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EARLY YEARS PLAN

PRIORITY 5: EFFECTIVENESS OF EARLY YEARS

Priority 1: Quality of Education						
<p>What success will look like; Beech Hill EYFS has an exciting and engaging creative curriculum, which recognises communication and language at the heart of all learning. Our curriculum meets the needs of all pupils, developing resilient learners with high levels of well-being and engagement. Our curriculum takes into consideration guidance on improving the quality of teaching and learning from the Education Endowment Foundation.</p>						
Objectives	Actions and Personnel	Resources	Milestone 1 December 2019	Milestone 2 April 2020	Milestone 3 July 2020	Monitoring and Evaluation
Intent	Implementation					Impact
To provide high quality grounding in early literacy skills in Nursery and Reception, by prioritise the development of Communication and Language, especially for key groups (boys, NTE and Disadvantaged pupils)	Review and update topics covered throughout EYFS, ensuring that each topic uses texts supports the development of vocabulary and language structures; <ul style="list-style-type: none"> - Key texts to be identified and order placed Early identification of Speech and Language needs; <ul style="list-style-type: none"> - WellComm Speech and Language assessment to be used as a diagnosis tool at baseline for Pre-Nursery and Nursery pupils. - Wellcomm Speech and Language assessment to be used as a diagnosis and monitoring tool to 	Z Jabin to be trained in conducting WellComm assessments. Z Jabin to support teachers in assessing pupils across EYFS. Z Jabin to lead Speech and Language interventions across EYFS. WellComm Speech and Language assessment pack. Wellcomm Big Book of Ideas. Subscription to WellComm report Wizard.	Autumn intake Wellcomm assessment complete Pupils identified as having a significant language delay be placed on the SEND register and appropriate referrals made. IEP targets put in place. Pupils with a mild to moderate delay identified and appropriate interventions are in place. Topic review complete by EYFS lead. New topics outlined for	spring intake Wellcomm assessment complete Pupils identified as having a significant language delay be placed on the SEND register and appropriate referrals made. IEP targets put in place. Pupils with a mild to moderate delay identified and appropriate interventions are in place. Reception Wellcomm assessments complete and progress data analysed	summer intake Wellcomm assessment complete Pupils identified as having a significant language delay be placed on the SEND register and appropriate referrals made. IEP targets put in place. Pupils with a mild to moderate delay identified and appropriate interventions are in place. Reception Wellcomm assessments complete and progress data analysed	Wellcomm results and progress reports Monitor literacy attainment and progress data Monitor Literacy and attainment data for key groups, including boys, NTE and Disadvantaged pupils

	<p>track progress of pupils across Communication and Language in Reception.</p> <p>Early intervention for those with speech, language and communication needs;</p> <ul style="list-style-type: none"> - EYFS WellComm data to be inputted into report wizard. Data to be used to identify target groups/ key pupils for intervention. - Pupils identified as having a significant language delay to be placed on the SEND register and appropriate referrals to be made and IEP targets to be put in place. - Pupils identified as having a mild to moderate delay to be supported through interventions. 	<p>Edukey provision maps</p> <p>Key texts</p>	<p>commencing terms.</p> <p>Key texts ordered.</p>			
<p>To provide high quality grounding in early literacy skills across Nursery and reception, by developing pupil's capability and motivation to write</p> <p>Pupils to develop and master whole body fine and gross motor movements required for</p>	<p>'Squiggle whilst You Wiggle' scheme to be followed by K Dawson in the Pre-Nursery. All pupils to take part in a squiggle whilst you wiggle session each week.</p> <p>'Write Dance' scheme to be followed by A Bano in Nursey. All pupils to take part in a write dance session each week.</p>	<p>Access to Squiggle Whilst you Wiggle scheme for Pre-Nursery</p> <p>Access to Write Dance scheme for Nursery and Reception</p> <p>Allocate money from Nursery and</p>	<p>Squiggle whilst you wiggle embedded into Pre-Nursery planning</p> <p>Write Dance embedded into Nursery planning</p> <p>Write Dance embedded into</p>	<p>Squiggle whilst you wiggle to continue to be taught in Pre-Nursery</p> <p>Write Dance to continue to be taught in Nursery</p> <p>Reception to begin handwriting lessons,</p>	<p>Squiggle whilst you wiggle to continue to be taught in Pre-Nursery</p> <p>Write Dance to continue to be taught in Nursery</p> <p>Reception to take part in Handwriting lessons</p>	<p>Monitoring writing progress and attainment data.</p> <p>Monitoring writing progress and attainment data for key groups including core pupils and boys</p>

<p>writing</p> <ul style="list-style-type: none"> - Coordination - Rhythm - Wrist and strength flexibility - Balance between tension and relaxation - Flowing angular, circular movements - Control of speed and direction of movements - Control of pressure - Concentration 	<p>Reception pupils to take part in 'Write Dance' during the Autumn term. Those who have not mastered the whole-body movements to continue following the scheme after the Autumn term.</p> <p>To increase opportunities for developing fine and gross motor movements in indoor and outdoor provision across the whole of EYFS.</p> <p>Ergonomic pencils used to ensure correct pencil grip is embedded throughout Reception.</p> <p>Dough Gym taught across EYFS on a regular basis</p>	<p>Reception budget to order resources supporting fine and gross motor movements.</p> <p>Stabilo Easygraph Handwriting pencils</p> <p>Play-dough</p> <p>Minibus and staffing for Library visits</p> <p>X10 balance bikes X10 helmets Bicycle pump and Allen Key Allocated hall slot Bike ability session plan</p>	<p>Reception planning</p>	<p>Write Dance to continue for those who have not yet mastered whole body fine and gross motor movements.</p>	<p>in y1 classrooms. Write Dance to continue for Reception pupils who have not yet mastered whole body fine and gross motor movements.</p>	
<p>To review the EYFS curriculum, ensuring effective skills progression from Nursery through to the end of Reception, ensuring that the EYFS curriculum provides a strong basis for more complex learning in all subject areas later on.</p>	<p>Review and update topics covered throughout EYFS, ensuring that each subject has a clear intent and that each year group is covering a range of skills across each area of learning, in line with the new EYFS framework.</p> <p>EYFS year group leaders to map out skills across the yearly curriculum overview and create a progression of skills document for each area of learning.</p> <p>Long term plan updated</p>	<p>Weekly meetings to be held between EYFS year group leaders.</p>	<p>Topic review complete by EYFS lead. New topics outlined for commencing terms.</p> <p>Intent statements for each topic complete.</p> <p>Progression of skills documents to be in place ready for 2020-21 academic year (work in progress)</p> <p>Long term plan updated</p>	<p>Progression of skills documents to revised</p> <p>SLT and subject leader deep dive across whole of EYFS</p> <p>Weekly meetings for EYFS year group leaders to continue</p> <p>Medium term plans for following term updated</p>	<p>Progression of skills documents to revised</p> <p>SLT and subject leader deep dive across whole of EYFS</p> <p>Weekly meetings for EYFS year group leaders to continue</p>	<p>Coverage documents across nursery and Reception</p>

	<p>Medium-term planning updated each half term</p> <p>EYFS year group leaders to review the non-negotiables for each EYFS year group. Ensure that these are in line with the new EYFS curriculum</p> <p>EYFS to be involved in Deep Dives into subjects carried out by Subject Managers and SLT.</p>		<p>Medium term plans for following term updated.</p> <p>SLT and subject leader deep dive across whole of EYFS</p> <p>Establishing weekly meetings for EYFS year group leaders</p>			
<p>To increase the attainment in Maths, particularly attainment in Nursery and that of key groups, including NTE and disadvantaged pupils, in Reception.</p>	<p>Continue to develop a Mastery approach to Mathematics across the whole of EYFS, Providing a strong basis for a more complex learning later on;</p> <ul style="list-style-type: none"> - Use of Numberblocks and Numberblock resources on the NTCEM website. - All year groups across EYFS to provide a dedicated time for children to learn mathematics and integrate mathematics through play - To ensure the new EEF Mathematics guidance is integrated into the EYFS curriculum - Planning to include stem sentences 	<p>Access to Revised EYFS Framework and Maths Curriculum.</p> <p>Access to EEG guidance report.</p> <p>Allocated staff meeting time for staff CPD in the teaching of Mathematics.</p> <p>10 Town subscription for all of EYFS pupils</p> <p>Numberblocks DVD'S</p> <p>NTCEM website</p>	<p>Resources for the teaching of maths ordered, including subscription of 10 Town</p> <p>Staff meeting around EEF Mathematics guidance and the teaching of maths.</p> <p>10 town displays in each classroom set up.</p> <p>Teaching of 10 town to be embedded across Pre-Nursery and Nursery.</p> <p>Bank of Stem Sentences for maths mastery created.</p>	<p>Continuation of using 10 town and Numberblocks to support the teaching of maths</p> <p>Continuing to add to 10 town display</p>	<p>Continuation of using 10 town and Numberblocks to support the teaching of maths</p> <p>Continuing to add to 10 town display</p> <p>Reception pupils to be given home learning codes to 10 Town.</p>	<p>Monitoring Maths progress and attainment data.</p> <p>Monitoring Maths progress and attainment data for key groups including boys, NTE pupils and disadvantaged pupil.</p>

	<p>All EYFS year groups to have access to 10 Town resources online.</p> <ul style="list-style-type: none"> - 10 Town characters to be on display in each classroom. - Reception pupils to be given a home log in for 10 town once all characters have been taught (at the end of spring 1) <p>The teaching of shape, space and measure to be integrated into 10 town planning to ensure pupils develop understanding around shape as well as number.</p>					
<p>To develop children's early reading skills by prioritising the development of phonological awareness and interest in sound in Nursery.</p> <p>Continue to teach systematic phonics in Reception using a balanced approach</p>	<p>Develop pupil's phonological awareness and interest in sounds prior to the introduction of systematic phonics teaching;</p> <ul style="list-style-type: none"> - To use reliable phonetic assessment in Nursery and Reception to assess pupil's readiness to be introduced to the systematic teaching of phonics. - Phonological awareness interventions to be in place in Reception for those who have not yet mastered these skills. 	<p>Nursery Read Write Inc. guidance.</p> <p>Read Write Inc. training/ refresher for all staff</p> <p>Early phonological awareness training</p> <p>Read Write Inc. Nursery Handbook</p> <p>Phase 1 phonics tracking document for assessment</p> <p>Key texts for each year group, ensure enough of each text is</p>	<p>Nursery teacher to attend Nursery RWI training and Early Impact phonetical awareness workshop</p> <p>RQT to attend Early Impact phonetical awareness workshop</p> <p>Read Write Inc. Training for all staff.</p> <p>Nursery to complete phonetical awareness assessments</p> <p>Reception to complete phonetical awareness</p>	<p>Read Write Inc. peer assessments</p> <p>Phonics learning walk by EYFS lead and subject lead</p> <p>Nursery to complete phonetical awareness assessments</p>	<p>Read Write Inc. peer assessments</p> <p>Phonics learning walk by EYFS lead and subject leader</p> <p>Nursery pupils to be introduced to the systematic teaching of phonics following the Read Write Inc. programme, if ready.</p> <p>Nursery to complete phonetical awareness assessments</p>	<p>Monitoring Literacy-Reading progress and attainment data.</p> <p>Monitoring Literacy-reading progress and attainment data for key groups including core pupils and boys.</p>

	<p>Improve staff knowledge of how children learn to read;</p> <ul style="list-style-type: none"> - Nursery teacher and RQT to attend Early Impact phonetical awareness training. - Nursery teacher and RQT to have official RWI training - Refresher RWI training for all EYFS staff - EYFS staff to visit a Read Write Inc. Model School (Bankfoot Primary School, Bradford) to observe outstanding teaching of Read Write Inc. - Regular peer observations of the teaching of Read Write Inc. <p>To support pupil's language and comprehension skills throughout EYFS by selecting key texts which exposed pupils to a range of different books, including;</p> <ul style="list-style-type: none"> - Rhyming texts - Story books - Traditional tails - Non- fiction texts - Picture books/ wordless books 	<p>available for teaching across whole year group.</p>	<p>assessments upon baseline. Interventions to be put in place for those who are not ready to begin RWI programme.</p> <p>Key texts for 20-21 identified and ordered</p>			
<p>To Improve the quality of teaching and learning for pupils with SEND across EYFS</p>	<p>To take part in SEND champion training with the EYST.</p> <p>A Bano to work with the EY</p>	<p>A Bano to attend training and mentor sessions</p>	<p>Training TBC</p>	<p>Training TBC</p>	<p>Training TBC</p>	<p>Staff training sessions</p> <p>Staff questionnaires and feedback from</p>

	<p>SEND teams to develop understanding of specific tools and interventions to increase the quality of provision and inclusion for children with SEND. A Bano to then cascade and embed the specialist skills and knowledge to colleagues.</p> <p>EYST team to deliver a range of training directly to EYFS staff; -</p> <ul style="list-style-type: none"> - Word levels/ language steps - Sulp group/ social circles/ Let's Talk - Intensive Interaction - Objects of reference/ picture time tables/ now and next boards - Sensory Integration - Use of simple language <p>Options for staff to request specific raining</p>	<p>X2 Friday afternoon sessions with PEYST team</p>				<p>sessions</p>
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Priority 2: Behaviour and Attitudes

What success will look like;

Pupils are aware of what is right and wrong. They are well behaved and show care and concern for others. Pupils understand how to improve their behaviour and are intrinsically motivated to do so.

Objectives	Actions and Personnel	Resources	Milestone 1 December 2019	Milestone 2 April 2020	Milestone 3 July 2020	Monitoring and Evaluation
Intent	Implementation					Impact

<p>To ensure pupils have the understanding of the behaviour expectations and that they are recognised and celebrated.</p>	<p>Consistent use of behaviour steps throughout EYFS (gold, green, orange and red) Consistent approach to behaviour sanctions and rewards across whole of EYFS.</p> <p>Class set of child friendly rules consistent across all EYFS classes.</p> <p>To explicitly teach children positive 'learning behaviours' Making links to the Characteristics of Effective Learning'.</p> <p>Star of the Day and Star of the Week across EYFS. Use of class prize (such as bear/ soft toy) to be given out at the end of the week to star of the week.</p> <p>Use of social stories and individualised behaviour plans</p>	<p>Stickers</p> <p>x7 class bears to be used across EYFS</p> <p>Prize box with prizes for each class</p>	<p>Autumn Merit Treat</p> <p>Pupils introduced to behaviour system and class rules established</p>	<p>Spring Merit Treat</p>	<p>Summer Merit Treat</p>	<p>Behaviour monitoring records showing pupils on steps</p>
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Priority 3: Leadership and Management

What success will look like;

The new EYFS framework will be embedded to strengthen practice a year ahead of statutory implementation and an engaging curriculum will be designed around the new development requirements. Pupils will be regularly assessed against the new developmental requirements and all pupils will make at least typical progress. There will be opportunities for staff CPD around the new EYFS framework and developmental requirements. There will be a wide range of opportunities for parents to be involved with their child's learning, and levels of parental engagement will be high.

Objectives	Actions and Personnel	Resources	Milestone 1 December 2019	Milestone 2 April 2020	Milestone 3 July 2020	Monitoring and Evaluation
Intent	Implementation					Impact
To ensure all pupils make at least expected progress from their starting points in EYFS	<p>All pupils to complete a baseline assessment within the first 6 weeks of starting school;</p> <p>To ensure assessments are valid and reliable;</p> <ul style="list-style-type: none"> - EYFS team to take part in internal moderation each half term to ensure validity and reliability. Provide feedback across whole team. - Nursery to moderate end of year assessment results with Reception staff. - Reception staff to moderate end of year assessment results with Year 1 staff - All EYFS teacher to attend Calderdale EYFSP Moderation events. <p>To use assessment to ensure all pupils are making at least expected levels of progress;</p> <ul style="list-style-type: none"> - Use of assessment to inform professional judgements of pupil ability. - Pupil Next steps to be displayed around classroom to ensure all staff are aware of individual next steps. - Pupils identified as falling behind expected progress 	<p>Yearly subscription to Early Essence to track children's progress using the charts.</p> <p>Allocated time for EYFS staff to complete data analysis</p> <p>Allocated time to enable EYFS staff to complete internal moderation each half term.</p>	<p>Staff meeting to unpick Revised ELG/ development matters statements and define what they mean and how we expect pupils to demonstrate understanding and mastery</p> <p>Reception learning wallets with updated assessment in place for September 202</p> <p>Reception Statutory Baseline assessments complete</p> <p>Autumn cohort baselines complete across EYFS- Early Essence updated</p> <p>EYFS internal moderation meeting</p> <p>EYFS teachers to attend local authority moderation event</p> <p>Autumn term assessments complete- Early Essence updated.</p>	<p>Spring cohort baselines complete across EYFS- Early Essence updated</p> <p>Spring term assessments complete- Early Essence updated. Data analysed by EYFS lead and Year group leaders</p> <p>EYFS internal moderation meeting</p> <p>EYFS teachers to attend local authority moderation event</p> <p>Pupil progress documents complete</p> <p>Next steps to be updated</p> <p>Gap/ Strength analysis to be created for commencing term</p>	<p>Summer cohort baselines complete across EYFS- Early Essence updated</p> <p>Next steps to be updated</p> <p>EYFS teachers to attend local authority moderation event</p> <p>Summer term assessments complete- Early Essence updated.</p> <p>Reception to submit EYFSP to LA. EYFSP data to be analysed by EYFS lead and compared with National and regional results</p> <p>Nursery staff to moderate end of year results with Reception staff</p> <p>Reception teachers to moderate EYFSP with y1 staff</p> <p>Pupil progress</p>	<p>Pupil data</p> <p>Termly report to governors</p>

	<p>identified and support/ intervention identified with class teacher</p> <p>EYFS lead to analyse assessment data;</p> <ul style="list-style-type: none"> - EYFS lead to review progress for EYFS year groups at each assessment point- Autumn 2, Spring 2 and Summer 2. - Pupils highlighted in pupil progress meetings and impact of support reviewed and adapted where necessary 		<p>Data analysed by EYFS lead and Year group leaders</p> <p>Gap/ Strength analysis to be created for commencing term</p> <p>Pupil progress documents complete</p> <p>Next steps to be updated</p>		<p>documents complete</p> <p>EYFS action plan to be written for following year.</p>	
<p>Continue to encourage parents/ families to be involved in their child's education and increase opportunities for parental involvement.</p>	<p>Regular workshops for parents to increase curriculum knowledge.</p> <p>Regular use of seesaw family app for opening up lines of communication to parents and carers across the whole of EYFS</p> <p>Use of SeeSaw class app to set home learning challenges for Reception pupils on a weekly basis.</p> <p>Use of SeeSaw in Nursery to share daily learning updates with parents/ carers</p> <p>Nursery to continue to host weekly parent/ carers stay and play groups</p> <p>EYFS to host a selection of workshops during Parents Week</p>	<p>Seesaw family app for parents and carers across the whole of EYFS</p> <p>Seesaw class app and home learning codes for Reception pupils.</p> <p>Hall slots for workshops</p> <p>Budget allowance for parents' workshops</p>	<p>SeeSaw home learning codes provided</p> <p>Welcome meeting for new Reception parents at the start of the academic year</p> <p>Seesaw workshop for EYFS parents</p> <p>Reading to your child workshop</p> <p>Phonics workshop</p> <p>Reception pantomime</p> <p>Nursery singing around the Xmas tree and winter workshop.</p> <p>Reception Story</p>	<p>Nursery Stay and Play session for Summer cohort</p> <p>Reading Sleepover event</p> <p>Nursery regular mealtimes and bedtimes workshop</p> <p>Nursery toilet training workshop</p> <p>Maths Workshop</p> <p>Parent consultation meetings</p>	<p>Nursery stay and play session for September cohort</p> <p>Speech and Language workshop</p> <p>EYFS graduation</p> <p>Open event for new Reception 21-22 parents</p> <p>Reception stay and play for Reception 21-22 cohort</p> <p>Parent consultation meetings</p> <p>End of Year reports for parents</p>	<p>Monitoring involvement of parents using Seesaw, attending workshops and parents meetings</p>

			around the Fire Nursery stay and play for Spring cohort Parent consultation meetings			
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