

## LITERACY

- To raise the standard of writing at EXS across the school (currently 78%)
- Reading for all children a main focus including use of digital reading platforms
- Use of updated writing assessment lists to support progress across school
- Writing across all subjects



## PHONICS

- Further develop and increase phonics home support following successful start last year
- Continue to develop the KS2 phonics interventions designed and implemented last year
- Following Covid-19 school closures, ensure gaps in learning are addressed

## MATHEMATICS

- Data?
- Implement and monitor new maths progression across school
- Monitor the curriculum offer in mathematics in EYFS (may need better wording)



## GOVERNORS

- Monitor the 'catch up' programme and best value, to ensure implemented and effective for all of our pupils, many of whom have missed two terms of teaching and learning
- CoG to continue to be present at DSL meetings to monitor the health and well being of both pupils and staff - our responsibility in terms of duty of care
- To ensure our diverse communities are represented and reflected in particular within our History, Geography and RE curriculum
- To ensure that regular communication with parents/carers continues

## PE / HEALTHY SCHOOLS / OUTDOOR LEARNING

- Increase daily participation in Physical activity
- Work towards recognized Sporting Award



## SCIENCE

- Plot science gaps and organise a future programme for addressing missing key concepts
- Boost the STEM links within school including a themed week
- Increase quality of teaching of Enquiry skills-ensuring this is embedded within core of each lesson



## SDP KEY TARGETS 2020- 2021

- **Whole School Appraisal Target:** To improve writing and SPaG attainment and progress across the school with an emphasis on boys
- **To promote reading across the whole school following enforced school closure**
- **To ensure the science curriculum effectively closes gaps due to enforced school closure**
- **To continue to promote and embed all aspects of the E-Safety curriculum to pupils with increased emphasis on mental health**
- **To embed a new PSHE curriculum across the school, with emphasis on mental well-being following Covid-19 and its consequences**
- **To meet 85% expectation in foundation subjects or higher; monitoring of specific groups: boy/girl; disadvantaged/ non-disadvantaged at EXS**



## COMPUTING / E-SAFETY

- Regular staff training to ensure everyone is up to date with ever changing technology
- Regular pupil voice to inform area of need and current trends
- Scenario teaching to allow pupils real-life safety training e.g. Crucial Crew (and 'mini' version for Y5) / The Snap Trap etc.



## EYFS

- Development of outdoor area in Reception classes
- More opportunities for a seamless transition from Nursery through to Reception
- Post-covid gaps in learning to be addressed with a focus on PSED strand (being school ready)



## HISTORY

- Ensure new units (including black history) are covered throughout the year
- Local area / history group to support local history teaching in each year group
- Increase understanding of historical skills e.g. inference and deduction through a range of sources such as primary and secondary sources, maps and artefacts

## D&T

- DT: CPD focussed on CAD for staff
- Promote STEM: STEM week and ASC clubs for KS1 and 2
- Awareness of 'key events and individuals' in planning

## ASSESSMENT

- Due to C-19, foundation assessments carried over from Spring 2020 until Feb 2021 to allow for further teaching
- Securing accurate baselines in core subjects post C-19 for autumn start



## SEND

- Ensure the SEND Information Report reflects the current whole CT responsibilities and approaches. Build on current work with parents
- Raise the awareness/use of the T&W SEND Local Offer for families
- CPD for supporting SEMH needs in both school and society especially following COVID Pandemic

## SMSC: Life Learning / RE/ RSE

- To invest in a new scheme of work for PSHE to complement our current curriculum offer and re-name Life Learning
- To monitor pupil well-being and self-esteem following enforced lockdown
- To launch the new RSE curriculum offer from September 2020, which includes thorough parent communication via letters/RSE drop ins
- To arrange trips to places of worship/re-creating the experiences places of worship in classrooms. Ensure variety
- Ensure new RE units are being covered throughout the year as detailed on year group progression map
- Display visual content of year group RE curriculum in each classroom/ or ensure RE starters are used to recap prior learning

## ART

- Implement new art curriculum across the whole school year
- Increase the use of art sketchbooks throughout the school

## Curriculum

- To ensure that missed learning (due to school closure) is addressed during the next academic year or key stage, particularly in Science and Maths

## SAFEGUARDING and H&S

- Close monitoring of well-being and mental health, especially following C-19

## PERFORMANCE MANAGEMENT / CPD

- To ensure PM captures the key priorities of the school following the Covid 19 pandemic linked to missed learning
- To enable all CT, TA, and wider staff to visit another setting to 'maggie' good practice and share on return
- To ensure subject leads are confident in their delivery in accordance with the Ofsted 'deep dive' criteria

## DISADVANTAGED

- Increase support for those affected by school closure and missed learning through tutoring program
- Increase opportunities to wider curriculum e.g. ASC

## MUSIC

- Teachers to regularly expose pupils to a wide range of music
- Ensure curriculum progression is followed closely
- PPG music club

## ABLE AND TALENTED inc. MORE ABLE

- Continuing links with secondary schools for Challenge days, more able/ able events
- Offer for younger children in school



My thoughts are.... Extra 5 Phase sessions for HA (interventions) YR, N could work on HA secure at Phase 3??  
 We could try for 10% increase as target??  
 Have highlighted YR Summer end exceeded

Reception NOR: 60	Exceeding					
	Reading		Writing		Number	
	Spring End	Sum End	Spring End	Sum End	Spring End	Sum End
Whole cohort	31% (18/59)	13% (8/60)	29% (17/59)	8%(5/60)	27% (16/59)	10% (6/60)
Boys	24%(8/35)	9%(3/35)	24%(8/35)	6%(2/35)	24% (8/35)	9%(3/35)
Girls	40% (10/25)	20% (5/25)	40% (10/25)	12%(3/25)	32% (8/25)	16% (3/25)
Gap	<b>-16%</b>	-11%	-16%	-6%	-8%	-3%

Refine the school's approach to the teaching of spelling for those pupils who have difficulty in this area.

- Build further on the productive partnership with parents to develop the way technology is used to support learning at home.

- Continue to establish more consistent systems for tracking pupils' progress in different foundation subjects.

