

North Road Community Primary School



SCHOOL DEVELOPMENT ACTION PLAN 2021 – 2022

Year 3

Identified actions and targets for School Improvement (SIA) end of academic year 2019:

The very positive outcomes seen this summer are the culmination of three years of well planned, lead and managed improvement. Leadership at all levels is strong and improving being underpinned by very effective performance management.

The school has identified curriculum development as a key priority for next year in order to make the learning experience for pupils more coherent and relevant.

The other priority is teacher wellbeing to complement the already established focus on pupil welfare.

School Improvement Priorities for 2020/21

- Introduction across the whole school of the New North Road Primary Curriculum for life-long learning – some learning from Cycle A and Cycle B was adapted to be taught through remote learning due to school closures and National Lockdowns. We are yet to experience a full two year cycle of the new North Road Curriculum of the head, the heart and the hands.
- EYFS – increased progress in phonics and independent writing – classroom based learning time lost due to National Lockdowns.
- Continue to raise standards in Mathematics including an emphasis on number facts, times table knowledge, problem solving and reasoning – classroom based learning time lost due to National Lockdowns.
- Reading comprehension – introduction of 'Reading Vipers' and daily focused teaching of reading - classroom based learning time lost due to National Lockdowns and timetable changes due to pod timetables.
- Writing – high quality cross curriculum writing opportunities and outcomes
- Middle leaders embedding the CPD to bring about increased attainment in their subjects.
- Science – Introduction of new scheme of teaching/assessment for learning – scheme was introduced in part but teaching and learning opportunities restricted due to National Lockdowns and remote learning for pupils.
- Staff and pupil well-being including a continued focus on mental health – embedded within the whole school ethos and curriculum.
- Increasing the work of the Domino Alliance of schools to bring about further improvement in standards, attainment and enrichment opportunities – opportunities restricted due to the pandemic.

DUE TO THE PANDEMIC, SOME PRIORITIES FROM 2020/2021 NEED ADDITIONAL FOCUS AS OPPORTUNITIES WERE REDUCED DUE TO NATIONAL LOCKDOWNS.



School Improvement Priorities for 2021/22

- Introduction across the whole school of the New North Road Primary Curriculum for life-long learning with a particular focus for the year on Art, Technology and Music
- **EYFS - Opportunities for the development of writing skills through open ended writing opportunities linked to high quality texts including raised expectations for 'more able' writers**
- **EYFS – the effective introduction of the Early Years Curriculum and the consolidation of the ethos/practice of Continuous Provision at North Road Primary School which supports children's stage of learning and has a focus on preparing children for Year One**
- **Introduction of Continuous Provision into Key Stage One, which supports an effective transition from EYFS for Year One pupils.**
- **Develop and embed effective transition strategies to support pupils moving from KS1 to KS2**
- **Continue to raise standards in Mathematics including a focus on growth mind-set, visualisation and Times Table knowledge**
- **Reading - Increased progress of the most able readers with a particular focus on inference**
- Writing – high quality writing opportunities, including the introduction of The Write Stuff across KS1 and KS2 to increase attainment and progress in writing following the National Lockdowns due to the Covid pandemic.
- **Development of a marking and feedback strategy that supports increased pupil attainment though verbal/in the moment feedback and supports staff work-life balance**
- Effective Leadership of Middle Leaders in bringing about increased attainment in their subjects.
- Introduction of a new North Road ethos to underpin the teaching of Science including assessment for learning opportunities
- Reintroduction of combined school cross working within the Domino Alliance of schools, following the restrictions of the pandemic, to bring about further improvement in standards, attainment, staff CPD and enrichment opportunities for pupils.

BOLD TEXT – supported by staff mini research appraisal projects that link to subject leadership areas or class/pupil identified weakness and needs.



Strategy 1: To ensure outstanding outcomes through attainment and progress of the children					
Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start)	Monitor, Evaluate and Review
<p><u>CONTINUING THE WORK OF 2020-2021</u></p> <p>To embed mathematical problem solving and reasoning across the school, with pupils developing a greater understanding of mathematical concepts that will allow them to make links within learning.</p> <p>To develop pupils quick recall of times table and related number facts to support pupils calculating, reasoning and problem solving.</p>	<p>See Maths Action Plan (Appendix i)</p> <ul style="list-style-type: none"> Review Maths planning so that links between concepts are explicit and are revisited throughout the year. Monitoring of the impact of the introduction of 'Number Talk'. Ensure gaps analysis and AFL is used across the school to identify children's learning needs and teachers to adapt planning accordingly. Introduce a wider variety of stem sentences Growth Mindset strategies to support learning in Maths. Introduce whole school low threshold, high ceiling problem solving activities. To introduce the daily teaching/recall of times tables and related number facts 	<ul style="list-style-type: none"> Staff are confident to teach all mathematical concepts including the use of manipulatives/bar model in order to support children's achievement of reasoning. Staff are able to adapt teaching to ensure maths mastery is developed especially for more able pupils. Pupils of all abilities are verbalising their mathematical understanding and learning. Staff are confident to use AFL and are using daily Maths Interventions to support and extend learning. Correct use/pitch of Mathematical Language is used across the school Correct pitch and expectation in Mathematical learning is seen across the school Pupils of all abilities are accessing problem solving activities and verbalising their understanding. Pupils in Year 2 complete KS1 with a strong understanding on number facts, which will support 	<p>LH/HD – Maths Leaders</p> <p>Liz Thomas – Maths LA/Domino Alliance support</p>	<p>Continuing from the start date of September 2020. Progress limited from January – March 2021 due to National Lockdown.</p>	

		times table facts as they move into KS2.			
To increase ALL pupil's achievement in reading comprehension especially vocabulary and inference.	<ul style="list-style-type: none"> Monitoring of the impact of the daily teaching of Reading (Vipers) across KS1 and KS2. Sustained progress of 'more able readers' (those reading above reading age) in particular in the area of inference. Ensure pupils' reading books are allowing for challenge within the text, particularly in EYFS/KS1 (extension from phonetically decodable books) A new approach to the teaching of phonics in Foundation Stage to be introduced (All Aboard Phonics-Trial School) 	<ul style="list-style-type: none"> Daily Teaching of Reading Skills (VIPERS - Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise) Increased achievement by pupils (ARE tracking/RM Benchmark Tracking/End of EYFS Attainment/SATs results) Sustained/Increased phonic achievement by pupils (Internal Tracking/Year 1 phonics test data) 	<p>All Staff/SS</p> <p>All Staff</p> <p>LH/LP/ST</p> <p>LP/LH</p>	<p>September 2020</p> <p>After Baseline testing completed.</p>	
Raise the profile of poetry across the school	<ul style="list-style-type: none"> Reintroduction of the Poetry Curriculum across the school/class recitals to parents/peers. 	<ul style="list-style-type: none"> Developing the language and vocabulary of poetry and promote opportunities for recitals. 	<p>SS</p> <p>All Class Teachers</p>	<p>Poetry Curriculum: September 2021</p> <p>Class recital assemblies – Term 4 onwards</p>	
To re-introduce the North Road Curriculum 2020 – The head, the heart and the hands (<i>focus for the year Art, Music and Technology</i>)	<ul style="list-style-type: none"> Subject Leaders to ensure that the published curriculum road mapping is an accurate reflection of the taught skills and content. A focus for the year on Art/DT and Music. Subject Leaders to ensure that staff 	<ul style="list-style-type: none"> Increased opportunities for 'outdoor' and 'hands on' learning experiences will be incorporated. Over-arching topics will umbrella the whole school with specific topic titles to inspire learning 	All Staff	September 2021	

	<p>are confident teaching the knowledge and skills of their learning focus.</p> <ul style="list-style-type: none"> • Staff to ensure links are made to previous learning – referencing the road mapping of skills and knowledge. 	<p>based on ‘what if.....?’ questions which are revisited at the end of each learning focus.</p> <ul style="list-style-type: none"> • Pupils prior taught knowledge is tested during each lesson through the use of quizzes and games. • Areas of learning/key themes will deepen learning systematically as children progress through school, in order to build on knowledge. 			
To raise expectations for writing outcomes in EYFS.	<ul style="list-style-type: none"> • Introduction of a new EYFS Curriculum, which supports high expectations and aspirations for pupils attainment in writing. • Pupils have increased opportunities to write during the day and writing for different purposes is modelled by the adults in the class. • Pupils are provided with opportunities to write at greater length/detail during guided teacher sessions • Introduction of Write Stuff during the Summer term. 	<ul style="list-style-type: none"> • Pupils are able to write at an increased length. • Increased number of pupils reaching required standard. • Pupils are prepared for the curriculum at KS1 and have increased writing stamina. • Pupils develop a love of writing. 	LH/LP All EYFS staff team	September 2021	
To fully introduce the new North Road Science Curriculum 2020 – A curriculum which demonstrates our intent for knowledge and skills.	<p>See Science Action Plan (appendix ii)</p> <ul style="list-style-type: none"> • Introduction of Termly Science Quizzes (Scientific knowledge – Low threat/high gain) to increase rates of retention and retrieval. • Use of the Kent Scheme of Work for Science as teaching 	<ul style="list-style-type: none"> • Increased attainment in Science across the school • Increased retainment and retrieval of scientific facts by pupils • Increased monitoring and assessment of Scientific Knowledge 	<p>All staff</p> <p> All staff (INSET September) Liz Southwell (INSET June)</p>	<p>Continuation of implementation from previous academic year</p> <p> September 2021</p>	

	<p>resource to support classroom learning.</p> <ul style="list-style-type: none"> • Development of a personalised school Science curriculum that teaches and assesses key skills and builds on prior science learning • Staff to provide opportunities for high quality feedback to pupils to support learning in science. • Subject Leader to ensure that the published curriculum road mapping is an accurate reflection of the taught skills and content. • Subject Leaders to ensure that staff are confident teaching the knowledge and skills of their learning focus. 		2021/September 2021)		
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Strategy 2: To ensure all personal development, behaviour and welfare including safeguarding is outstanding					
Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start)	Monitor, Evaluate and Review
To re-introduce Well-being Wednesdays	<ul style="list-style-type: none"> • Termly, children will be provided with the opportunity to spend an afternoon 'off timetable' at an chosen 'well-being' activity (chosen by CTs) These could include sporting, creative, musical experiences etc. 	<ul style="list-style-type: none"> • Staff and pupils together explore opportunities for ensuring mental health is looked after. • Staff are able to model/share with pupils the importance of ensuring good mental well-being. 	CA	Autumn Term 2021	

To widen the teaching of Internet Safety with a focus on appropriate social media use for KS2 pupils.	<ul style="list-style-type: none"> • Termly Assemblies • Visitors to school • Links within PSHE lessons • Parental workshops • Themed days 	<ul style="list-style-type: none"> • Increased awareness of the correct and appropriate use of social media. • Increased awareness of the dangers of inappropriate use of social media and the potential impact on mental health. 	LP (ICT Lead)	October 2021	
Increased physical exercise opportunities (including outdoor opportunities)	<ul style="list-style-type: none"> • Increased use of the school field, including Climbing Stack, balancing logs and den building area, to allow for increased opportunities for physical activities. • Weekly Children's Mile (one PE Day) • Weekly 10 minute Wake-Up, Shake Up or Yoga (PE Day) • Introduction of KS1 Gymnastics Club and Outdoor Play Club in addition to re-introduction of football, hockey, netball and dance clubs. • Introduction of the new 'active' Breakfast Club with a focus on increased physical activity (indoors – table tennis/circus skills and outdoors – bikes, go-karts, scooters, tennis) 	<ul style="list-style-type: none"> • Children's physical health and stamina is further improved. 	All staff	September 2021	

Develop further Pupil Leadership – PE/Sports	<ul style="list-style-type: none"> • ‘Sports Crew’ to be developed. This crew will lead a pod house sporting event once a term. • Young Leaders Training for Year 5/6 to be implemented. 	<ul style="list-style-type: none"> • Children are taking an active role in leading and managing sporting activities (level 1). • At least 10% of children are leading, managing and officiating school games activities. • Achievement of the Gold School Games Award. 	LP	October 2021	
Preparing Pupils for the next stage in learning (National Curriculum EYFS to KS1 and from KS1 to KS2)	<ul style="list-style-type: none"> • Introduction of a new curriculum for EYFS. • Introduction of Continuous Provision into KS1. • Development of the KS1 learning environment to include role-play, independent access to resources and free flow access to the outdoor environment. • Development of the lower KS2 learning environment/timetable to ensure the use of the outdoor environment, movement between learning times, a learning environment that matches the learning needs, flexible seating and appropriate practical resources. • Developing children’s increased learning stamina. 	<ul style="list-style-type: none"> • The curriculum in EYFS prepares pupils both academically and emotionally for the next stage of learning. • The effective use of continuous provision in Year 1 allows for a smooth transition in learning. • To ensure the class environment and ethos of KS1 supports all children in the move from EYFS • To ensure the class environment and ethos of lower KS2 supports all children in the move from KS1. • Children are academically and emotionally prepared for the transition to KS2 learning. 	LH ST CJ	July 2021	

Strategy 3: To ensure high quality teaching, learning and assessment with the majority of it to be outstanding and none less than good

Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start)	Monitor, Evaluate and Review
Improve writing outcomes through the introduction of the Sentence Stacking approach to teaching writing	<p>See English Action Plan (appendix iii)</p> <ul style="list-style-type: none"> English Leaders CPD led by Vicky Gordon (Domino Alliance) To introduce Jane Considine's Sentence Stacking (Write Stuff) as a way to increase quality writing following a loss of learning due to the Covid pandemic. Improve quality of handwriting – slippage following national school closures. 	<ul style="list-style-type: none"> Sentence stacking approach to the teaching of writing introduced across KS1 and KS2. EYFS to introduce sentence stacking from Term 4 onwards. Discrete Letter formation/handwriting across the school returns to standard pre lockdown 	CJ SS All teachers	September 2021 Write Stuff training to start September 2021 Implementation to begin Term 1 2021.	
To increase the quality of cross-curricular writing' across Key Stage 1 and 2.	<p>See English Action Plan (appendix iii)</p> <ul style="list-style-type: none"> Whole school emphasis on 'quality of writing' during English lesson and foundation curriculum subject lessons. 	<ul style="list-style-type: none"> When moderated work in all books demonstrates high quality writing. 	CJ	Ongoing	
Ensure the Feedback Policy is consistent and that pupils receive verbal feedback/ immediate interventions and respond to feedback, when appropriate.	<ul style="list-style-type: none"> Increased profile of high quality verbal feedback in all areas of learning. Marking Policy is developed and updated in line with a move towards verbal/live marking. North Road Vulnerable Learners (including PP pupils) are provided with weekly 1:1 feedback time with the class teacher (during assembly times) 	<ul style="list-style-type: none"> Feedback is consistent across the school and in line with the agreed policy Pupils respond to feedback and marking positively on a regular basis making changes appropriately or extending their piece of work/learning. Pupils make good progress as a result of 	Subject leaders - scrutiny of books All staff	Continuing from 2020 – 2021	

		<p>feedback and progress can be seen in books</p> <ul style="list-style-type: none"> Pupils books show that they feedback is having a positive impact on learning. 			
Pupils are supported with the tools to be independent in learning and able to self-assess during and at the end of lessons times	<ul style="list-style-type: none"> Pupils to have access to self-help resources on tables (binders) and know the contents and how to use the resources to support their learning. Content of self-help folders are updated regularly as learning needs increase and pupils are aware of additions and staff model regularly how and when to use them. Self-help resources reflect the teaching and learning content of the year group/learning stage (pupils with SEND) Development of a school wide system of self-reflection and assessment by pupils to support teacher's assessment and planning for progression. 	<ul style="list-style-type: none"> All children can be independent in learning and reduce reliance on an adult to move learning forward during lessons. Children are able to self-reflect on their learning and know what they need to do to improve further. 	All staff	<p>September 2021</p> <p>October 2021</p>	
EYFS Curriculum and Continuous Provision	<ul style="list-style-type: none"> Introduction of a new curriculum for EYFS, including continuous provision. Introduction of a new assessment and observation approach which focuses on 'in the moment' observations, formal observations of learning. 	<ul style="list-style-type: none"> New EYFS curriculum is developed, published on the website and shared with parents. A new approach to assessment is developed and adopted effectively by all members of the EYFS team. Assessments and observations build a clear picture of the individual as a learner. 	LH LP AP SB	September 2021	

		<ul style="list-style-type: none"> Each staff member is responsible for a group of 'focus pupils'. Strong relationships are built with parents/carers to build a picture of the whole child. 			
Teaching and Learning is moving from consistently Good to Outstanding	<ul style="list-style-type: none"> Identify which elements of teaching & learning can be moved from good to outstanding. Identify CPD opportunities to support above action. Staff Performance Management to take on the form of staff research projects to support personal classroom practice and whole school identified priorities (highlighted in blue) Monitor & Review outcomes through monitoring of planning, work scrutiny and pupil conferencing 	<ul style="list-style-type: none"> Areas for further development are identified. Target to form part of Teacher Appraisal Individual CPD opportunities are planned to support further development of teaching & learning. Scrutinies demonstrate teaching is consistently good or better. 	<ul style="list-style-type: none"> SS/Subject Leaders SS/CJ/LH/All staff 	October 2021	

Strategy 4: To ensure outstanding leadership and management across the school community					
Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start)	Monitor, Evaluate and Review
Continue to work effectively with the five other schools in the Domino Alliance.	<ul style="list-style-type: none"> Ensure that schools act as critical friends to provide support and challenge to each other which effectively supports school development priorities Ensure that opportunities to support the leadership of the school, staff CPD, curriculum development are maximised Launch Domino Website – Staff Portal 	<ul style="list-style-type: none"> High quality collaborative working which demonstrates impact on teaching, learning and attainment. Successful launch of Domino Website for <ol style="list-style-type: none"> 1) Parent help pages 2) Staff Portal 3) Sharing of resources 4) Publicity of Domino events/celebrations. 	SS Domino Heads Subject Leaders	September 2021	

Ensure the effectiveness of North Road Vulnerable Pupils Champion/Senior Teacher on Leadership and raising standards	<ul style="list-style-type: none"> • Termly Meetings with PP Lead/Pastoral Lead to monitor actions and impact of Action Plan • Monitoring of the timetable of agreed actions and use of leadership release time 	<ul style="list-style-type: none"> • Successful and effective SLT meetings. • Increased participation of pupils within the classroom. • Pupils demonstrate an active role in learning • Increased attainment of pupils, specifically in Reading, Writing and Maths. 	<ul style="list-style-type: none"> • CJ/SS/LH • CA • SS 	September 2021	
To ensure a positive impact of all Leaders on achieving improvement and raising standards in their subjects.	<ul style="list-style-type: none"> • Ensure Subject Leaders' effectiveness on leading their subjects to bring about increased achievement and attainment. • CPD for Senior Teachers CJ/LH with AD (SIP) • Link Governor reporting • Governor input onto Impact Review • Suitable challenging of Leadership by Governors 	<ul style="list-style-type: none"> • Increased attainment and achievement of pupils in classroom learning. • Pupils demonstrate an active role in learning and begin to take responsibility for their learning. • Pastoral Lead to report on role to Governors four times a year though C&P meetings. • Vulnerable Pupils Lead to report on role to Governors four times a year though C&P meetings. • Pupil Premium Governor to develop the role of ensuring Governors have information about the Impact of interventions, including mental health interventions, for PP and NRVP pupils. • SEN Governor to develop the role and be responsible for reporting to all Governors on the Impact of 	<ul style="list-style-type: none"> • All Leaders/ Governors • PP Governor • SEND Governor • SS/Chair of Governors 	October 2020	

		<p>Interventions/data and tracking for SEND pupils.</p> <ul style="list-style-type: none"> • Science Leader to introduce and monitor changes to Science curriculum including the intent/knowledge of our new Science Curriculum. • EYFS staff to introduce an ethos of continuous provision, planning for both daily indoor and outdoor learning opportunities. 			
Sports Premium/PE Lead to ensure the achievement of a Health in Schools Award and School Games Award, including the development of the role of Sports Leaders	<ul style="list-style-type: none"> • Sports Premium Lead to meet with Sports Leaders at the start of each term to plan an inter house event that can take place during pod lunchtimes under the guidance of the Lunchbreak Supervisor. • Sports Premium Lead to collect scores/results and announce the winner and present the trophy to the winning House Captain during Stars Assembly (remote). 	<ul style="list-style-type: none"> • Increased opportunities for demonstrating responsibility and developing leadership skills. • Achievement of a Gold School Games Award • Achievement of a Health is Schools Award • Achievement of a Mental Health Award 	<ul style="list-style-type: none"> • LP • LP/CA 	November 2021	
Introduction of Eco Council	<ul style="list-style-type: none"> • Delivery of Term 1 Assemblies based in environmental issues. • Increase children's awareness of environmental issues. • Children to be encouraged to discuss issues that are immediately relevant to the school/home environment and the part that they can play. 	<ul style="list-style-type: none"> • Increased recycling in classrooms • Increased Reception Class Long Term Planning Overview • Increased food recycling at break times • Energy saved during break times and lunchtimes (lights/whiteboards etc.) • Local area litter picking events 	<ul style="list-style-type: none"> • SS • All teachers 	November 2021	

	<ul style="list-style-type: none"> Children to identify the role that a school Eco Council/Monitors could play in school Class nomination and elections for an Eco Council for North Road Community Primary School. 	<ul style="list-style-type: none"> Reminder assemblies run by Eco Council (recycling/water usage etc.) 			
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Now the school looks at each strategy to consider its resource implications in terms of:

- ❖ **Buildings**
- ❖ **Equipment**
- ❖ **Staffing and Staff development needs**

Resource Implications

Buildings –	2019/20	2020/21	2021/22
1. Re re-roofing of the KS2 building	Completed – May 2020		
2. Replacement windows – main building (toilets and medical room)	Completed – July 2020		
3. Replacement door on Burrow			£1,500
4. Damp due to re-roof needed for staffroom and staff ladies toilet		Summer of 2021 (LA funded project – starting September 2021)	Delayed LA project from Summer 2021
5. Repainting of main building – external		Awaiting confirmation from LA for funding support	
6. Outdoor Field provision upgraded £10,000	FONR Fund raising/Grants	Completed September 2020	
7. New Water Heater - Burrow		£1,000	
8. Refurbishment of Main Building toilet facilities		FONR Fundraising £3,000 Grants from local councillors	
9. Replacement of Dishwasher – main school kitchen		£2,000 – funded by Integra	
Equipment – estimated costs	2019/20	2020/21	2021/22
10. New resources for new curriculum/book areas	£1,500 (utilising existing resources)	£1,000	£500

11. Online Learning Platform – Spelling Shed		£100	£100
12. Online Maths Platform - Numbots		£50	£50
13. Online Reading Platform – Bug Club		£450	£450
14. Additional resources needed to support Remote Learning Plan – additional books/stationary etc.		£500	
15. Handwriting Catch Up Resource – Letter Join (Catch up Funding)		£264 (including £100 Registration Fee – 1 st Year only)	£164
16. Jane Considine Write Stuff Training and display resources.			£200
17. Outdoor Book Shed and Reading Area	£500 for Book Shed and Reading Shelter (books to be recycled from classrooms)	n/a	n/a
18. Updating Classroom Whiteboards x4	Board 1 (delayed)	Board 1&2	Board 3 (Mars)
19. New Assessment materials to track progress/attainment in Science and additional Science resources to match curriculum.		TBC	£500 (Grant Hinkley STEM project)
20. Enrichment activities (Domino) including travel	£1,000	£250 – reduction due to remote links/no travel requirements	£1,000

Staffing – estimated costs	2019/20	2020/21	2021/22
1. CPD	£1,500	£1,500	£2,000
2. TLR for PP Lead/Senior Teacher	£2,600	£2,600	£2,600
3. Catch up teaching session funding – total £8,000		£6,000 Bought in tutors/overtime for part time teachers to teach catch up sessions in their leadership area strengths	£6,000 Bought in tutors (Third Space)/overtime for part time teachers to teach catch up sessions in their leadership area strengths

NORTH ROAD PRIMARY SCHOOL

SUBJECT LEADER ACTION PLAN - MATHS



Appendix i

Subject:		Mathematics 2021 - 2022					
Name of Subject Leader:		L Hobbs / H Daone					
To ensure the maths curriculum meets the requirements of the new Ofsted criteria.							
Target	Success Criteria	Tasks	Person Responsible	Resources, Time and Finance	Target date for implementation	Target date for review	Evaluation
To ensure pupils have a sound knowledge of number facts, (including times – tables,) and confidently use related facts within their learning.	Teachers explicitly plan teaching of number facts. Maths is integrated through the day as well as maths lessons.	Teachers use variation strategies by planning strings of related questions. Teachers plan intelligent practice exercises to use the relationship between facts to enable appropriate recall. Opportunities provided for children’s independent exploration of taught key ideas in every year group through exploratory talk and/or structured independent problem solving. Times-tables tested weekly in KS2.	All Staff	LH / HD - subject leadership time to develop new approach to learning and assessment of times tables.	End of Term 1	Ongoing	
To ensure new concepts are delivered in manageable steps and gaps in learning, as a result of Covid disruption, are addressed.	Teachers use AFL effectively to plan and move learning forward. Lessons are carefully planned sequences, which build upon prior learning.	Ensure gaps analysis and AFL is used to identify children’s learning needs and teachers to adapt planning accordingly. Embedded formative assessment practices allow	All Staff LH / HD to share resources	LH / HD to monitor effective use of AFL through planning scrutinies and learning walks.	Term 2 Term 1 / Ongoing	Ongoing	

	New concepts are taught through CPA as appropriate.	for adaptations of learning both in-the-moment and in subsequent plans so that learning is tailored to reflect the cohort. Sharing of NCETM 2021 – 2022 Curriculum Prioritisation resources.	with all teaching staff	Term 1 - staff meeting time (10 mins max) to share NCETM resources.			
To embed mathematical problem solving and reasoning throughout the school.	<p>All pupils consistently use appropriate sentence stems to show their understanding.</p> <p>Teachers provide reasoning opportunities for all ability chn.</p> <p>Learning avoids ‘answer getting’ and supports children to ‘grapple’ with concepts by reasoning and by engaging them, encouraging them to make sense of ideas in terms of what they already know.</p> <p>All adults to develop children’s confidence in maths and nurture a positive ‘can do’ attitude.</p> <p>Pupils are more positive about problem solving and word problems. They can discuss their strategies to solve an open-ended problem and suggest ideas.</p> <p>Pupils have the correct vocabulary in order for them to solve problems. Pupils solve problems using visual clues.</p>	<p>Introduce a wider variety of stem sentences linked to NCETM/Third Space resources.</p> <p>Low threshold, high ceiling problem-solving activities to be planned in to a teaching sequence.</p> <p>New leaning content is applied and consolidated through exploratory play, tasks and engaging problems.</p> <p>CPD – Growth mind-set, resilience and building confidence with key vocabulary and visualisation.</p> <p>Number Talk to provide opportunities for correct use of mathematical vocabulary.</p> <p>Teacher modelling of reasoning enables all pupils to explain their mathematics, using the correct mathematical vocabulary. Introduction of goal free questions and use of images</p>	<p>LH / HD</p> <p>All staff</p> <p>Term 3 – LT to deliver CPD to all staff.</p>	<p>Term 1 – staff meeting time (10 mins) to start to introduce stem sentences from Third Space linked to number/place value</p> <p>Subject leadership time and staff meeting time required.</p>	Term 3 and 4	Term 5 and Term 6	

	Pupils are able to reason from given information and independently ask questions.	(Linked to PM of SL 2020/2021)					
To regularly monitor children's mathematical understanding	<p>Teachers use AFL effectively to plan and move learning forward.</p> <p>Teachers plan frequent, low-stakes testing to help pupils to remember content.</p> <p>Formative assessment ensures that all children start their learning at an appropriate pitch.</p> <p>EYFS team confidently deliver the EYFS 2021 curriculum for maths.</p>	<p>Ensure gaps analysis and AFL is used to identify children's learning needs and teachers to adapt planning accordingly.</p> <p>To introduce summative assessment e.g. Children respond to up to five key questions about the big ideas at the end of a sequence of work.</p> <p>Lessons incorporate timed testing to help pupils learn maths facts to automaticity.</p> <p>Progression within EYFS remapped to meet new requirements and shared with team.</p> <p>EYFS lead to monitor teaching and assessment of maths.</p>	LH / HD All staff	<p>Time to look at resources to support summative assessment.</p> <p>Suitable resources for weekly times tables resources in KS 2.</p>	<p>End of Term 1.</p> <p>September</p>	Ongoing	

NORTH ROAD PRIMARY SCHOOL

SUBJECT LEADER ACTION PLAN - SCIENCE



Appendix ii

Subject:		Science					
Subject Leader:		Sally Trickey					
Target	Success Criteria	Tasks	Person Responsible	Resources, Time and Finance	Target date for implementation	Target date for review	Evaluation
Staff training with Liz Southwell-leading on from June 2021. Planning for progression and coverage of science skills.	Science units will show a broad coverage of all science skills over the year. These will be evidenced in books/photos/floor or whole class books	Staff to plot where coverage of skills will be covered in the science units this year.	All staff ST to collect	INSET Staff Meeting Time	3/9/21 End of September 2021	June 2022 Ready to plot next year.	
Continued successful implementation of new science curriculum	Clear evidence of progression to ensure high levels of achievement.	Ensure curriculum coverage in KS1 and KS2	ST All staff	Subject Leadership Time	November 2021	July 2022	
Increased use of scientific language across the school	Children use scientific language when talking about science and can explain science specific vocab appropriate to their age.	Teaching specific vocab within science lessons Drip the words in at any opportunity.	All staff	Release Time Pupil Conferencing	Continuing from last year where seen prior to lockdown.	March 2022 July 2022	
Evidence of mathematical data within science	Evidence of graphs/tables/data Within science books Children can interpret data	Statistics/data taught across KS1/2 as the first maths strand in November-link to Science	ST/LH HD And all staff	Meeting time with Maths Leads	continuing	March 2022	
Increased opportunities for children to engage in practical investigations and increasingly demonstrating curiosity.	Evidence of investigations in books and specific skills as part of investigation. Children recall investigations/skills carried out with enjoyment Children investigating their own hypothesis	Brave Staff! Regular planned opportunities for Sc1 investigations-following Liz Southwell training. Time to allow children to carry out	ST All staff		continuing	March 2022 July 2022	

		their own investigations					
Recording of scientific investigations as mini reports/reports	Factual scientific reports/sentences written appropriate to the age of children.	Teaching the difference between a factual science report and an experience.	All staff	Staff meeting	Continuing	March 2022	
Monitor and evaluate science to improve standards of teaching and learning across the school.	Clear progression through key stages and throughout the school to ensure high levels of progression.	High quality lessons Learning walks Pupil voice/dip sampling/book looks	ST	Subject Leadership Time	January March June/July	March 2022 July 2022	
Review the science resources available in school.	Resources are used to enhance teaching and learning of science. Resources are readily available to use.	Audit updated yearly. Teaching staff take responsibility for checking that we have the resources they need to teach their science units	ST and teaching staff.	Cost of replenishing science resources - £500 Grant funding	On going	November 2022	
To plan a Science week for British Science Week March 11-20th 2022 on the theme of "Growth"	Science week is a success and the activities enthuse and engage pupils and deepen scientific knowledge and wonder.	Plan activities for children to participate in based around the theme of Growth	ST	Potential additional resources.	March 2022	September 2022	
Ongoing support for staff on a need for basis	Staff given support to teach all areas of science	ST to provide support as required	ST				
To have start/end of science lesson quizzes	Children recall facts linked to science lessons covered	Collect questions staff are asking their classes.	ST All staff	Staff meetings	December 2021 February/March May/June 2022	July 2022	
Investigate a formal science testing for end of the year in KS2 Possibly KS1	Formal assessment for assessing children at end of school year	Investigate a variety of Methods. Trial/share with staff	ST	Staff meeting	On-going during year	May 2022	

NORTH ROAD PRIMARY SCHOOL

SUBJECT LEADER ACTION PLAN - ENGLISH



Appendix iii

Subject: English			2021-2022				
Name of Subject Leader:			C Johnson- Writing				
Target	Success Criteria	Tasks	Person Responsible	Resources, Time and Finance	Target date for implementation	Target date for review	Evaluation
Review English Policy	Quality of teaching and learning within English reflects good practice and follows English Policy.	Share with SLT, class teachers and governors.	CJ	Subject Leadership Time.	March 2022	March 2023	
All children making the expected progress within their year group and the gaps are closing for the PP/SEND.	Children in all groups are tracked. Data is regularly analysed to check progress.	Termly assessment of PP/SEND children throughout the year. All staff to assess children against Data to be entered on North Road Tracker, then analysed. Targeted interventions put in place as needed throughout the year.	CJ/SS and teaching staff SENCO	Subject leadership time.	Termly for PP/SEND children.	July 2022	
Embed The Write Stuff approach of teaching writing across KS1 and KS2, using the principles of Jane Considine.	The Write Stuff writing units of work will be delivered following the Sentence Stacking method. Where possible the writing units will be cross-matched with our North Road 2020 Curriculum document.	CTs to select writing units to link to our North Road 2020 Curriculum. CJ to receive training from The Training Space 'Transform the Teaching of Writing' to cascade to teaching staff.	CJ All Staff	Online Training Package – The Write Stuff Staff Meeting time	September 2021	March 2022 July 2022	

To increase the quality of cross-curricular writing across Key Stage 1 and 2.	When moderated the work in 'Learning Books' demonstrates high quality writing.	Monitor quality of writing in 'Learning Books'. Whole school emphasis on the 'quality of writing' during foundation subject lessons. Weekly planned opportunities for all pupils to write and record in 'Learning Books'.	All Staff CJ/ foundation subjects leaders to monitor	Subject Leadership time.	See Monitoring Programme	Ongoing	
To improve the quality of handwriting in light of slippage due to national school closure.	Scheme Of Work 'Letter-join' will show progression and will lead to improvement in quality of handwriting across Key Stages 1 and 2.	Regular handwriting sessions to take place in KS1 and KS2 classes. CJ to monitor quality of handwriting on Writing Books and Learning Books.	CJ	Subject Leadership time.	Ongoing throughout the school year	Ongoing	
Monitor and evaluate English across the school. Standards of teaching, learning, progression and marking.	Clear progression through school. All children making at least the expected progress and some more. Are there any cohort specific issues- identify, record and track.	Random dip sampling Pupil conferencing PPM's- case study Lesson observation Planning scrutiny Work scrutiny Learning walk- photographs Governors subject feedback Analysis of data on the NR tracker	CJ	Subject leadership time	Ongoing throughout the school year	Ongoing.	
Refine the Marking and feedback Policy in relation to writing to reflect the focus on timely and appropriate verbal feedback	Marking in books and opportunities for verbal feedback is impacting positively on children's progress in writing across a lesson and across a unit. Children are able to explain what they need to do to improve and how they have	Introduction of the updated Marking and Feedback Policy. Monitoring of the use of appropriate marking and feedback strategies. Pupil conferencing.	CJ All Staff CJ CJ	Staff Meeting Time Subject Leadership Time	Term 2 2021	Ongoing	

	responded to feedback. Marking and feedback is consistent across all writing opportunities, including cross-curricular.						
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