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| **Chalk Ridge Primary School School Action Planning and Development  2020 - 2021** | |
| **Area 1  Health and Safety  & Safeguarding** | **Focus Governor/SLT**  *Clare Beswick Sue Baskerville Suzanne Bond Elliot Roberts* |
| **Documentation to support these objectives/actions:** Covid 19 School Action planning for September 2020 (28.8.2020) and impact statement July 2021 Government and DfE Guidelines LA Guidelines and advice | |
| **Objective**  The Governors and SLT will implement and monitor measures to ensure the school site is safe and secure.  The transmission of Covid 19 is reduced within the school environment. Children will feel safe and happy in school, and therefore able to access all teaching and learning opportunities available to them. | **Outcome/Impact** |
| 1. The return to school action plan approved by governors on 28.8.20 will be followed, reviewed and updated according to the current situation and guidelines from the government. 2. Covid 19 protocols are followed by the school community at all times. 3. All safeguarding procedures as listed in the Safeguarding and Child Protection policies are adhered to at all times. Safeguarding audit outcomes are addressed over the term/year. 4. Staff training is up to date and current: - First aid Team Teach DSL & DT Behaviour strategies & training from external agencies. 5. Regular feedback is sought from staff, parents, and school community to support action planning and improvements needed. |  |
| **Area 2  Standards & Achievements Assessment & Pupil Progress** | **Focus Governor/SLT**  *Sue Baskerville Clare Beswick Amanda Forsey Hannah Burns Tom Green Kate Hare Madeline Hussey Ian Ross*  *A Governor A Governor* |
| **Documentation to support these objectives/actions:** Assessment tracking documents for all year groups Subject Leader Action plans Catch Up programme plan & impact statement July 2021 | |
| **Objective** Children will make maximum possible progress this academic year, using the resources and capabilities of all staff. | **Outcome/Impact** |
| 1. Teachers will identify groups of children who require significant intervention to ensure rapid progress. 2. CRPS Catch up programme will be introduced & implemented for all year groups 1 -6 by 5.10.2020. 3. Catch up Funding will be allocated to give maximise impact on pupil progress 4. Booster classes and interventions will be used to gain maximum impact on children’s progress and learning. SLT will monitor and review the impact of these interventions. 5. LSA interventions will be carefully planned and delivered with accurate recording and reporting. 6. A new assessment will be used to assess baselines and track progress across the year. New assessment resources have been introduced to be used at key points each term. E.g. NFER. 7. Differentiation will be used consistently to target individuals or groups to support catch up. 8. Reporting to parents will be adapted to match the curriculum delivery. Shorter reports each term to ensure parents are informed and up to date with progress. 9. **Progress targets against chronological year group objectives in reading, writing and maths**   **Autumn term 50% cohort on track**  **Spring term 60% on track**  **Summer term 70 – 75% on track** |  |
| **Area 3**  **Emotional Wellbeing & Resilience for Children & Staff** | **Focus Governor/SLT**  *Hannah Burns (Georgia Saunders/Lauren Bourke/Emma Wilkinson) Clare Beswick Sue Walker Vicky Hart* |
| **Documentation to support these objectives/actions:**  Silver Cloud LA resources Health Assured LA app to all staff ELSA/EFA resources  PSHE/Citizenship curriculum and delivery Staff training and CPD programme  Subject Leaders Action plans and reviews, and impact statements July 2021 | |
| **Objective**  Staff and children feel supported in this pandemic, and where required are able to access the resources available to them. The school community continues to work as a team to support each other, and the children in their care. | **Outcome/Impact** |
| 1. PSHE curriculum map is delivered as agreed with subject leaders. 2. Staff are aware of the resources available to them and the curriculum delivery is high quality. 3. Staff know which resources are available to support them with their emotional and social development. 4. Opportunities in sport and PE is of high quality – both school day and after school. Sports Grant funding is spent effectively for maximum impact on physical development. |  |
| **Area 4**  **Curriculum** | **Focus Governor/SLT**  *Sue Baskerville Richard Lyddy Clare Beswick*  *Kishor Patel A Governor  A Governor* |
| **Documentation to support these objectives/actions:**  Subject Leader Action plans and impact statements July 2021 Curriculum maps LA catch up programmes and planning DfE and government guidelines for curriculum delivery Monitoring and feedback documentation from SLT and subject leaders.  Monitoring map for teaching and learning. Questionnaire feedback from children about the curriculum. EYFS tracking documents of children’s development and progress. | |
| **Objective**  Curriculum delivery will be high quality, with good or better teaching and learning. The curriculum will be varied and rich with the expectations for all children to make maximum progress in reading, writing and maths. | **Outcome/Impact** |
| 1. Subject Leaders will regularly monitor and review the teaching and learning of the English curriculum. 2. Subject Leaders will regularly monitor and review the teaching and learning of the maths curriculum 3. Planning and teaching of English and Maths will be excellent, with good or better teaching and learning. 4. Curriculum Leader (RL) will provide guidance and support for teachers in the delivery of other subject areas to ensure variety and rich, engagement and richness. 5. EYFS curriculum/delivery will be adapted to meet the needs of children, such as greater emphasis on S&L as a result of the pandemic. 6. SLT meetings will ensure monitoring of teaching and learning is reviewed with quick adaptations and amendments made to improve delivery. |  |

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| **Questions & focus for governors to discuss/email with SLT member(s)** | **Autumn 2020** | **Spring 2021** | **Summer 2021** |
|  | What is going well? What is different this year compared to last?  What has had the most impact/least impact on pupil progress?  What is making a difference?  Where is the best teaching and learning? Where there needs to be improvement – what do/does you/the SLT need to do? | What has been the impact of the new plan(s)?  What have you done as a leader to ensure change and development have taken place? What needs to be done next?  Where is the best teaching and learning? Where there needs to be improvement – what do/does you/the SLT need to do? | Have you felt supported by others this term/year? How? What has been the impact of your action planning this year in your responsibility area e.g. maths. English etc.  **What next?** |