

Chalk Ridge Primary School
School Action Planning and Development
2020 - 2021

Area 1 Health and Safety & Safeguarding	Focus Governor/SLT Clare Beswick Sue Baskerville Elliot Roberts Sue Walker Madeline Hussey Richard Curtis Linda Parkins
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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
<ol style="list-style-type: none"> 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. 	<p>Plan completed and in place from start of September> Review with SLT and teaching staff at regular intervals. Email communications from HT requesting feedback from staff about protocols. School staff and children are compliant with procedures. Regular reminders to staff re routines. Safeguarding audit completed as per LA timescales. SCR reviewed and updated. Staff survey being completed with all staff as part of PM process.</p> <p>NB ensures staff training is up to date and current. New training booked and followed through. All DSLs will have attended refresher training by 13.1.2021</p> <p>PBS training and updates ongoing for all staff.</p>

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
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	Lee Morgan Linda Parkins
<p>Documentation to support these objectives/actions:</p> <p>Assessment tracking documents for all year groups Subject Leader Action plans Catch Up programme plan & impact statement July 2021</p>	
<p>Objective Children will make maximum possible progress this academic year, using the resources and capabilities of all staff.</p>	<p style="text-align: center;">Outcome/Impact</p>
<ol style="list-style-type: none"> 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 <p>Autumn term 50% cohort on track</p> <p>Spring term 60% on track</p> <p>Summer term 70 – 75% on track</p>	<p>Weekly catch up sessions have run for small groups from Year 1 –Year 6. The focus has been English this term. Staff report these have been beneficial. Year 6 have also had two further mornings of additional intervention work weekly since September. SLT have reviewed the impact of these sessions, with a plan being developed for the Spring term.</p> <p>After school booster classes ran up to lockdown – these were very well attended by children and well received by parents. Sessions will continue after Christmas. Groups will be reviewed.</p> <p>LSA support has been very focused throughout the school. Staff absence has impacted on some interventions as staff have been required to cover in other areas of the school.</p> <p>Assessment is ongoing with data drop due by 11th December. Use of NFER tests and SATs papers has helped with a baseline plus identifying areas for development and catch up.</p> <p>Shorter reports to parents will not used this term – there will be one longer report in June 2020, with p/e in Autumn and Spring terms.</p> <p>We are proud work will be sent home in last week of term.</p> <p>Teams meetings for all parents have taken place this term.</p>
Area 3	Focus Governor/SLT

<p align="center">Emotional Wellbeing & Resilience for Children & Staff</p>	<p>Hannah Burns (Georgia Saunders/Lauren Bourke/Emma Wilkinson) Clare Beswick Sue Walker Vicky Hart Richard Curtis</p>
<p>Documentation to support these objectives/actions:</p> <p>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</p>	
<p>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.</p>	<p align="center">Outcome/Impact</p>
<ol style="list-style-type: none"> 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. 	<p>Map has been reviewed and completed – due to be shared with school staff in Autumn term. This includes areas to support mental wellbeing for children.</p> <p>PSHE curriculum leaders use Moodle to access resources and developing planning to support staff – needs further development.</p> <p>LA resources – Resilience, Health Assured have been shared with all staff. Uptake has not yet been assessed.</p> <p>PE has been delivered this term by class teachers and sports coaches from Planet Education. After school sports clubs for three class bubbles have been provided up to 2nd lockdown. It is hoped that further clubs can recommence as soon as possible.</p> <p>Sport Grant Funding has been allocated for lunchtime clubs and ASC – this has not always been practical due to staggered lunch breaks and lockdowns. Review of plans will take place before spring term. Chalk Ridge Mile continues.</p>
<p align="center">Area 4</p> <p align="center">Curriculum</p>	<p>Focus Governor/SLT</p> <p><i>Sue Baskerville</i> <i>Richard Lyddy</i> <i>Clare Beswick</i> <i>Madeline Hussey</i> Donna Bullock</p>
<p>Documentation to support these objectives/actions:</p>	

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	Outcome/Impact
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.	
1. Subject Leaders will regularly monitor and review the teaching and learning of the English curriculum.	English Leaders have led staff meetings to support staff with staying up to date with initiatives and LA guidance.
2. Subject Leaders will regularly monitor and review the teaching and learning of the maths curriculum	Review of guided reading has taken place. New plan to be used in Spring term 2021.
3. Planning and teaching of English and Maths will be excellent, with good or better teaching and learning.	Core provision has been attended by English and Maths Leaders – feedback to staff at staff meetings.
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.	LA Catch Up plans have been used by all year groups in Autumn term – these have been well received and staff report impact has been good.
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.	Website information has been updated for curriculum information.
6. SLT meetings will ensure monitoring of teaching and learning is reviewed with quick adaptations and amendments made to improve delivery.	Year R have settled very well and are very familiar with new routines. Staff report children are all making good progress from their starting points. On going meetings.

Questions & focus for governors to discuss/email with SLT member(s)	Autumn 2020	Spring 2021	Summer 2021
	<p>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?</p> <p>Where is the best teaching and learning? Where there needs to be improvement –</p>	<p>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?</p> <p>Where is the best teaching and learning? Where there needs to be improvement –</p>	<p>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.</p> <p>What next?</p>

	what do/does you/the SLT need to do?	what do/does you/the SLT need to do?	
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