

Woodside Primary School Development Plan 2021/22

Trust Priorities 2021/22	
Priority 1	To deliver a Trust inclusive strategy which ensures education gaps between pupils groups closes and learning provision meets the needs of ALL learner groups and individuals across the Inspire Partnership
Priority 2	To deliver a Trust wide pupil ‘catch up’ learning programme which ensures pupil outcomes are at least in line with national expectations across the Inspire Partnership
Priority 3	To develop an ICT strategy which enables the Partnership to create consistent communication approaches, improves efficiencies of Trust operations and embed blended learning across our 9 schools
Priority 4	To review and revise the quality governance to ensure the Inspire Partnership governance structure meets the needs and demands of a growing Multi-Academy Trust
Priority 5	School Leadership. Embed the model of regional ‘hub’ school improvement to ensure the Trust has greater capacity to increase the size of the Trust
Priority 6	
School Priorities 2021/22	
Priority 1	To further embed the principles of excellence in EYFS resulting in good quality outcomes for all
Priority 2	To ensure a consistent high quality approach to teaching and learning across KS1 and 2 developing challenge and depth of learning for all pupils
Priority 3	To develop pupil involvement, engagement and connection to learning resulting in all pupils making good or better progress
Priority 4	To re establish positive parent and community partnership (engagement, collaboration and cohesion)
Priority 5	To improve behaviour for learning of all pupils (EAL, SEND) through a consistent approach resulting in all pupils feeling valued and a sense of belonging
Priority 6	To develop continuous and accurate use of assessment data resulting in the gaps closing for identified groups

Core Priority 1: To further embed the principles of excellence in EYFS resulting in good quality outcomes for all

Success Criteria:

Collaboration matters **Excellence** in everything **Community** first **Equity** for everyone **Continuous** growth

- Boys achieving as well as girl bridging the gaps in achievement in all areas
- Meaningful learning opportunities are shared with the school community to promote and celebrate high quality learning at Woodside Primary School
- Increased opportunity for parents to work in partnership with the school
- All teaching to be good or better strengthening existing practice
- All EYFS staff work collaboratively within Woodside and across the Trust to improve the provision
- Phonics teaching good or better resulting in an increase in attainment compared to last year
- Rapid progress evident in the bottom 20% of EYFS children
- Children from key characteristic groups make rapid progress achieving national expectations
- Data used effectively to identify and address gaps
- Baseline assessments are accurate and provide a strong basis for measuring progress
- Outdoor provision promotes high expectations and a range of quality experience
- Children are able to communicate effectively with adults and other children
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Activities	Personnel (who/when)	Resources (finance/time)	Milestones
Activity 1 Developing the leadership capacity of EYFS to enable good or better provision	DHT (MM) Aut 1 SB Aut 1 Aut 1 and 2 Aut 2 SB SLT SLT DHT (MM), SB Reception teachers SB SB and YGL's		Autumn <ul style="list-style-type: none"> • Deputy Headteacher appointed to oversee and lead on EYFS's teaching and learning • Year group leader appointed to strengthen the capacity for improvement • teaching and learning expectations of EYFS communicated clearly and modelled by leaders (YGL and SLT) • A cycle of support to model and coach staff to secure improvement of provision. • Deputy Head to develop outstanding EYFS practice through shadowing and working with other EYFS lead in the Trust • Leaders hold staff to account through the cycle of monitoring, learning walks, assessment and outcomes • Focused action plan in place for rapid improvement (Reception, Nursery and Nest) • Year group leader's management and leadership enables adults in Reception to understand the 'whys' behind key identified areas for development • EYFS included in whole school PDMs and leadership meetings to develop the profile across the school. • Team teaching, coaching and peer on peer observations to improve the teaching of phonics, questioning and the modeling of speech and language to enable every child to speak in full sentences Spring <ul style="list-style-type: none"> • Year group leader to monitor activities ensuring clear learning focus and outcomes • Continued leadership meetings with other leaders in the school sharing best practice • Develop the leadership of Nest (2 year old provision) • Leaders in Nest to observe good or better practice in and out of the Trust • implementation of regular 'peer to peer' staff development practices e.g book monitoring, lesson observations, phonic teaching, modeling of speech etc embedded

	YGL (SB)		Summer <ul style="list-style-type: none"> Year group leader shadow other leaders across the Trust EYFS teachers to lead on PDM's for the whole school on developmental stages of Reception and Nursery children. Strengths in EYFS shared with the rest of the school and implemented
Activities	Personnel (who/when)	Resources (finance/time)	Milestones
Activity 2 Continue to improve the outdoor provision to motivate, enthuse and develop curious learners in communicating their thoughts and questions .	All EYFS adults Aut 1 SLT (DHT, HT) All EYFS adults DHT (MM) YGL (SB) All EYFS adults DHT (MM) YGL (SB) YGL (SB) Classteachers Spr 1 All adults YGL (SB) to monitor Classteachers		Autumn <ul style="list-style-type: none"> In Reception, Nursery and Nest learning ‘zones’ embedded in the outdoor environment to reflect the learning indoor Audit resources and order new resources if needed Outdoor provision will contain areas/displays that include statements and questions to highlight key learning Display key words and vocabulary for all areas of learning in the outdoor provision with widget and appropriate scaffolds Provide all adults with training on question prompts to enable learners to communicate effectively Adults will utilise open ended questions in the provision to engage pupils in conversation Adults frequently using open-ended questions to engage the children in conversation and to prompt their creative thinking The provision planning will be monitored by SLT to ensure it challenges the children’s understanding and encourages the children to question one another’s thinking Audit of resources/provision to provide quality learning opportunities for pupils in Reception, Nursery and Nest Activities to engage boys are part of the provision provided (Writing and reading) Spring <ul style="list-style-type: none"> Ensure a range of equipment to support outdoor play in different weather conditions (eg weather box) Adapt outdoor provision in line with children’s interests and reflects the community. E.g. creating a tram stop and pupils can make connections to Croydon. Cross curricular links brought into outdoor provision. E.g. Ordering giant foam numicon pieces and having writing scaffolds and books within construction areas. Adults will confidently utilise the 5 prompts for questioning to ensure they are developing curious learners and supporting them with communicating clearly. Boys focused and engaged in their learning. Evidence in pupil voice Summer

	YGL (SB) SLT (HT and DHT)		<ul style="list-style-type: none"> • Children will be given opportunities to grow things and explore this through the structured outdoor provision linking to the learning. Learning will be enriched through exploring the natural world and developing vocabulary. • Provision challenges pupils' thinking and engages them to be creative with their interests. Pupils can effectively communicate their learning and utilise high quality vocabulary in outdoor provision through word aware training
Activities	Personnel (who/when)	Resources (finance/time)	Milestones
Activity 3 Introduce and develop effective phonic teaching approaches so that it is in line with new government expectations	AHT's (/KL) Support from other colleagues in the Trust EYFS team SLT EYFS Team/HT AHT's (KL) DHT (MM) Aut 2 Year 1 teachers and EYFS team Aut 1 Classteachers		Autumn <ul style="list-style-type: none"> • PDM training received by EYFS team and all teaching staff across the school • EYFS team being part of the phonics and early reading working party, attending meetings and having impact at Woodside and other schools across the Trust • EYFS attending EYFS hub meetings regularly on a rotational basis • All children in Reception Baseline on entry to identify gaps • Consistent approach to the teaching of daily phonics lessons implemented using the Inspire scheme • Identification of children at risk of not making GLD, targeted interventions given • All children exposed to a range of text types to instill a love of reading • Daily reading established at home • Fully decodable reading books to be used by all children . • SALT needs identified and support planned and implemented • Reading, writing and number workshops to support parents in supporting the development of reading with their children • Parent phonics open morning to encourage understanding and learning of phonics being reiterated at home • Introduce phonics/reading scheme across school Spring <ul style="list-style-type: none"> • Weekly guided reading sessions introduced in Reception with all children engaged and able to talk about stories heard/read • Continued phonics interventions and forensic analysis of data to further address gaps • Children able to express opinions and retell events using a growing bank of story language (Communication and Language) • Reading, writing and number workshops continued Summer <ul style="list-style-type: none"> • Effective transition into year 1 • Begin to use books within daily phonics lesson for those children who are ready

Activities	Personnel (who/when)	Resources (finance/time)	Milestones
Activity 4 Develop thorough understanding of the new EYFS curriculum, including the priority of oracy and the focus on interaction with adults (above recording evidence)	DHT (MM) DHT (MM) AHT (KL) SLT (HT) SLT (DHT, HT) Spr 1 DHT (MM) SLT EYFS team		Autumn <ul style="list-style-type: none"> • Word aware training through oracy framework to establish a language rich learning environment and language rich planning • Story mapping skills and strategies introduced to the pupils and set up in the reading area so pupils can engage • Autumn 2 live learning to be effectively displayed in the classroom and consistently referred to • Communication in print used to support children's understanding of learning activities. Spring <ul style="list-style-type: none"> • Learning walks and planning monitoring will show pupils are using word aware strategies to understand vocabulary and this is present consistently in the planning • Learning walks will show that pupils understand the different actions for story mapping and can use these oracy skills in the book corner Summer <ul style="list-style-type: none"> • Word aware, oracy, story mapping strategies well established so pupils can engage in a language rich environment effectively • EYFS team work on year 1 transition to build on character skills etc establish routines for year 1 • Transition from Nursery to Reception established
Core Priority 1 - Impact and Next Steps			
Autumn Term:			Next Steps:
Spring Term:			Next Steps:
Summer Term:			Consideration for next academic year:

Core Priority 2: To ensure a consistent high quality approach to teaching across KS1 and 2 embedding challenge and depth of learning for all pupils

Success Criteria:

- All teaching across the school is good or better resulting in good outcomes for all
- Identified groups (PPG, SEND, Black Caribbean boys, white boys,) make good and improved progress in reading and writing
- The bottom 20% of pupils ‘disadvantaged’ make good progress with targeted interventions

Collaboration matters Excellence in everything Community first Equity for everyone Continuous growth

- Strong leadership in KS1 enables rapid progress in reading and writing
- Teachers and pupils have a limitless minds approach and this is evident in children books, accelerated progress seen in all books
- Planning and modelling expectations allow for high quality teacher and good progress from pupils
- Aspirational set targets, above national expectations, are broadly met across all year groups and the gap has closed for disadvantaged pupils
- A good proportion of pupils, including disadvantaged, reach the greater depth standard compared to last year
- Learning looks and observations show that all children are consistently being challenged from their starting points
- Presentation of books shows resilience, positive attitude to learning and high expectations
- All children are able to describe how they learn best and the strategies they use to support their learning across subjects
- All staff have a firm understanding of the oracy framework and can describe the impact oracy/kagan strategies have had on pupil progress
- The curriculum subjects and core subjects are taught consistently well across the school and all teachers feel confident to teach these subject areas

Activities	Personnel (who/when)	Resources (finance/time)	Milestones
<p>Activity 1 Croydon curriculum hub C is introduce and implemented</p>	<p>Croydon hub/MM</p> <p>AHT (KL) DHT (MM)</p> <p>Teaching staff/support staff</p>		<p>Autumn 1/2</p> <ul style="list-style-type: none"> • Key year group leaders supporting in completing the hub curriculum maps • MTP planning for Autumn 2 will be planned across the hub and using the new curriculum overviews and teachers will have an understanding of the skills and themes to be covering • Planning monitoring will reflect curriculum overviews in line and learning journey evident • Pupils will be able to voice and explain what project they are working towards in their year group and articulate clear understanding of their global theme each term • Teachers will utilise curriculum maps to map out Spring 1 MTPs in line with the hub overviews and clear provision • Subject leads to support in overseeing and feeding back on MTPS to ensure in line with curriculum overviews • History and Geography are well planned for, progressive and taught consistently in every year group half termly, children given the opportunity to link their learning to their local and wider community, considering the impact of this on a local, national and global level • Subject leads to support teachers in using progression maps and termly overviews when planning MTP • Half term evaluation of humanities in the curriculum through collection of pupil voice, learning looks and professional dialogues with year group teams. • End of term evaluation of Science <p>Spring</p> <ul style="list-style-type: none"> • Staff training on curriculum subjects such as humanities will enable teaching/planning to be good or outstanding in all areas of the curriculum • Monitoring of learning journeys within curriculum books will provide us with any next steps for planning/teaching expectations and ensure it is in line with the curriculum overviews. • Subject leads to support in overseeing and feeding back on MTPS to ensure in line with curriculum overviews

			<ul style="list-style-type: none"> ● End of term evaluation of Music and R.E <p>Summer</p> <ul style="list-style-type: none"> ● Staff and pupil voice feedback will provide us with any changes our updates needing to be made to the curriculum overviews for the hubs ● Subject leads to support in overseeing and feeding back on MTPS to ensure in line with curriculum overviews ● End of term evaluation of P.E and Art
Activities	Personnel (who/when)	Resources (finance/time)	Milestones
<p>Activity 2 All teachers use the same approach of explicit modelling ('I do, we do and you do) to ensure clear understanding and independent learning</p>	<p>DHT (MM) AHT (KL) YGLs</p>		<p>Autumn 1</p> <ul style="list-style-type: none"> ● Book look shows that basic presentational expectations, quantities and quality of teaching is of a high standards ● PDM on modelling, planning and T&L expectations in Autumn 1 introduced so expectations are clear ● Children show they are challenged through the planning and task design ● Monitoring of planning and learning walks, teaching observations, learning environment will show high quality, explicit modelling is happening ● Following PDM's teachers demonstrate how to respond to feedback ● Books show high quality responses to feedback and feedback policy is consistently utilised in all areas of the toolkit e.g. peer assessment ● Introduce kagan structures and oracy framework through pdm to enable pupils to enhance their writing through talk as well as to boost engagement from the pupils <p>Autumn 2</p> <ul style="list-style-type: none"> ● Monitor learning environment and books to capture impact of T&L pdm on this in autumn 1. Pupils will be showing higher expectations being met within outcomes in books. ● Learning environment will show impact from modelling training with cursive script and high quality current learning evident. ● High quality scaffolds and stems present in planning and books ● PDM to model WCR and levelled reading books expectations ● Monitoring through observations/learning walks/pupil voice to capture kagan and oracy strategies being utilised. ● Oracy strategies and strands evident in MTP and weekly planning across subjects ● Elements of the oracy framework and supporting documents seen in the learning environments in classrooms and around the school <p>Spring</p> <ul style="list-style-type: none"> ● Learning observations show high quality teaching and impact seen in pupils' books and through pupils articulating their learning clearly ● Whole staff evaluation of Kagan oracy approach to identify next steps

			<ul style="list-style-type: none"> Oracy language stems and tiered vocabulary confidently used by children across the school Children are given a range of activities to enable them to use exploratory and presentational talk. Introduce word aware CPD and ensure it is reflected in planning <p>Summer</p> <ul style="list-style-type: none"> Look at a multidimensional approach to teaching through limitless minds and linked with collaborative learning through staff training. Monitoring through planning resources and lesson observations
Activities	Personnel (who/when)	Resources (finance/time)	Milestones
<p>Activity 3 Depth prompts are used effectively to consolidate, deepen and extend learning of all children to increase the amount of pupils achieving at a greater depth standard</p>	<p>SLT DHT (MM) AH (KL) YGLs half termly</p>		<p>Autumn</p> <ul style="list-style-type: none"> Inset day introduces expectations around depth prompts. In the teaching and learning pdm reinforce the expectations of high quality responses. Teachers will begin modelling expectations Monitor through book looks and learning walks in the environment to see how pupils' learning has been extended through prompts. Learning environments should show scaffolds and models to support using the depth prompts in Science, Maths and English Key groups of pupils eg PPG, DA, Black boys looked at and analysed to ensure their learning is also extended. Teachers planning focus groups or targeting specific pupils in these areas. Teachers know which pupils to target Pupil voice captured from above groups of pupils Teachers begin adapting planning to meet the needs of their varying pupils. Through limitless minds we expect all pupils to achieve but teachers show adapted resources to enable all pupils to learn and deepen their learning. We will see this through CIP, scaffolds and vocabulary to support Teachers skilled in modelling and planning in these areas identified to share best practices and to team teach <p>Spring</p> <ul style="list-style-type: none"> Lesson observations show use of depth prompts embedded within the classroom. Evidence collected from books and learning environments that pupils understand how to utilise the prompts in different ways. E.g. independently to deepen, as a 'pit stop', through feedback marking, through collaborative learning All teaching staff are confident and in designing learning tasks to maximise the opportunities to provide children with tasks to explain, justify and reason <p>Summer</p> <ul style="list-style-type: none"> Audit of which prompts are used well and which to fine tune.

Activities	Personnel (who/when)	Resources (finance/time)	Milestones
<p>Activity 4 Phonics and Reading is of high priority within the classroom and across the school. Children are confident and skilled readers with an ingrained love for reading.</p>	<p>YGL (SB) DHT (MM)</p> <p>Class teachers</p> <p>SLT/YGLs</p> <p>DHT (MM)</p> <p>YGL (SB)</p>	<p>Look at budget for book purchase</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> ● Phonic and reading leads part of the reading/phonics Inspire hub ● Books corners are created to be an inviting and engaging space for pupils to read and encourage a passion and love for reading. ● Learning walks and drop ins will show interactive strategies and stems within book corners from WCR to engage pupils and be active whilst reading ● Book audit for levelled books across the school and book purchase made to band books so that all pupils across the school are reading books appropriate to their level of reading. ● Using the new phonics framework pupils are baselined in R, Y1 and Y2 and interventions created by YGLs ● Monitoring of assembly interventions of phonics will show pupils are progressing in their reading levels ● Book fair to encourage love of reading ● Additional daily reading sessions lead by classteachers to further promote love of reading and encourage ‘informal’ open deep discussions about the content of the text ● MTPS reflect books that target key groups of pupils ● Teachers skilled in modelling and planning in these areas identified to share best practices and to team teach ● bespoke training for support staff and teachers involving demo lessons, team teaching and peer observations. <p>Autumn 2</p> <ul style="list-style-type: none"> ● SSP (systematic synthetic phonic) introduced and implemented ● Year 2 Phonic testing outcomes ● Expectations of WCR reviewed and reading framework in Autumn 2 with a focus on guided group days with levelled books ● Teachers and leaders from across the school engage in leadership impact projects linked to reading ● YG meetings focus on reading in key identified year groups of key pupils and how to target them ● Termly analysis of data from assessments to focus on reading targeted pupils ● Reading framework is visible through learning environments and monitoring of planning ● Library to be re-established and outdoor reading areas established as quiet/calm areas ● Community ‘Breakfast and Books’ and weekly ‘Drop Everything and Read’ sessions to engage parents ● All children across the school reading for pleasure on a regular basis <p>Spring</p> <ul style="list-style-type: none"> ● Parents are engaged in reading through sessions established in Autumn 2. Parents are aware of reading expectations and framework and encourage this at home

			<ul style="list-style-type: none"> • Reflection on impact projects from appraisals and monitoring key groups of pupils. Next steps put in place. • YG meetings focus on reading in key identified year groups of key pupils and what progress they have made thus far from Autumn • Termly analysis of data from assessments to focus on reading targeted pupils • Early Reading and high quality phonics teaching ensures that children can access all areas of the curriculum • Phonics interventions assessed and updated to reflect where the pupils are <p>Summer</p> <ul style="list-style-type: none"> • High quality teaching of reading takes place within a language-rich environment, with opportunities to apply reading skills across the whole curriculum eg - reading in maths encouraged - shared reading out loud in maths of sentence stems • Higher proportion of pupils (90%) passing phonics screening and higher proportion of Y2 retake passes
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Core Priority 2 - Impact and Next Steps

Autumn Term:	Next Steps:
Spring Term:	Next Steps:
Summer Term:	Consideration for next academic year:

Core Priority 3: To develop pupil involvement, engagement and connection to teaching resulting in all pupils making good or better progress

Success Criteria:

- All pupils are able to talk about their learning confidently showing depth of understanding
- The learning environment and conversation with pupils show understanding of the science behind learning and what happens to their brain when learning (Neuroplasticity)
- Pupils books show that they welcome and understand challenge as part of learning
- Evidence from pupils books from key groups (PPG, boys, SEND) shows adjustments to ensure progress over time
- All Pupils, in particular PPG, SEND, boys, Caribbean boys, showing enjoyment and pride in their learning and are making progress
- The school's ethos is one of excellence and achievement for all regardless of boundaries reinforcing a no excuse culture.
- Pupils feel involved in their learning and their voices are being heard.
- Learning Ambassadors actively involved in decision making around teaching and learning. (or school council?)
- Gaps are closing due to pupils showing ownership over their learning

Activities	Personnel (who/when)	Resources (finance/time)	Milestones
Activity 1 Clear, consistent culture and ethos is promoted through shared Woodside Vision and Values	SLT SLT/JL and HR		Autumn <ul style="list-style-type: none"> • INSET day and PDM sessions with all staff to ensure a clear understanding of the expectations, vision and values at Woodside.

	<p>YGL/SLT</p> <p>Termly monitoring/observations/Learning walks</p> <p>Monitoring/Learning walks</p> <p>Pupil/staff questionnaires</p>		<ul style="list-style-type: none"> • Whole school assembly weekly focus on school values will reinforce a limitless mind approach for all. • PDM on SEND expectations and knowing your children/identifying and supporting key groups of children. • Character skills documents shared with parents to reinforce understanding • As a community, work jointly with children, parents, staff, Governors to create the Woodside school values. <p>Spring</p> <ul style="list-style-type: none"> • Teachers given clear guidance to improve their practise and ensure school ethos and values are being modelled. • Character skills understood and modelled by all staff. Staff embrace change and personal growth. • Excellence is seen in lesson observations, learning environment and learning walks. • <p>Summer</p> <ul style="list-style-type: none"> • Children can talk confidently about character skills and global themes and why this is important to their learning • School displays and environment reflect high quality expectations- showing that staff and children have a clear understanding of excellence • Children and staff talk positively about the atmosphere/ culture within the school • All staff and children are clear about the effectiveness and purpose of the Woodside vision and values
Activities	Personnel (who/when)	Resources (finance/time)	Milestones
<p>Activity 2</p> <p>The voice, opinions and thoughts of all pupils are heard through a variety of means including teaching and learning, monitoring and questionnaires.</p>	<p>SLT</p> <p>Class teachers</p> <p>Pupil questionnaires- SLT/YGL</p>		<p>Autumn</p> <ul style="list-style-type: none"> • Leaders to unpick and analyze Inspire’s pupil voice survey and ‘The Big Ask’ to inform bespoke cause of action. • Pupil voice to be emphasised as part of the teaching and learning process through reintroducing peer assessments. • Weekly planned pupil voice with a focus on: behaviour, playtimes and lunchtimes, the purpose and benefits of reading, feedback and marking. • Displays to capture pupil voice around values, limitless minds and in a range of subjects • Varied platforms for displaying pupil voice e.g. twitter, displays, book bingo, newsletter <p>Spring</p> <ul style="list-style-type: none"> • Pupil voice activities are carried out to identify areas of interest, with a particular focus on key groups. • School council continue to meet regularly, and see that their discussions lead to actions and change around the school e.g. upgrading the playground equipment

	DEI working group (Pupils and teachers)		<ul style="list-style-type: none"> All children feel equal, valued and celebrated. A rich curriculum is evident through planning- where minority groups have been highlighted positively. Pupil/ parent questionnaire shows that school is inclusive and that all children feel that they are represented in their learning.
Activities	Personnel (who/when)	Resources (finance/time)	Milestones
Activity 4 All pupils, including key groups of children, are supported appropriately to enjoy their learning and make good progress	SLT/LT DH/AHT for Inclusion PDM JL/HR JGL's/SLT Planning monitoring/book scrutiny Learning walks		Autumn <ul style="list-style-type: none"> PDM on getting to know your children to ensure all staff are informed of the different groups/needs of individuals in their class/year group. Lists for SEND register, EAL, PP and EDI (black boys) in class Inclusion files. Clear expectations regarding planning to meet the needs of key children. SEND register updated to ensure all pupils are categorised and meet the expectations from the COP. Paperwork required is listed and to be completed in collaboration with pupils and parents by the end of September. Planned pastoral (including drop ins, nurture groups, therapeutic interventions) across the school to ensure key individuals and groups of children are supported to engage in the learning at key times. All teachers clear on the key groups in their class and year groups- including SEND, PPG, Boys, Black Caribbean etc. Data to be looked at and analysed frequently (in weekly year group meetings) to ensure that key groups are being focussed on and gaps are closed Short-term, focussed interventions put in place, to close existing gaps between those in key groups in relation to those 'on track' Key groups kept in mind during the planning process, to ensure they will be engaged with the books, learning and tasks Teachers to begin building strong relationships with key parents and establish if further support is needed at home Spring <ul style="list-style-type: none"> Advanced phrases and vocabulary are evident in all books seen, with a focus on key identified groups e.g. Caribbean boys, PP and SEND Children, in particular PP, boys, SEND and EAL acquire a wide vocabulary through the books that they are exposed to and can adapt language and style for a range of contexts, purposes and audiences.

	YGL's/SLT		<ul style="list-style-type: none"> ● Every child is represented and celebrated in the physical environment so that they feel valued. <p>Summer</p> <ul style="list-style-type: none"> ● Data on SIMs shows accelerated progress for children in key groups. ● Analysis of interventions shows they have been successful in closing gaps. ● The % of children in key groups achieving below the expected standard has decreased. ● All children in key groups have made evidenced progress. ● Pupil questionnaire shows that children in key groups are engaged in their learning and have felt supported throughout the academic year.
Core Priority 1 - Impact and Next Steps			
Autumn Term:			Next Steps:
Spring Term:			Next Steps:
Summer Term:			Consideration for next academic year:

Core Priority 4: To reestablish positive parent and community partnership (community engagement, collaboration and cohesion)

Success Criteria:

- 95% of parent feel confident to talk to the school about their concerns
- Improved communication with all key stakeholders
- A variety of parents working parties actively supporting equality, diversity and inclusion
- Half termly exciting trips planned for every year group enriching the children's learning. Evidenced through pupil voice
- Improved percentage of parents attending half termly whole school events
- Stronger partnership with all parents working together to improve the education of pupils
- Parents feeling listened to resulting in improved overall engagement of pupils
- Increase numbers of pupils on roll
- Parents have a clearer and deeper understanding of our Croydon Global Curriculum
- Whole school Community events strengthens the partnership and relationship between the school and parents

Activities	Personnel (who/when)	Resources (finance/time)	Milestones
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Collaboration matters Excellence in everything Community first Equity for everyone Continuous growth

<p>Activity 1 To strategically develop parent voice specifically focussing on parents from key characteristic groups e.g ‘Hard to reach parents’ parents of children disadvantaged by the system, SEND, ethnic minority groups and EAL,</p>	<p>September INSET day CFT</p> <p>SLT</p> <p>WS CCC (JC /JL) Aut 1 PDM’s, briefings</p> <p>YGL’s Autumn 2</p> <p>SLT (CFT) Aut 2 Family links officer (NG) Aut 1</p> <p>Classteachers and YGL’s Spring 1</p> <p>EAL lead (Marta) Spr 1 Admin team HR Spr 1 Spr 2</p>		<p>Autumn</p> <ul style="list-style-type: none"> • PDM/briefings on the importance of the correct culture and ethos to foster honesty, respect and collaboration and understanding possible barriers for parents. Support staff attending wholes school PDM’s • Weekly ‘informal’ meetings/gatherings with a diverse mix of parents to ascertain views of school e.g coffee mornings, personnel invitations sent, SEND coffee mornings, mental health support, parental workshops etc • Collective Community working group formed of key teachers across the school • Parent representative from every class assigned and parent groups set up • Clear identification of key parents/carers with a programme of support • School’s expectations communicated clearly to parents including key communications interpreted in different languages e.g Spanish • Parental consultation in creating a new set of Woodside’s vision and values developing unity • Positive relationships formed and established by the new Family Links Officer <p>Spring</p> <ul style="list-style-type: none"> • Tracking shows Improved engagement and participation from parents of pp, black Caribbean, African, Asian and EAL children from previous years (pre Covid) • EAL connection workshops introduced • EAL working group for parents implemented • Feedback from parent representatives implemented and addressing suggested support school can offer • Tracking shows Increased attendance of families at parents evenings and educational events e.g workshops etc • data, pupil voice and attendance shows improved participation from children disadvantaged by the system in class <p>Summer</p> <ul style="list-style-type: none"> • Parent representatives established and impacting community cohesion • Parent survey/questionnaires shows parents feels listened to and part of the Woodside community <p>e.g. By the end of autumn 1 the school will have implemented whole school CPD linked to the reading skill inference By the end of autumn 2 Years 3 and 4 reading journals will demonstrate greater evidence (at least 3 pieces) of inferencing skills being taught well</p>
Activities	Personnel (who/when)	Resources (finance/time)	Milestones
<p>Activity 2 Reconnection through whole school</p>	<p>YGL’s</p>		<p>Autumn</p> <ul style="list-style-type: none"> • Analysis of the different sub groups within our community and potential barriers to attendance of community events

celebrations and community events	SLT during coffee morning, formal informal communications Woodside's CCC Working group (JC, JL)) Classteachers SLT- HR, NG CFT YGL's Classteachers		<ul style="list-style-type: none"> • A directory of the wider community support for parents created and shared with all stakeholders • At least 5 Whole school events planned for the Autumn term to build connection through shared experiences • Collective Community Working party generate ideas for potential cultural, celebratory, and significant events • Skills audit of parents to determine the support Woodside can obtain from the community • Events communicates and reinforces Woodside's high expectations vision and values <p>Spring</p> <ul style="list-style-type: none"> • Parent/community volunteers contributing to the education of the children at Woodside by working in school and part of the staff • 5 whole school events planned for in the Spring term to strengthen and develop community connection with contribution from parents based on the skills set audit. • Parental feedback shows that increased number of parents feel valued at Woodside and is happy about the education of their children • events communicates <p>Summer</p> <ul style="list-style-type: none"> • Community celebrations serve as an advert for the school in the wider community showing an increase of admissions • Surveys, questionnaires, communication (parent and pupil voice) continues to show positive partnerships with parents and the wider community • Celebratory and community events organised by children and parents (Parent and Pupil voice)
Activities	Personnel (who/when)	Resources (finance/time)	Milestones
Activity 3 Develop enrichment opportunities for all children at Woodside	Learning Ambassadors MM Aut 1 Beginning of Aut 2 RB DHT Aut 1 RB RB Spr 1 Classteachers		<p>Autumn</p> <ul style="list-style-type: none"> • Pupil voice to determine after school clubs provision on offer • Learning Ambassadors gather ideas on enrichment ideas from pupils in the school to create non-negotiables that every child will experience at the end of their school year. • After school clubs introduced and are well attended • Systems of monitoring effectiveness of clubs introduced • Outdoor learning lead receive training (RB) <p>Spring</p> <ul style="list-style-type: none"> • Pupils experience ⅓ of the non-negotiables for their year group enriching their experiences • The benefits of outdoor learning introduced by outdoor learning lead (Forest school) through PDM's

	Pastoral team Classteachers Outdoor lead Sum 1		<ul style="list-style-type: none"> Teachers to use elements to enrich learning experiences for key children Summer <ul style="list-style-type: none"> Pupils experience all of the non-negotiables for their year group resulting in a positive impact on mental well-being (Tracking)
Activities	Personnel (who/when)	Resources (finance/time)	Milestones
Core Priority 1 - Impact and Next Steps			
Autumn Term:			Next Steps:
Spring Term:			Next Steps:
Summer Term:			Consideration for next academic year:

Core Priority 5: To improve behaviour for learning of all pupils through a consistent approach resulting in all pupils feeling valued and a sense of belonging

Success Criteria:

- Behaviour policy is understood and consistently applied by all adults across the school
- Behaviour is dealt with in calm positive way showing understanding of the impact of de escalation
- Zone of regulation embedded with pupils using strategies to ensure that they are in the green zone
- High quality presentation shows that pupil are engaged in their learning and proud of their work
- Culture and ethos is positive and communicates value, excellence and respect
- Time is not wasted and used effectively for learning

Activities	Personnel (who/when)	Resources (finance/time)	Milestones
Activity 1 Behaviour policy understood and implemented by all	CFT (September INSET day)		<p>These need to be the small stepping stones that schools will measure progress against. They should be specific and focussed</p> <p>Autumn</p> <ul style="list-style-type: none"> INSET day session to review behaviour policy and ensure all staff have a clear understanding of expectations, systems and procedures in place Messages about building positive relationships with children and parents clearly communicated. INSET day PDM for support staff about positive behaviour management Welcome assembly for all pupils and staff reinforcing behaviour expectations, systems and routines in place

	<p>SLT (whole school assembly on first day of term) SLT (first week of term)</p> <p>HR (first 2 days of term)</p> <p>SLT (first 2 weeks of term)</p> <p>HR (by end of Autumn 1)</p> <p>All staff (by end of first week) SLT (first 2 weeks of term)</p> <p>HR (by end of second week of term)</p> <p>SLT by end of half term HR by end of half term</p>	<p>resources to be ordered for zones</p>	<ul style="list-style-type: none"> Monitoring of playtime/ lunchtime provision and pupil behaviour by SLT. Feedback of strengths and areas for development shared with all staff. Monitoring shows feedback has been acted on Induction of new senior MDS completed Routines for lunchtimes under non COVID times are re established Playground zones and rules for areas introduced Routines and expectations for learning behaviour are established and can be clearly communicated by all pupils Monitoring ensures any areas for development have been addressed The behaviour policy has been shared with parents Monitoring shows excellent behaviour for learning which results in high quality outcomes for all Pupils voice pride in their work and are able to talk about their struggle to to get to their finished outcome Teaching staff are trained to use CPOMs to log serious behaviour incidents <p>Spring</p> <ul style="list-style-type: none"> Teaching staff are confident to use CPOMS to log serious behaviour incidents and understand which incidents should be recorded A workshop / drop in for parents to discuss the behaviour policy has been held Behaviour routines, systems and procedures are well established and are clearly communicated by all staff and pupils All staff clearly understand their responsibilities for behaviour management <p>Summer</p> <ul style="list-style-type: none"> Monitoring shows excellent behaviour for learning which results in high quality outcomes for all Behaviour routines, systems and procedures are well established and are clearly communicated by all staff and pupils Lunchtime routines and systems run smoothly School council review of lunchtimes to collect pupil voice about lunchtime experience to inform planning for Autumn 2022
<p>Activities</p>	<p>Personnel (who/when)</p>	<p>Resources (finance/time)</p>	<p>Milestones</p>

<p>Activity 2 An effective pastoral provision is developed that ensures pupils who need emotional and well-being support receive it</p>	<p>Pastoral team by end of first week</p> <p>HR by end of first week</p> <p>Mondays 11am</p> <p>HR by end of first 2 weeks</p> <p>HR By end of half term</p> <p>HR/pastoral team by end of term</p> <p>Pastoral team by end of first week</p> <p>HR by end of first week</p> <p>HR by end of first 2 weeks</p> <p>HR By end of half term</p> <p>HR/pastoral team by end of term</p>		<p>Autumn</p> <ul style="list-style-type: none"> ● Pastoral team check in with all pupils and families to find out how the summer has been. ● Pupils struggling to manage the transition back to school given support to re-establish routines ● Pupils requiring support identified ● Timetable of support and intervention in place showing a variety of interventions addressing a variety of different needs ● The use of the Zen Den is communicated to pupils and staff ● Pupils with complex needs have an individual timetable of support ● Weekly pastoral team meetings are held to highlight concerns and review cases ● Induction for new behaviour support worker and family support worker ● Role and responsibilities of the pastoral team are communicated clearly to all staff, pupils and families through staff meetings, briefings, newsletters, workshops and coffee mornings. ● Monitoring of behaviour incidents informs planning for next term <p>Spring</p> <ul style="list-style-type: none"> ● Pastoral team check in with all pupils and families to find out how Christmas has been. ● Pupils struggling to manage the transition back to school are given support to re-establish routines ● Impact of the Autumn term is reviewed and adaptations made. ● All staff, pupils and parents clearly understand the roles and responsibilities of the pastoral support team ● Role and responsibilities of the pastoral team are communicated clearly to all staff, pupils and families through staff meetings, briefings, newsletters, workshops and coffee mornings ● Termly/ half termly coffee morning for parents run by pastoral team is held ● Monitoring of behaviour incidents informs planning for next term <p>Summer</p> <ul style="list-style-type: none"> ● Pastoral team check in with all pupils and families to find out how Easter has been. ● Pupils struggling to manage the transition back to school are given support to re-establish routines ● Impact of the Spring term provision is reviewed and adaptations made. ● Termly/ half termly coffee morning for parents run by pastoral team is held ● Monitoring of behaviour incidents and impact of support informs transition activities ● Programme of transition activities in place for children moving to new key stages ● Bespoke transition programmes tailored to individual needs is in place for key children moving from one year group to the next
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	Pastoral team by end of first week HR by end of first week HR/pastoral team by end of term		
Activities	Personnel (who/when)	Resources (finance/time)	Milestones
Activity 3 Pupils views and ideas are actively sought throughout the year. Pupils are proactive in identify areas for development had have the confidence and skills to take action to make a difference	SLT YGL's Class Teachers Learning ambassadors Student council		Autumn <ul style="list-style-type: none"> Whole school assembly about school council, its role and responsibilities of its member, the character skills that are required School council votes take place by the end of the second week of term. Focus for school council for the year is agreed Learning ambassadors are introduced
Activities	Personnel (who/when)	Resources (finance/time)	Milestones
Activity 4 All members of the school community value regular attendance at school	Classteachers YGL's DHT's HT AHT's		Autumn term <ul style="list-style-type: none"> Importance of positive attendance is communicated to parents, pupils and staff rewards and certificates in place for 100% attendance regular attendance celebrated and impact clearly communicated to all pupils with persistence attendance identified Meeting with SLT and parents arranged to identify reasons for poor attendance and identify any support needed Spring term <ul style="list-style-type: none"> Parents know who to approach if they are struggling with their child's attendance systems in place to rigorously monitor attendance further support form EWO purchased to support attendance monitoring weekly meetings between EWO and Deputy for inclusion to monitor PA Drop in sessions for parents arranged to discuss routines and strategies that support regular attendance
Core Priority 1 - Impact and Next Steps			
Autumn Term:			Next Steps:
Spring Term:			Next Steps:

Summer Term:	Consideration for next academic year:
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Core Priority 6: To develop forensic and accurate use of assessment data resulting in gaps closing for identified groups

Success Criteria:

- All teachers are able to discuss the attainment profile of their class, progress being made, and underperforming pupils and groups
- All teachers are able to describe the impact of their actions and interventions on the attainment profile of their class
- YGLs regularly update SLT re impact of actions and interventions on the attainment in their year group
- PPRMs are regular, meaningful and their outcomes regularly monitored
- Gaps analysis takes place after testing and the outcomes integrated into planning

Activities	Personnel (who/when)	Resources (finance/time)	Milestones
<p>Activity 1 All PPRMs are tightly focused on underperforming groups and individuals including more able. Follow-up interrogation, cycle of PPRMs are understood and impacts of actions regularly reviewed at all levels (YG meetings. SLT)</p>	<p>LP / SLT / YGLs, teachers - Sept, Dec, Mar, Jul</p>		<p>By October half term - PPRM re baselines and targets will be complete.</p> <ul style="list-style-type: none"> • teachers will identify underperformance and planned actions • YGLs will collate actions to reflect on in YG meetings and next PPRM • teams discuss impact of actions regularly in YG meetings • SLT reflect on where actions are / are not having impact and support necessary change <p>December (following Aut2 data point)</p> <ul style="list-style-type: none"> • teachers reflect on impact of actions agreed • teachers will identify underperformance - new or continuing? Plan actions accordingly - YGLs collate • teams discuss impact of actions regularly in YG meetings • SLT reflect on where actions are / are not having impact and support necessary change <p>March (following Spr2 data point)</p> <ul style="list-style-type: none"> • analysis of outcomes will show less underperformance of pupils and identified groups and impact of interventions / actions • review and plan cycle (as above) will be in place <p>July (following Sum2 data point)</p> <ul style="list-style-type: none"> • analysis of outcomes will show less underperformance of pupils and identified groups and impact of interventions / actions • teachers identify information required for transition and ongoing actions - YGLs collate • successful transition meetings lead to actions continuing following the summer break and impact measured at baseline

Activities	Personnel (who/when)	Resources (finance/time)	Milestones
<p>Activity 2 All teachers understand the attainment profile of their class (YGLs for their year group), how</p>	<p>SLT / YGLs / class teachers</p>		<p>By Autumn2, weekly YG sessions focus on attainment in a different core area each week - what does excellence look like, how gaps are being closed, impact on planning, impact on agreed interventions</p>

they impact it, and impact of their actions on pupil progress			
Activities	Personnel (who/when)	Resources (finance/time)	Milestones
Activity 3 All teachers are able to manipulate sims to understand the attainment profile of their class	Assessment lead & teachers		Autumn2: PDM re sims - input and analysis Autumn2: PPRMs include docs populated out of sims that analyse key groups - gender, PPG and black boys
Activities	Personnel (who/when)	Resources (finance/time)	Milestones
Activity 4 All teachers use gaps analysis to inform future teaching	Assessment lead & teachers		Autumn2: Gaps analysis proformas are used following testing; teachers are able to describe during PPRMs the interventions needed to secure learning Spring1: Planning for the half term is supported by gaps analysis undertaken following November testing
Activities	Personnel (who/when)	Resources (finance/time)	Milestones
Activity 5 Reporting to parents and discussion ensure they are aware of strengths and areas for developments for their children learning	SLT / YGLs / class teachers		Autumn1: Assessment lead to obtain copies of Learning Journey reporting and understand process undertaken to build reports over the year Autumn1: Consult with SLT / YGLs / teachers / pupils (via School Council?) re formatting, content etc Autumn2: PDM re reports - process, outcome; teachers begin to build bank of evidence Spring1&2: YGLs monitor development of bank of evidence in Learning Journey Summer2: New reports sent to parents - collect parent voice in response to new format
Core Priority 6 - Impact and Next Steps			
Autumn Term:			Next Steps:
Spring Term:			Next Steps:
Summer Term:			Consideration for next academic year: