

school improvement plan

2020-2024



Bigland
Green
Primary
School



**With specific actions for
September 2020 to July 2022**

(Financial costings are for two years. However, not all costing will be equal over both years depending on the nature of the tasks involved. The costing for the first year has incorporated into the budget for 2020/21)

Improvements identified by the school

The 11 objectives were identified through a process of self-evaluation including SWOT analysis involving key stakeholders, and a review of the previous SIP.

Quality of education	1	Promote deeper thinking and a greater shared understanding of the curriculum and pedagogical subject knowledge.
	2	Continue and be more effective with smart use of assessment/feedback that leads to good learning and progress for all pupils without undue workload on staff.
	3	Promote reading that equips children with knowledge, understanding and cultural capital in a more systematic manner from Nursery to Year 6.
Behaviour and attitudes	4	Embed strategies that ensures positive learning attitudes, and that play and lunch times are more effective for supporting all pupils with their learning, development and well-being.
	5	Use Big Thinking and Big Values to teach pupils to have an opinion on contemporary and complex issues, and be appreciative of the differences in views in school and the world outside.
Personal development	6	Embed all aspects of the Learning Vision with greater consistency across the school so that it promotes pupils' spiritual, moral, social and cultural education.
	7	Use the school's locality for enrichment opportunities that nurtures children's all round development and supports the effective delivery of the school curriculum.
Leadership and management	8	All curriculum leaders ensure that (a) the learning in their subjects are well sequenced, (b) taught in a highly effective manner that (c) leads to good outcomes for all pupils.
	9	Training and development opportunities for governors and school leaders at all levels.
	10	Continue to build strong partnership links with other schools to share <i>good practice</i> and use them to further enhance the quality of education and CPD of staff at Bigland Green.
Early Years Foundation Stage	11	Embed the school's mission for every child to be a successful learner, confident individual, and responsible citizen through working in partnership with families and putting systematic learning opportunities for early language, reading and writing development.

Glossary and accronyms

CoG	Chair of the Governing Body	LM	Learning Mentor
CPD	Continous professional development	LV	Learning Vision
CT	Classteachers	PLA	Positive learning attitudes
DLR	Daily learning reviews	SL	Subject Leaders - all subjects/areas
DTT	Diagnosis, testing & therapy (PiXL)	SLT	School leadership team
DSR	Daily supported reading	SLT-AL	SLT lead for assessment
EEF	Education Endowment Foundation	SLT-RSL	SLT lead for raising standards
EHCP	Eduction and health care plan	TA/LSA	Teaching/ learning support assistant
FFT	Fischer Family Trust (intervention)	TL	Team leaders (members of the SLT)
GB	Governing Body	T&L	Teachingnd learning
KS	Key stage	TLR	Teaching and learning responsibility team

The Mission

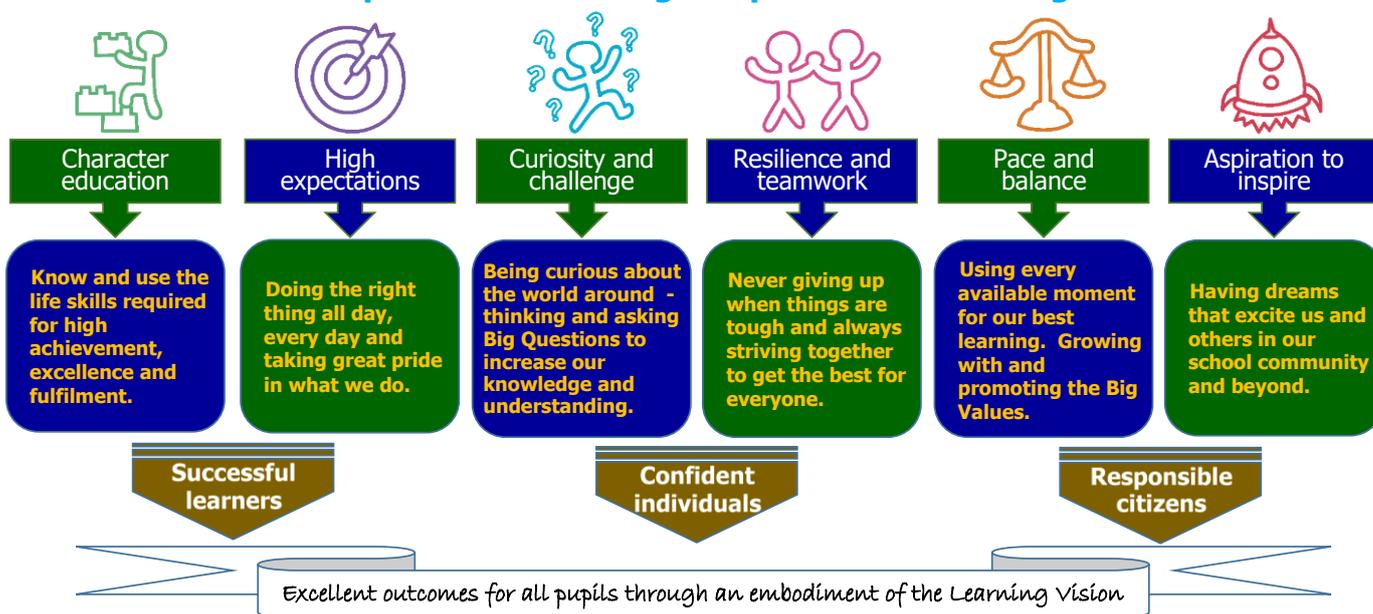
Bigland Green aims to improve children's life chances by providing them with the knowledge, skills and care to be:

- **successful learners** who enjoy learning, make progress and achieve;
- **confident individuals** who are able to live safe, healthy and fulfilling lives, and;
- **responsible citizens** who make a positive contribution to society and the world.

The Vision

The school has identified six steps to achieving its mission. These six steps to success are encapsulated in the school's **Learning Vision**. All key stakeholders (pupils, staff, parents, governors and volunteers) will strive for the full and effective implementation of the Learning Vision.

Six steps to success @ a great place to learn and grow



The Plan

The school was inspected by Ofsted in September 2017 and judged as outstanding with the following required improvement: 'ensure that teachers consistently move pupils on in their learning as soon as they have mastered a task.' This was addressed in the previous SIP. The current objectives aim to build on the great learning and ensure that the quality of education is outstanding under the new Ofsted framework (September 2020).

This school improvement plan (SIP) has a SMART goal setting process¹. The school will pursue the actions contained in this plan to achieve its mission and realise the vision. The actions will be reviewed periodically and an extensive review in Spring 2022 to ensure its effectiveness as part of the school self-evaluation process. The budget mentioned is the yearly amount and will be adjusted at the beginning of each financial year. It will cost £45,950 to implement this plan for 17 month period up until July 2022.

All staff members (teachers and TAs) will be involved in the monitoring of the plan. The evaluation will be carried out by the TLR team (TLR) and the school leadership team (SLT). Partner schools will be involved when appropriate. The governing body and the SLT will be responsible for the key reviews of the plan.

¹ Specific; Measureable; Agreed upon; Realistic; Time-bound

The quality of education

Objective 1: Promote deeper thinking and a greater shared understanding of the curriculum and pedagogical subject knowledge.

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
1.1	Offer whole school CPD (Alan Peat) with follow-up plans on how each team will use the training to support learning in their classes. Use team meetings to reflect on pedagogical rationale underpinning teaching strategies linked to the training and beyond.	Implementation of the <i>common language</i> to be evaluate at all subject reviews. Notes from team meeting evaluated half-termly by HT/TL.	Training cost £800	Sept 2020 Half-termly from September 2020	English lead(s) HT
1.2	All teachers to be involved in the development of 'What I need to know' for each of the units of learning in history and geography. Also to be involved in the review and updating of the knowledge taught to pupils in their Year groups.	Feedback from pupils and parents on 'what I need to know'. To be in place at the beginning of each term/ unit of learning & evaluated at the end of each term/unit.	Allocated time during teachers' CPD and Training Days + designated PPA time	From Sept 2020	Lead(s) for history and geography
1.3	CPD Community research to be linked to appraisal with a clear connection to identified subject(s) and pedagogical issues.	Termly reporting from the BG CPD community to all teachers.	Teachers' CPD time.	From Sept 2020	SLT
1.4	10 for T - 10 minutes for Teachers/TAs at the beginning of all CPD - to include pedagogy with other aspects that are weaved into the subject contents for training linked to teaching and learning.	A good balance of subject knowledge and issues pedagogy in the sessions.	CPD sessions for staff.	From Sept 2020	Subject leads
1.5	Regular weekly or fortnightly CPD to be offered to all staff – teachers, TAs, LSAs and LAs. Agenda to be agreed based on curriculum priorities on a termly basis.	Termly evaluation of CPD by the teachers, TAs and LSAs.	Additional time for LSAs £4,000	From Sept 2020 LSA fortnightly then monthly	SLT

Objective 2: Continue and be more effective with smart use of assessment & feedback that leads to good learning and progress for all pupils without undue workload on staff.

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
2.1	Update a yearly assessment calendar with all key dates and expectations so all staff are clear about what they need to do in terms of assessment and feedback. Include relevant assessment items on the termly calendar.	Annual work-load survey showing a positive impact on staff.	HT and SLT time Admin time	July 2020 Reviewed yearly	SLT
2.2	Introduce systems that promotes assessments and progress to be in daily increments with no more than three data drop during an academic year.	Short review of assessment every term in teams to assess effectiveness and make adjustments	Team time Staffing structure	July 2020	SLT

2.3	Continue with pupil progress conferences (PPC) involving all members of staff including TAs/LSAs which forms the basis of all interventions offered to individuals and groups to ensure their (a) have an tailored provision, and (b) make good or better progress by accessing the school curriculum.	HT and TLs to review the quality of insights and their impact on a half-termly basis. PPC notes to be used as hand-over to new teachers – gain insights as part of the induction process.	At least three training days to be allocated time for PPPC.	From November 2020 – then termly	SLT
2.4	Introduce and establish short and snappy age appropriate strategies to reinforce/assess/evaluate pupils' learning and understanding in different subject areas.	Include the evaluation of particular strategies as part of the termly pupil voice.	Time for SL as already in place.	From November 2020	Subject leads
2.5	Review the KPIs (key performance indicators) and evaluate the effectiveness of how they are used to support pupils' learning – ensure fit-for-purpose.	Discussion of KPIs as part of the learning reviews on a termly basis. Teachers' CPD on pupil assessment to be based around the completion of KPIs for selected individuals and/or groups.	Teachers' CPD session as already established in the school.	From October 202 – every half-term.	Team leaders

Objective 3: Promote reading that equips children with knowledge, understanding and cultural capital in a more systematic manner from Nursery to Year 6.

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
3.1	Introduce 'reading clubs' for pupils and parents to promote the culture of reading. Promote reading related competitions within the school, including reading buddies.	Use weekly data on reading from pupils to evaluate the impact of the clubs on families.	Consultant time £4,500	From Sept 2020	HT English leads
3.2	Invest in new technology to promote reading both at home and at school.	Monitor the use of the devices and the impact they have on pupils' interest in reading.	£5,000	From Sept 2020	Subject leads for English
3.3	Develop the school library so that it becomes a resource for the whole school community.	Use the system in the library to monitor the borrowing of books and the impact on learning in the classroom.	Books £20,000 Staffing £10,000	From Sept 2020	Subject leads for English
3.4	Author(s) in residence to inspire and raise aspiration of both parents and children in literature. Invite adults from outside to read to classes and inter-class story telling within the school.	Impact on pupils' self-esteem and on the outcomes at the end of each units in English for the selected year groups.	£5,000	From March 2021	SLT
3.5	Introduce a programme of story-telling, performance and use of theatre to support the learning in English for specific Year groups.	Evaluate the impact on reading and writing in the classroom.	£8,000	From Sept 2020	Subject leads for English

Behaviour and attitudes

Objective 4: Embed strategies that ensures positive learning attitudes, and that play and lunch times are more effective for supporting all pupils with their learning, development and well-being.

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
4.1	Embed clear and agreed expectations of the positive learning attitudes that are to be <i>taught</i> to each year group from Nursery to Year 6. Ensure that staff have a good understanding of the expected attitudes so that they are able to promote them beyond their own classes.	'Positive learning attitudes' to be reviewed in July 2020 and then fully established by March 2021	CPD time of all staff Admin time	On-going	HT
4.2	Clearly identify how teachers and other adults will teach/model the playground games and learning through play across the school. Ensure that training of different groups of staff, e.g. TAs and LAs and joined up to promote healthy consistency.	Fortnightly evaluation of the initiative at the whole school briefing meeting. Views from school council/cabinet gathered and analysed half-termly by the learning mentor.	CPD time SLT time Team meeting time	From Sept 2020 On-going	SLT
4.3	Provide regular CPD to Lunch Assistants (fortnightly/monthly) to ensure that all LAs have a good understanding of relevant school policies and are supported in their effective implementation.	Training to be outsourced or organised internally. Half-termly evaluation of the accident and incident log for KS1 and KS2.	Additional hours cost £3,800	From Sept 2020 Fortnightly and then monthly	SLT
4.4	Appraisal for LA to include specific actions that individuals can take to improve their impact on pupils' learning during lunch time. LA to spend a full day in class at the beginning of the year/term.	Appraisal objectives to be evaluated as part of the LA training to ensure support for individuals.	CPD and additional hours cost as above	From Sept 2020	SLT
4.5	Clearly identify resources that can be used to support the playtime and lunch-time activities during different times of the school year (e.g. autumn, spring, summer) with consideration to indoor and outside games/tasks. Ensure that the resources are well organised, meet the needs of different groups of pupils and available to everyone.	Linked to the above.	£3,500	From Sept 2020	SLT
4.6	Carefully plan for the involvement of older pupils (Years 4, 5 and 6) in different playground activities to support younger pupils and reinforce their own practice. The impact of the involvement of pupils to their own development and others to be reviewed every half-term.	Linked to the above.	£1,000	From Sept 2020	Team Leaders

Objective 5: Use Big Thinking and Big Values to teach pupils to have an opinion on contemporary and complex issues, and be appreciative of the differences in views in the school and the world outside.

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
5.1	Continue with a timetabled Big Thinking session to address and discuss contemporary and complex issues that are lined to the curriculum. Use consultant support so that teachers are empowered to deliver the sessions effectively in their classes.	Big Books to capture the depth of learning by each class and be evaluated by the team leaders termly.	Consultant time £3,600	On-going	Team leaders
5.2	Establish and embed clear roles for the school council and school cabinet in consultation with the pupils. Draft a yearly calendar of activities for the school council and the cabinet that is reviewed termly by the Learning Mentor in consultation with the cabinet.	School council to deliver 2/3 successful projects every academic year.	Training £600 Resources £1,000	From September	Learning mentor
5.3	Reintroduce systems in every class that support the work of the school council and school cabinet that allows to gather pupils' views on relevant school policies. Ensure that pupils' voice is used when relevant school policies are reviewed, and that pupils clearly know the expectations of those policies (e.g. behaviour, anti-bullying, attendance etc.)	Pupils' concerns and voices to be shared through the school newsletter with actions taken.	LM time to gather the information Admin time	From December 2020 Termly	Learning mentor Office manager
5.4	Include a weekly 'visual performance' session as part of the after-school clubs to include storytelling, debating, and inter-school competitions (not limited to sports activities).	Continue to hold termly 'club showcase' weeks to evaluate the clubs.	Tutor cost £5,000	From September 2020	SLT

Personal development

Objective 6: Embed all aspects of the Learning Vision with greater consistency across the school so that it promotes pupils' spiritual, moral, social and cultural education.

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
6.1	Reintroduce 'Learning to learn' week at the beginning of the year or a 'Learning to learn day' at the beginning of each term depending on the needs of the pupils (age, cohort, SEND, etc.)	Evaluate pupil, parents & staff understanding through short quizzes.	Laminated sheets of LV and PLA.	Sept 3 & 4 2020 + Sept 2021	All teachers
6.2	All staff to make effective, consistent and systematic use of the rewards and praise that are fundamental to the Learning Vision [PraisePads, house points, class marbles, ask me stickers, star of the week etc.]	Weekly collection of house points to be displayed. Class sheets to be used to monitor inclusion of all pupils.	PraisePads and other resources £500	On-going	All teachers
6.3	10 for T on the Learning Vision and quizzes in various forms to improve staff understanding of the Learning Vision with a focus on the specific actions under each of the key six steps.	Team meetings to be used to address any gaps that are identified in relation to the effective implementation of the Learning Vision by staff members.			
6.4	Introduce 'The Learning Vision Monitor', which will ensure that the Learning Vision is used in every lesson, and on all aspects of the Learning Vision are covered every week in every class.	Visual LV boards to track what is being used and promote all other aspects.	Visual LVs in every class	September 2020 - ongoing	All teachers
6.5	Each class to clearly identify planned activities from the medium term planning that will support pupils' SMSC development and evaluate the effectiveness of the activities with the parallel classes.	Communal board to capture SMSC related learning in photos.	Display board Admin time	On-going	All teachers

Objective 7: Use the school's locality for enrichment opportunities that nurtures children's all round development and supports the effective delivery of the school curriculum.

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
7.1	All classes to have at least one visit/trip each term to support the learning in the school curriculum. SLT members to provide support with the planning of the trip or the trip itself in consultation with the classteachers.	Visit to be included in the medium term plans at the beginning of each term.	£14,400 to support trips and visits	Termly	All teachers
7.2	Development of the school library to involve the pupils, their parents/grandparents, and by forming links with the Idea Store/ Toy Library. Trial opening the	Half-termly class reports to SLT. Targeted support for most vulnerable pupils.	Librarian £20,000 Resources £25,000	From Sept 2020	Lead(s) for English

	library for a few hours during weekends/holiday time.				
7.3	Reintroduce 'games for learning' and organise competitions across the school with involvement from local people (parents and grandparents). Librarian to manage the project and ensure a focus on teaching pupils' traditional board games.	Monitor the games that are borrowed and provide teachers with details to make links to learning.	£5,000	From Sept 2020	Lead(s) for English
7.4	Increase teachers' local knowledge by introducing 'guess where' at the beginning of each weekly briefing meeting to increase staff knowledge of local history. Provide staff (teachers and TAs) with the required time and resources to make these really exciting and upload them on to the school website.	Keep a record to local visits and assess if teachers are utilising the resources available	CPD time £2,000		Lead(s) for history
7.5	Publish on online special newsletters before each holiday with what is available locally and what parents can do to support their children's learning. Distribute a copy of the newsletter to each family with a holiday resource pack.	Collect feedback from pupils of their activities during half-terms/holiday.	Admin time £5,000 for family resource packs	Half-termly from Oct 2020	Office manager

Leadership and management

Objective 8: All curriculum leaders ensure that (a) the learning in their subjects are well sequenced, (b) taught in a highly effective manner that (c) leads to good outcomes for all pupils.

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
8.1	Curriculum leaders identify a wide range of CPD opportunities (within the beyond the school) and use this to develop/maintain their strong subject knowledge.	Deep dives and subject dives show that subject leaders are able to provide strong rationale for (a) sequencing, (b) assessments, and (c) support given to staff.	Training and courses £5,000	From Sept 2020 On-going	SLT
8.2	BG CPD community research projects to focus on subject/ pedagogy related issues that are identified by the SLT/TLR team in July for the next academic year to support the development of deeper, shared understanding.	Appraisal review of teachers show clear evidence of impact of BG CPD on teaching and learning across the school.	CPD time	From Sept 2020 On-going	SLT
8.3	Curriculum leaders use the deep understanding of their subject and the rationale of sequencing the knowledge to support the medium term planning of teachers across the school.	SLT evaluation of medium term plans show clear, strong planning for all subjects taught.	CPD TLR time + subject time	From October 2020 Half-termly	TLR
8.4	Curriculum leaders to continue to support an identified colleague with planning well-sequenced learning, teaching and using effective assessment and feedback to support good progress of all pupils.	TLR review of support given to teachers show clear impact of support provided for improving teaching and workload.	Subject time	From September 2020	TLR
8.5	To introduce 'subject dives' for 2/3 subjects that are of key priorities each year with the aim to develop them in a systematic manner so that they grow with strong roots.	All subjects have a strong rationale for how they are sequenced and the use of assessments.	Subject and leadership time	From November 2020	HT/ TLR

Objective 9: Training and development opportunities for governors and school leaders at all levels.

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
9.1	Implement the governors' training action plan which is based on the skills audit and analysis which was carried out in spring 2020.	Termly reporting at the full GB meeting by governors.	£3,300	From Sept 2020 On-going	CoG
9.2	Continue with the good practice of regular CPD for all staff members and the involvement of the TLR team in the planning, delivery and evaluation of these training. Involve staff in the evaluation as relevant and ensure SLT review the impact at least once every term.	Termly reporting by the HT to the full GB about the impact of staff training.	CPD time Subject time L&M time	From Sept 2020 On-going	SLT

9.3	Devise an yearly calendar for the school council which builds on the current strengths ensuring that there is a good balance between (a) project work – topics identified by the school, and (b) issues derived from ideas/suggestions/concerns gathered from pupils.	Plan in place and followed effectively.	Directed time Admin time	From Sept 2020 On-going	Learning mentor
9.4	Develop and establish more project based learning for the school council and the school cabinet that are linked to issues identified by the pupils and have potential to enhance learning in the classroom.	Follow up work/learning from the Parliament visit displayed about the school.	Directed time	October 2020 the	Learning mentor

Objective 10: Continue to build strong partnership links with other schools to share good practice and use them to further enhance the quality of education and CPD of staff at Bigland Green.

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
10.1	Build on the cluster moderation for writing to include other foundation subjects – in Year 1 focus on history, geography and RE; in Year 2 focus on art, music, PE and design technology.	Ensure at least two moderation involving at least 2/3 schools for the foundation subjects.	Supply time £2,500	Spring & summer 2021 + 2022	Subject leads
10.2	Offer CPD to other schools to share the expertise in the school with a focus on (a) EYFS, (b) Assessment, (c) SEND and (d) parents/governors engagement and involvement.	At least five schools to be involved in each of the opportunities offered. Review effectiveness using evaluation from participants.	Cover £2,000	From January 2021	SLT
10.3	Keeping on top of what is happening by getting staff involved in specific research activities linked to this plan as part of the BG CPD Community and staff appraisal. Using research for pedagogical development of staff.	Self-evaluation and sharing of research findings with staff members.	Part of CPD time	From Sept 2020 On-going	SLT
10.4	Become a hub for inter-school competition for a number of specific areas including (a) sports, (b) mathematics/times-table, and (c) spelling.	Half-termly fixtures for each of the competitions. Gather pupils' views of impact and include as part of termly pupil voice, especially in KS2.	Cover and resources £1,800	From Sept 2020 then on-going	SLT
10.5	Apply to DfE to become a 'teaching school hub' to share good practice and help schools in the locality by delivering (a) tailored professional development for teachers, (b) hosting observations and visits, (c) developing system leaders to offer advice and guidance.	Submit a strong application and develop mini-action plan as required to ensure that application is successful.	Consultation + Admin time £1,000	?When the application round opens	SLT + CoG

Early Years Foundation Stage

Objective 11: Embed the school's mission for every child to be a successful learner, confident individual, and responsible citizen through working in partnership with families and putting systematic learning opportunities for early language, reading and writing development.

	Actions Key tasks necessary to achieve the objective	Monitoring Key milestones, success criteria	Resources Time and £	Timescale Start and finish	Lead Person/team
11.1	Reintroduce 'core books' alongside banded and other books. Continue to ensure that all books and resources used for teaching reading are carefully selected to provide the necessary scaffolding/ support and develop greater consistency in teaching and learning.	Subject leads and team leader to be involved in the selection of books and resources.	Management and leadership time.	September 2020 onwards	Subject leads
11.2	Reinforce and embed 'common expectations' of reading in Nursery and Reception and also ensure that medium term plans match or exceed these expectations for all groups of children at different phonics levels.	Evaluation of the medium term plans by the TL and curriculum leads. Subject deep dives and half-termly review of phonics groupings.	Staff CPD and management time	From Sept 2020 On-going half-termly	TL/ Subject leads
11.3	Autumn parent conference to be 'book focused' in the EYFS. Teachers to find out how books are used at home and share 'common expectations' will parents and carers.	Team leader to use the information to target support for parents. Pupil progress meetings show that the support is being provided to those who require the most.	Autumn parent conference Leadership time	From Sept 2020 Repeated each year	TL
11.4	Each class to have baskets for 'books we know'; 'information books'; 'our books' that are consistent in each class and used effectively.	The books are used effectively across all the classes and are changed at least every half-term. Subject leads to provide logistical support.	£4,000 to purchase books	From Sept 2020	Class teachers
11.5	Each pupil in Reception to have a 'reading record' in the autumn term before the start of DSR in spring. The record should continue for the year if the child has 1:1 alongside DRS to show intervention.	The information in the record is used effectively to provide additional support/ verify other assessments.	Delegated time to complete records	From Sept 2020	
11.6	Greater coordination of the DSR between Reception and Year 1 to ensure that children receive the right support, make the necessary progress, and resources are utilised to the full.	Early and accurate identification of children's reading provision in Reception which is built upon in Year 1.	Staff CPD and delegated time.	September 2020	Reception & Year 1 teachers.
11.7	Regular, structured workshops for parents on key reading skills and part of Reading to learn. Target parents 'new' to the school as well others.	Begin with a weekly session of 15 minutes either at the beginning or the end of the school day.	Allocation of TA time.	From October 2020	Team leader for EYFS

11.8	Recruit and train parent volunteers for DSR for Reception and Year 1. Consider 'voluntary allowances' as an incentive as well as opportunities to 'volunteer' across the school.	To recruit and train at least six parents who are able to commit for a whole academic year.	£7,500	From Sept 2020	HT/SLT
11.9	Develop parenting courses based around parent volunteering opportunities in the classroom. Seek partnership with other local providers to offer 'strengthening family' (SFSC) courses to targeted parents.	At least one SFSC course each academic year with at least eight parents from BG in each of the courses.	Staff time Resources £1,000	January 2021	Learning mentor + SLT
11.10	Singing and rhyme time in the EYFS with involvement of parents and carers either at the beginning or end of day on a weekly basis.	Evaluation from parents about how they are using the songs and rhymes at home to support their children.	Staff time.	October 2020	Team leader for EYFS

An overview of the objectives and actions

	Objectives	Actions to achieve the objective(s)	
1	Promote deeper thinking and a greater shared understanding of the curriculum and pedagogical subject knowledge.	1.1 Alan Peat CPD	1.2 Develop 'What I need to know'
		1.3 Research linked to appraisal	1.4 Ten for T at the beginning of CPD
		1.5 Regular weekly/fortnightly CPD to staff	
2	Continue and be more effective with smart use of assessment/feedback that leads to good learning and progress for all pupils without undue workload on staff.	2.1 Yearly assessment calendar	2.2 Daily assessments in increments
		2.3 Pupil progress conferences	2.4 Short, age appropriate assessments
		2.5 Review of KPIs	
3	Promote reading that equips children with knowledge, understanding and cultural capital in a more systematic manner from Nursery to Year 6.	3.1 Introduction of reading clubs	3.2 New technology for reading
		3.3 Development of school library	3.4 Author in residence
		3.5 Story-telling and oral literacy promotion	
4	Embed strategies that ensures positive learning attitudes, and that play and lunch times are more effective for supporting all pupils with their learning, development and well-being.	4.1 Positive learning attitudes	4.2 Modelling of playground games
		4.3 Regular CPD for LA	4.4 Appraisal of Lunch Assistants
		4.5 Resources to support play/ lunch time play	4.6 Involvement of pupils in the running of playground activities/learning
5	Use Big Thinking and Big Values to teach pupils to have an opinion on contemporary and complex issues, and be appreciative of the differences in views in school and the world outside.	5.1 Timetabled Big Thinking addressing contemporary and complex issues	5.2 Clear roles for the school council and the school cabinet
		5.3 Reintroduction of systems in all classes that supports the work of school council	5.4 Weekly 'visual performance' sessions
6	Embed all aspects of the Learning Vision with greater consistency across the school so that it promotes pupils' spiritual, moral, social and cultural education.	6.1 Reintroduction of 'learning to learn';	6.2 Consistent and systematic use of rewards
		6.3 Ten for T and LV quizzes	6.4 Use of LV in every lessons
		6.5 SMSC activities in every class	
7	Use the school's locality for enrichment opportunities that nurtures children's all round development and supports the effective delivery of the school curriculum.	7.1 Visits and trips every half-tem	7.2 School library and links with others
		7.3 Games for learning & competitions	7.4 Increasing teachers' local knowledge
		7.5 Special newsletters before holidays	
8	All curriculum leaders ensure that (a) the learning in their subjects are well sequenced, (b) taught in a highly effective manner that (c) leads to good outcomes for all pupils.	8.1 Wide range of CPD opportunities	8.2 BG CPD community linked to subjects
		8.3 Support for medium term plans by SL	8.4 Support for identified colleagues by TLR
		8.5 Introduction of subject dives	
9	Training and development opportunities for governors and school leaders at all levels.	9.1 GB action plan implemented fully	9.2 Regular CPD of all staff involving TLR
		9.3 Yearly calendar for the school council	9.4 Project-based work for school council
10	Continue to build strong partnership links with other schools to share <i>good practice</i> and use them to further enhance the quality of education and CPD of staff at Bigland Green.	10.1 Build on cluster moderation	10.2 Offer of CPD to other schools
		10.4 Researched based pedagogy	10.3 Hub for interschool competition
		10.5 Application for becoming a teaching school hub	
11	Embed the school's strategies for early reading, writing and language development for all children, including those with particular needs working in strong partnership with parents.	11.1 Reintroduce core books	11.2 Common expectations
		11.3 Book focus parent conference	11.4 Book baskets in each class
		11.5 Reading records in atutumn	11.6 Greater coordination of DSR between Reception and Year 1
		11.7 Workshops for parents	11.8 Parent volunteers for DSR
		11.9 Parenting courses	11.10 Singing/rhymes with parents

	System/Arrangement	Details and key benefit(s)
1	Shared workload & responsibilities	<ul style="list-style-type: none"> All Year groups having PPA at the same time with their parallel teachers. Some subjects have more than one curriculum lead. Additional adults in EYFS, FFT support in Year 1 and set teachers in Years 2-6 essentially dividing the Year groups in three ways.
2	More than the required PPA time in one slot, and with the other teachers in the Year group (including set teacher)	<ul style="list-style-type: none"> Opportunity to share ideas about planning and assessment no need to meet after school to discuss planning and assessment. Some teachers share the workload and planning between them ensuring that pupils are offered differentiated learning. Sharing strengths while supporting professional development Planning, organisation and management (POM) time for TAs.
3	CPD sessions used for delegated duties	<ul style="list-style-type: none"> Almost 50% of the teachers' CPD time (staff meeting) used for tasks that are usually done in own time (e.g. planning, assessment, pupil progress discussions) Fortnightly TLR sessions used for tasks that are usually done by curriculum leaders in their own time.
4	A full-time TA in every class from Nursery to Year 6	<ul style="list-style-type: none"> The vast majority of TAs are highly skilled and very effective. DLR (TAs do not usually start until 9 AM in most schools) & late finish. Support with home-learning and resourcing. Additional support from specialist TAs e.g. SaLT, PETA, FFT Wave 3.
5	Resources for teaching	<ul style="list-style-type: none"> Life skills support for pupils new to the UK or new to English language. High quality, ready-made, home-learning packs for Years 2-6, so that teachers are not preparing their own resources for home-learning. Stock room with full access for everyone. Various spaces within the building (and outside e.g. Rainbow Room) to support teaching and learning.
6	Use of CPD to manage and reduce workload	<ul style="list-style-type: none"> BG CPD community in which staff work together to research, share and engage with deeper subject knowledge and pedagogy.
7	Specialist teachers for art, music, PE and languages	<ul style="list-style-type: none"> Opportunities for professional development for teachers (doing PiXL, observing others, partnership teaching etc.). Enhanced learning/better progress that reduces the demands on class/set teachers. Means these lessons are regularly taught (they don't fall off the timetable) so outcomes are good.
8	Support from SLT members	<ul style="list-style-type: none"> SLT members involved in teaching across the school. Providing hands-on support with teaching, learning and assessments. Targeted support to individuals and Year groups to be even better. Providing a balance of <i>support</i> and <i>challenge</i> to get the very best from all staff members.
9	Highly effective Admin and Premises team	<ul style="list-style-type: none"> Highly skilled and effective Premises Manager supporting teaching and learning in various manners. Office admin supporting teaching and learning, and now supporting assessment and reporting. The team is highly effective and do a fantastic job.
10	Clear expectations and support	<ul style="list-style-type: none"> No expectation of work after 5:00 PM, during weekend or holidays as routine. School premises closing at 5:45 PM

Date approved	Signature	Final Review



Bigland Green ~ a great place to learn & grow