

Ashleigh Primary and Nursery School School Improvement and Development Plan April 2016 - March 2017

Contents:

Information about the school	2
Aims and Values	2
OFSTED Key issues (2011)	3
Priority One: To create and develop a secure base for all children and adults	4
Priority Two: To improve writing by developing discrete teaching of phonics, spelling, grammar and punctuation	6
Priority Three: To develop the school site to maximise learning opportunities for children	8
Priority Four: To establish and develop Building Learning Power across the school	10
Priority Five: To further develop systems of assessment, moderation and reporting	12
Priority Six: To extend our existing Maths practices into KS2	13
Staff Structure	14
Monitoring and Evaluation planner	15

Information about the School:

NOR as of Apr 2016: 313 (263 Primary School and 50 Nursery)

Percentage SEN: 9.51%

Percentage Free School Meals: 7.60%

Percentage EAL: 9.0%

Percentage LAC 1.52% or LAAC 2.27%

Percentage receiving Pupil Premium: 14.07% (+7 in Nursery)

The school's Aim and Values

We are all stars: Ashleigh makes us shine.

- To ensure a safe, happy and positive place for children, staff and parents.
- To provide challenge and support to allow everyone to achieve their potential.
- To put the children at the centre of every decision we make.
- To create learning that allows children to make mistakes, explore, discuss and understand in an environment that excites the imagination.
- To encourage respect, kindness, tolerance and understanding.
- To celebrate our cultures and the cultures of others.
- To develop a love of learning that creates lifelong learners.

Governors	Teaching Staff	Support Staff	Office/ Premises Staff	MSA's	After School Club	Breakfast Club
Mrs C Dixon (Chair)	Mrs L Carolan	Mrs S Anderson	Mrs V Botwright	Mrs L Balls	Mrs C Hubbard	Miss R English
Mrs K Wood (Vice Chair)	Miss R Carter	Mrs M Barber	Mr M Christmas	Mrs S Digby	Mrs L Balls	Mrs C McPherson
Mr S Nixon (Headteacher)	Mr K Finch	Miss R Botwright	Mrs A Clarke	Mrs C <u>Dumbrell</u>	Mrs C <u>Greengrass</u>	
Ms B <u>Brais</u>	Mr C Gately	Ms B <u>Brais</u>	Miss J Hammond	Miss K <u>Ethridge</u>	Mrs C McPherson	
Mrs L <u>Bramford</u>	Mrs J Green	Mrs P <u>Cowdry</u>	Ms C Mitchell	Mrs S Gardiner	Miss L O'Donovan	
Mrs L Carolan	Mrs L Greenacre	Mrs B English		Mrs C <u>Greengrass</u>		
Mrs D Lacey	Mrs D Lacey	Miss R English		Mrs R Lawson		
Mr S Newby	Miss C Martin	Mrs T Feeney		Miss E <u>Plumstead</u>		
Mrs T Riddle	Miss H <u>McRobbie</u>	Mrs A Harvey		Miss S Rayner		
Mr R Roe	Mrs J Miller	Mrs S Lambert		Mrs J Roberts		
Mrs J Satterley	Mrs S Sprake	Dr M <u>Maillard</u>		Mrs S Walker		
Dr M Taylor	Mr J Walker	Mrs C McPherson		Miss A Ward		
Mrs S Williamson		Mrs B Moore		Mrs J Woodcock		
Mrs S <u>Witcomb</u>		Miss L O'Donovan				
		Mrs A Page				
		Miss V Pratt				
		Mrs E Robinson				
		Miss H Smith				
		Mrs S Smith				
		Mrs J Starling				
		Mrs C Stratton				

Key Issue	Progress made	Continuing action
<p>Develop the curriculum further through: providing more regular opportunities for pupils to use ICT across the curriculum.</p>	<p>EYFS – Digital animation project; computer and iPad used to support phonics, Literacy and Numeracy; Beebots, talking pegs and walkie talkies (S and L), recording button discs, iPad stories and FSM dev, IWB activities in CIL, music centres KS1: iPads as recording devices eg science and performance poetry; digital photography; research tools; pic collage; presenting and publishing work; computing apps and Beebot; BBC voices work KS2: 1:1 devices used in learning across the curriculum, AI skills practice (eg)Sumdog, targeted skills practice (e.g. Squeeble), Skitch for Think in Pink, book creator (eg space stories), ebooks science, skype and email (partner school work), emailing teachers work with comments, blogging</p>	<p>Seesaw, learning records, apple educator sessions, Y4 iPads</p>
<p>Develop the curriculum further through: using writing skills more frequently across all subjects</p>	<p>See Lit Lead’s evidence file of snapshot of the school Jan 2016. Our curriculum has a range of cross curricular links for writing evident through books and planning</p>	
<p>Develop the curriculum further through: providing more opportunities for pupils to learn about different cultures.</p>	<p>EYFS: Diwali, Thanksgiving, Our cultures at home, Chinese new year, cultural Maths stories KS1: Hinduism, Diwali, Judaism, Christmas around the world, Australia, Europe KS2: Stag Lane project Whole School: African drumming, Gambia Link, Black History Week, Collective Worship (new policy and range of visitors), 2016 Book week focus on stories around the world</p>	<p>Stag Lane visit Chapel Road link</p>
<p>Provide greater challenge for the more able pupils by: making sure tasks are sufficiently challenging.</p>	<p>EYFS: Introducing Chilli Challenges KS1: Whizzy Maths, targeted phonics groups, challenge tables KS2: Challenge groups, book club for MA, AI and individualised learning through 1:1 devices Whole School: Pupil Progress meetings identify more able and review provision, chilli challenge, growth mindset</p>	<p>Greater depth group Y2, BLP</p>
<p>Provide greater challenge for the more able pupils by: showing pupils clearly how to improve when marking their work.</p>	<p>Whole School: New feedback policy, growth mindset ‘not yet’ approach, Purple Pen of Progress, Think in Pink (age appropriate forms)</p>	<p>Peer evaluation (KS2) BLP</p>

Priority 1	To create and develop a secure base for all children and adults						
Rationale	<ul style="list-style-type: none"> - According to the mental health foundation, mental health issues affect 1 in 10 children - Ashleigh has improved behaviour and engagement in the last 12 month using PATHS, Nurture, Thrive (via outreach) and Forest Schools and wish to develop this further - The increasing age range of our school provides new challenges - Until children feel 'secure' academic progress will not be maximised - Safeguarding is a key school priority 						
Success Criteria	- Whole school provision for Social, Emotional and Mental Health is exemplary. Where children need additional support the school can quickly identify that need and provide appropriate targeted support. Children recognise and use simple strategies to manage problems.						
OFSTED	Outcomes	QTLA	PDBW	ELM	SMSC		
School Vision	<ul style="list-style-type: none"> - To ensure a safe, happy and positive place for children, staff and parents - To encourage respect, kindness, tolerance and understanding. 						
Key Objective							
Intended Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation	
1.1	Securebase audit completed to direct school improvement	<ul style="list-style-type: none"> - Whole Staff securebase training took place January 2016 - Inclusion manager to carry out whole school secure base audit - Findings and next steps to be shared with staff 	Inclusion Manager	1 day release for DL EPS support (£300)	Summer term 2016	Report shared with HT	Governor Monitoring visit to evaluate the outcomes of the audit and resulting action plan
1.2	Thrive is established and demonstrates impact for individual children	<ul style="list-style-type: none"> - In house Thrive practitioner to be trained during the Spring term 2016 - Summer 2016 – provide 2 days of thrive sessions - Autumn 2016 onwards provide 3 days of thrive sessions - Autumn 2016 provide The Sanctuary lunchtime club based on Thrive principles - Carry out whole school Thrive assessments from Sept 2016 	Thrive practitioner	-Training - £1500 (previous financial year) -Staffing cost (0.4 and then 0.6 TA time) - Thrive Subscription XXX - Resources xxx	Develop in Summer 2016 Whole school assessments Sept 2016 3 day provision from Sept 2016	Inclusion manager – line management of staff member and review progress measures HT - behaviour records and engagement on learning walks	Governor Monitoring agenda item on Deep Dive visits to evaluate the outcomes Progress shown on online thrive assessments Increase in identification through whole school screening
1.3	Nurture group works towards the Nurture School Award (2 year process)	<ul style="list-style-type: none"> - Continue our recently established nurture provision - Inclusion Manger supports the development and improvement of nurture using the Nurture award criteria 	Nurture practitioners Inclusion Manger	Staffing of Nurture group 0.4 TA costs Nurture accreditation cost £350	Accreditation assessment Spring 2017	HT	SLT review of Boxall progress and observed behaviours
1.4	School becomes a	-PATHS program to be taught		School becomes a	-PATHS		School becomes a PATHS 4

	PATHS model school accreditation illustrating whole school embedded approach	according to the framework		PATHS model school accreditation illustrating whole school embedded approach	program to be taught according to the framework		model school accreditation illustrating whole school embedded approach
1.5	A broad and balanced outdoor based curriculum can be delivered on site	<ul style="list-style-type: none"> - Provide Forest School sessions for Year 2 children and for targeted groups identified by the Inclusion Manger - Develop an 'Ashleigh Farm' on site to provide opportunities across the curriculum and a focused 'well being hub' - Train a Level 3 in house Forest School Practitioner 	<ul style="list-style-type: none"> -Nurture by Nature -Outdoor Learning Curriculum teams 	<ul style="list-style-type: none"> - Forest School costs approx £7000 pa Capital spend for Farm approx. £6000 Training – approx. £1300 	<ul style="list-style-type: none"> Forest School sessions – ongoing -Farm Summer 2016 FS training Aut 16 – Summer 17 	Outdoor Curriculum Team	<ul style="list-style-type: none"> -Governor monitoring visits with Outdoor Curriculum team lead -Pupil Surveys and behaviour records -Training feedback -Curriculum mapping analysis -Thrive assessments
1.6	To create additional staffing roles to meet the needs of those children with SEMH needs	<ul style="list-style-type: none"> - Employ play and art therapists as required via the Unthank Family Centre - Review possibility of employing a school based counsellor 	HT/Govs	<ul style="list-style-type: none"> -SEN budget -Under staffing structure review 	Sept 2016	Impact overview from Inclusion Manager	Performance Management and impact form analysis

Priority 2	To improve writing by developing discrete teaching of phonics, spelling, grammar and punctuation						
Rationale	<ul style="list-style-type: none"> - SIDP 2015-16 additional Priority 7 focused on phonics approaches in the school and continues into this SIDP window to allow us to closely monitor impact - Phonics impact is a long term measure as well as a short term measure - Adjustments to the curriculum and end of Key Stage expectations increase technical expectations - Termly phase overviews have identified spelling as an area to improve - Previous issue identified in terms of phonics feed into this area 						
Success Criteria	<ul style="list-style-type: none"> - Year 1 phonics screening 2016 meets or exceeds national average and improves further in 2017. - Writing indicators (% at or above expected) increase in Y2,3 and 4 						
OFSTED	Outcomes	QTLA	PDBW	ELM	SMSC		
School Vision	<ul style="list-style-type: none"> - To provide challenge and support to allow everyone to achieve their potential. 						
Key Objective	<ul style="list-style-type: none"> - Quality of writing improves across the school 						
Intended Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation	
2.1	Continue the audit and evaluation process from SIDP 15/16 Priority 7	Priority 7 was added to the SIDP for 15/16 in the autumn term of 2015. See attached appendix	-	-	--	-	-
2.2	Develop opportunities for interactive learning in phonics	<ul style="list-style-type: none"> - Feedback to staff VG visit and share ideas for interactive opportunities. - Planning scrutinised to monitor planning of these opportunities - Learning walks to look at how these interactive opportunities are being incorporated into daily lessons. - Work scrutiny to ensure children are embedding their phonics skills in writing and are at the appropriate phase. 	Lit curriculum team JM SLT	Team meeting time	See gant planner	HT	Govs monitoring with phase leaders
2.3	Further develop our phonics resources	<ul style="list-style-type: none"> - Create a bank of phonics websites for staff to use and children to access. - Provide each class with a box of phonics resources to include flashcards, sound mas, word mats, magnetic letters, phonics games, picture cards. - Learning walks to look at use of these resources. - Work scrutiny to ensure children are embedding their phonics skills in writing and are at the appropriate phase. - Supplement last year's phonics purchase further as needed 	Lit curriculum team	£500 £1000	Resources – Summer 16 Monitoring – ongoing Books – Summer 16	AH Lit	Phonics scores Review of monitoring records
2.4	Resource materials for the discrete teaching of SPAG	<ul style="list-style-type: none"> - Staff to review different resources - Purchase on SPAG resources to support teaching and learning 	SLT	£2000	By Sept 17	AH Lit	Data –

		- Purchase SPAG assessment resources to track progress					
2.5	Develop staff grammar subject knowledge	- Arrange whole staff training in grammar subject knowledge to ensure consistency in line with the national curriculum	AH Lit	£350	Spring 17	AH Lit	Staff surveys Monitoring reports Learning Walks/Lesson monitoring
2.6	Develop parents' knowledge of spelling and grammar expectations for KS2	- Parent meetings led by staff: Spring term 2016 (Spelling) and Summer term 2016 (Grammar) - Grammar and spelling booklets for parents - Improve website content - Phonics parents meetings	Year 3 teachers	Time	Spring and Summer 2016	DH	Parent surveys

Priority 3	To develop the school site to maximise learning opportunities for children						
Rationale	<ul style="list-style-type: none"> - Transition to Primary requires the school to ensure suitable learning environment for extended age range - Significant building works requiring provision to be moved, altered or replaced - Outdoor learning was established as a key priority in the last SIDP and links to Priority 1 of this SIDP 						
Success Criteria	<ul style="list-style-type: none"> - Safe development of site - Primary site provision fully in place by Sept 17 						
OFSTED	Outcomes	QTLA	PDBW	ELM	SMSC		
School Vision	<ul style="list-style-type: none"> - To ensure a safe, happy and positive place for children, staff and parents - To create learning that allows children to make mistakes, explore, discuss and understand in an environment that excites the imagination. 						
Key Objective	- An outstanding primary site is developed						
Intended Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation	
3.1	Create a new EYFS outdoor area to provide range of learning opportunities	<ul style="list-style-type: none"> - Consult children and visit other settings - Liaise with NPS and CS to design new area - Building work to take place July/ August 2016 	EYFS AH HT	Funded via transition	Complete by Sept 2016	NPS/HT	Gov Deep Dive
3.2	Extend hard surface areas in the school to facilitate the KS2 PE curriculum and lunch/break provision	<ul style="list-style-type: none"> - Liaise with NPS and CS to design new area - Building work to take place July/ August 2016 	HT Govs	600m2 funded by transition Gov have agreed up to £22,500 to provide an additional 300m2	Complete by Sept 2016	NPS/HT Thrive data	Sports curriculum opportunities Behaviour incident and records
3.3	Extend field space and range of markings to facilitate the KS2 PE curriculum and lunch/break provision	<ul style="list-style-type: none"> - Liaise with NPS and CS to design new area - Changing of school boundary to take place July/ August 2016 - Arrange maintenance and markings 	HT Sports Lead Premises Manager NPS	£2000 pa additional costs for maintenance and markings Additional costs to be met by transition funds	Complete by Sept 2016	Govs	Sports curriculum opportunities Behaviour incident and records
3.4	Develop an 'Ashleigh Farm' on	- Grant funding from Ernest Cook and Capital funds agreed by governorss last financial	Outdoor learning team	Approx £6000	Ongoing but initial	Outdoor learning team	Pupil Survey

	site to provide opportunities across the curriculum and a focused 'well being hub'	<ul style="list-style-type: none"> - year - Year 3 curriculum project to develop farm as part of Farm to Fork topic - Install infrastructure in Easter holiday and develop in line with children's suggestions 	Y3 staff/children		stage complete by end of Summer 2016		Behaviour records Thrive assessments
3.5	To extend the Forest School site further	<ul style="list-style-type: none"> - Screen forest school area from the road - Create wild flower meadow for habitats investigation - Plant trees 	Outdoor education team	Capital project funds approx. £2000	Summer 2016	HT	Govs deep dive day Frequency of use Behaviour improvement
3.6	Extend the school building to become a two form entry Primary	<ul style="list-style-type: none"> - Main build project to begin October 2016 - Regular contact with NPS in planning and tendering process - Regular meetings with site manager once build commences - Ensure children involvement where possible and suitable 	HT Govs	Transition funding	Oct 2016 - Sept 2017	NPS HT	Govs Effective use of site during works

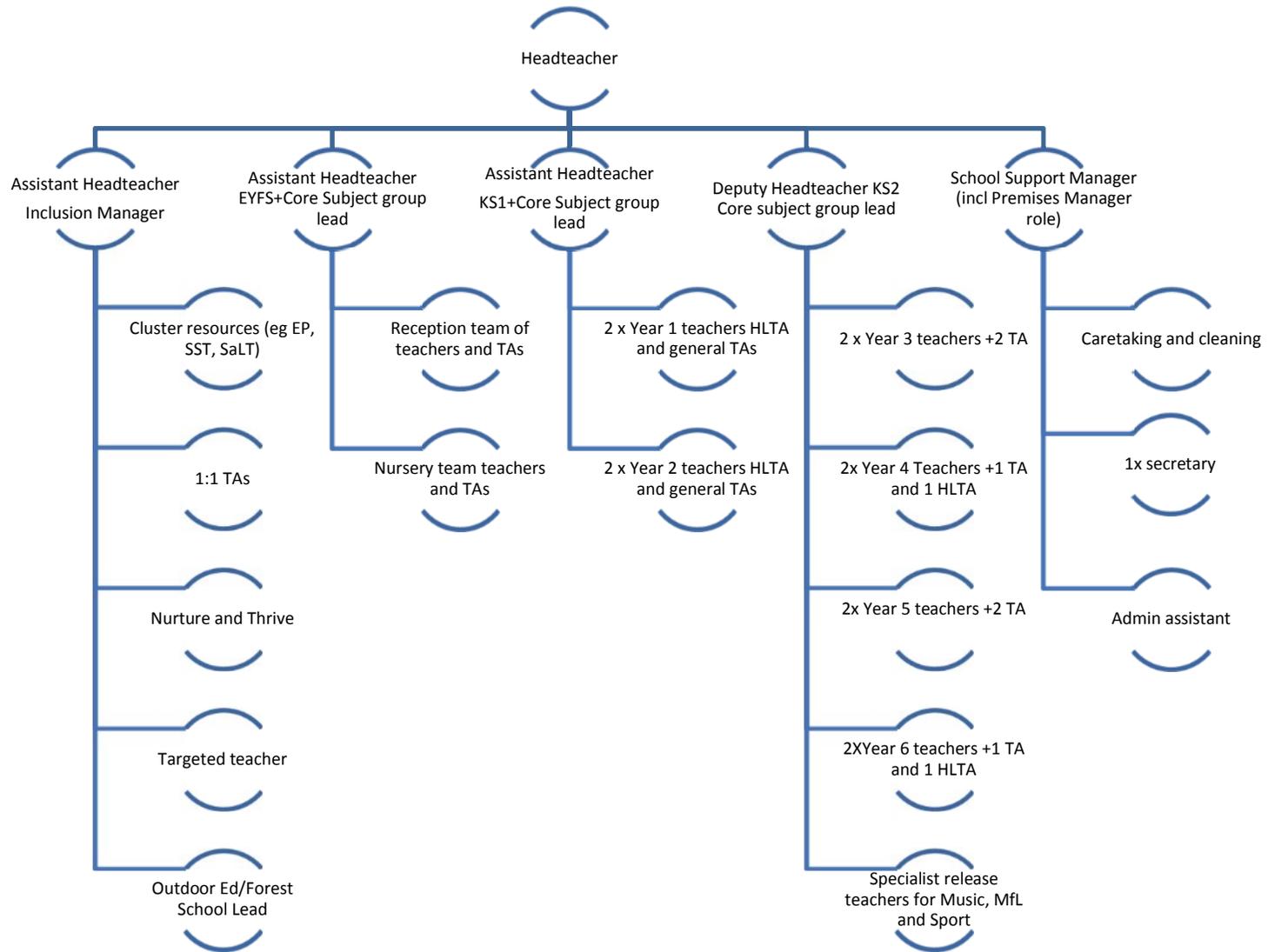
Priority 4	To establish and develop Building Learning Power across the school						
Rationale	<ul style="list-style-type: none"> - EEF research shows: 'Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils - Professional Learning Communities (PLCs) will provide a structured vehicle to develop Teaching and Learning within the school 						
Success Criteria	<ul style="list-style-type: none"> - Three BLP principles of perseverance, collaboration and questioning are embedded in whole school practice resulting in improved learning behaviours 						
OFSTED	Outcomes	QTLA	PDBW	ELM	SMSC		
School Vision	<ul style="list-style-type: none"> - To develop a love of learning that creates lifelong learners. 						
Key Objective	To develop and improve metacognition across the school						
Intended Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation	
4.1	All staff have a clear understanding of BLP and how it will be applied across the school	<ul style="list-style-type: none"> - BLP trainer to deliver whole staff training INSET on 1/9/16 - BLP trainer to meet with SLT to develop yearlong professional learning communities approach - Staff BLP lending library created 	All staff BLP facilitator	1 INSET day £1200	Sept 2016	HT	Staff evaluations
4.2	Through professional learning communities teachers develop the trait of perseverance with their pupils in an age appropriate manner	<ul style="list-style-type: none"> - Use of online BLP Stepping Stones for whole school input - PLCs meet at least half termly to discuss learning and share good practice 	All teachers Coordinated by DH TAs invited	At least one staff meeting per half term £333 online licences	Autumn term 2016	Learning Walks Lesson obs (whole school initiatives criteria)	Gov DDD Pupil Voice/survey Log of traits/pupil sampling and tracking Think in pink Progress reports C of EL
4.3	Through professional learning communities teachers develop the trait of collaboration with their pupils in an age	<ul style="list-style-type: none"> - Use of online BLP Stepping Stones for whole school input - PLCs meet at least half termly to discuss learning and share good practice 	All teachers Coordinated by DH	At least one staff meeting per half term £333 online licences	Spring term 2017	Learning Walks Lesson obs (whole school initiatives criteria)	Gov DDD Pupil Voice/survey

	appropriate manner	-	TAs invited				Log of traits/pupil sampling and tracking Log of traits/pupil sampling and tracking Think in pink Progress reports C of EL
4.4	Through professional learning communities teachers develop the trait of questioning with their pupils in an age appropriate manner	<ul style="list-style-type: none"> - Use of online BLP Stepping Stones for whole school input - PLCs meet at least half termly to discuss learning and share good practice 	<p>All teachers</p> <p>Coordinated by DH</p> <p>TAs invited</p>	<p>At least one staff meeting per half term</p> <p>£333 online licences</p>	Summer term 2017	<p>Learning Walks</p> <p>Lesson obs (whole school initiatives criteria)</p>	<p>Gov DDD</p> <p>Pupil Voice/survey</p> <p>Log of traits/pupil sampling and tracking</p> <p>Log of traits/pupil sampling and tracking</p> <p>Think in pink</p> <p>Progress reports C of EL</p>

Priority 5	To further develop systems of assessment, moderation and reporting						
Rationale	<ul style="list-style-type: none"> - Interim standards for KS1 will be used for the first time in Summer 2016 - Curriculum and the language of assessment have changed - The school continues to grow - New assessment policy in place 						
Success Criteria	- The school has a clear approach to transitioning to new assessment procedures and can ensure they are accurate and shared clearly with parents						
OFSTED	Outcomes	QTLA	PDBW	ELM	SMSC		
School Vision	- To provide challenge and support to allow everyone to achieve their potential.						
Key Objective	- To have accurate assessments of children's achievements using national expectations and share with parents appropriately						
Intended Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation	
5.1	End of KS1 judgements are well supported by evidence for moderation	<ul style="list-style-type: none"> - Reallocate targeted teacher to Year 2 morning sessions for 7 weeks - 3 teachers work together to plan, teach and assess to ensure Interim standards are met and to provide internal checks and balances - A clear evidence base is created to aid professional development of staff and contribute to cluster workings 	CM	- Approx £6000	Summer term 2016	AH KS1	Y2 outcomes Evidence base acquired
5.2	Across KS1 and KS2 standardised testing is used to inform and moderate teacher assessment	<ul style="list-style-type: none"> - PUMA and PIRA to be used across KS1 and KS2 to provided standardised scores - Scores used in teacher assessment and pupil progress meetings to assist moderation in transition 	Phase leaders Teachers	- Approx annual cost £3000	Termly	HT	Data review
5.3	Cluster work allows us to moderate teacher judgements against other schools	<ul style="list-style-type: none"> - Attend EYFS cluster moderation (Ashleigh) - Attend KS1 cluster moderation (Wreningham) - EYFS teacher trains as county moderator - Year 3 to moderated with cluster schools 	LC JM JG RC LG	- Release time approx. £1000	Modertion Summer 2016 Ongoing throughout the year	HT	Gov monitoring visits with phase leaders
5.4	The school creates its own standards files based on the new Interim standards and contributes to a cluster model	<ul style="list-style-type: none"> - AH KS1 to attend moderation training - Additional teacher for morning (see 5.1) to allow staff to produce more detailed evidence files - Share results with cluster schools 	JG CM	- Moderator training funded by LA	Summer term 2016	AH EYFS HT AH KS1	LA feedback Evidence base acquired
5.5	Sufficient challenge and opportunity is	- Additional teacher in Y2 to take children identified as on track to be working at	CM	- Costed in 5.1	Summer term 2016 (targeted teacher	AH KS1	HT

	in place to allow targeted children to work at greater depth within the expected standard	greater depth for 7 week period in Summer term 2016 - Challenge groups across EYFS, KS1 and KS2 in Literacy and Numeracy - Chilli challenge approach across the school			role to resume previous approach in Sept 2016)		
5.6	Reporting to parents is regular, in appropriate language and prompts discussion of next steps in learning	- Adopt the termly progress report trialled after the parent forum - Align with parents evening to prompt greater discussion - Tapestry	All teachers	- Time	Termly	HT	Govs monitoring visit Next parent survey

Priority 6	To extend our existing Maths practices into KS2						
Rationale	- Numicon has helped to improve Maths attainment and progress across the school - Additional KS2 year groups would benefit from a consistent use of concrete resource						
Success Criteria	- Numicon is used effectively to enhance learning across the school						
OFSTED	Outcomes	QTLA	PDBW	ELM	SMSC		
School Vision	To provide challenge and support to allow everyone to achieve their potential.						
Key Objective	- Improve KS2 Maths outcomes						
Intended Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation	
6.1	To implement Numicon across the school	- Arrange whole school Numicon training - Purchase Numicon resources for year 3 and 4 - Maths observation to assess impact of actions	AH KS1 Technical curriculum team	Training - £2000 Resources £2000	Training Jan 2017 See GANT planner for detailed timeline	AH Maths Lead - Maths Observations	HT
6.2	To continue to investigate best practice in other schools	- JW to attend Norfolk Maths Team briefings - 2 day subject knowledge training JW (cascade to staff) - Visit Ark academy to observe Maths	JW	£500	Termly briefings Autumn 2016 training	AH Maths Lead Technical team	HT



2015-2016	Lesson Observation	Learning Walk (3.1)	Work Scrutiny (1.3)	Data Submitted by Teachers	SLT data meeting	Pupil Progress Meetings	Reporting to parents	Teachers' PM	TA PM and training	Phase leader review	FGB and Comm dates	Review/write PSP/PP CT's	
September	7		Policy					Self assess					
	14							Teacher standards					
	21	SN and SLT											
	28												
October	5		SN JM JG					Reviews					
	12		JM and SN Lit					and					
	19	SLT evaluation						target set			FGB		
	26	HALF TERM BREAK											
November	2										Curr		
	9		SN + Ext Y3								Res		
	16	SLT evaluation					Parent's Eve						
	23		SN,DL,CM - PP focus	JG and LE - KS12	Testing								
December	30-Nov			DL, JM, SN EYFS	Submit TA and SS						FGB		
	7												
	14											Sampling SN and DL	
	21	HALF TERM BREAK											
January	4						Progress report						
	11	SLT	JG and LE										
	18	SLT							TA PM				
	25	SLT	Whole staff										
February	1			JG, SN and LE - KS12				Mid year reviews					
	8		JM and VG Lit?	DL, JM, EYFS									
	15	HALF TERM BREAK											
	22	DD	DD	DD		DD	DD	DD					
March	29 Feb												
	7												
	14		SLT evaluation		Testing							Sampling SN and DL	
	21		SN,DL,CM - PP focus		Submit TA and SS								
April	28	EASTER BREAK											
	4												
	11						Progress report						
	18												
May	25		JG and JM				Parent's Eve						
	2												
	9	SLT		JG and LE - KS12									
	16	SLT		DL, JM, EYFS	Y2 assessment?								
June	23	SLT		SN evaluation									
	30	HALF TERM BREAK											
	6												
July	13		SN and LE		Y1 phonics								
	20				Testing								
	27				Submit TA and SS		Year end report					Sampling SN and DL	
	4	DD	DD	DD				Reviews					
July	11												
	18												

- All monitoring activities will be logged on Perspective using agreed formats.
- All staff performance Management will be recorded and evidenced on Perspective
- Data will be submitted via Pupil Asset by the end of the Friday of the week indicated
- Progress reports (PR) for KS1 and KS2 will be one side of A4 in a format agreed at Parent Forum (highlighted statements). EYFS will be Tapestry share.

