

## Edith Weston Academy Term 5&6 focus

**A & B: Quality of teaching, learning, assessment and the impact on outcomes for children and learners**

Priority 1: To improve end of year outcomes in Maths & Reading

Objective	Actions to be taken	Responsibility	Monitoring and evidence	Evaluation of success
<p><b>Objective 1a</b> Maths:</p> <ul style="list-style-type: none"> <li>Children to gain a stronger ‘number sense’</li> <li>All children will be working towards age appropriate targets for multiplication and division (except for SEN pupils) in readiness for Y4 times tables tests – 2020 Year 2: x2, x5, x10 Year 3: x3,x6,x4,x8 Year 4: All x tables to 12 x 12</li> </ul>	<ol style="list-style-type: none"> <li>Embed TT rockstars across school:               <ul style="list-style-type: none"> <li>✓ Send reminder notices to parents via newsletter &amp; email</li> <li>✓ Weekly use in class via app &amp; website resources</li> <li>✓ Update TT display &amp; link to rockstars theme.</li> <li>✓ Celebrate success via SHINE assembly &amp; newsletter</li> <li>✓ LP to monitor use fortnightly</li> <li>✓ Prepare for Tables Check by using the sample check in June.</li> </ul> </li> <li>Data to be reviewed on TT to monitor progress:               <ul style="list-style-type: none"> <li>✓ HLP pupil progress</li> <li>✓ Vulnerable groups</li> <li>✓ Boy vs Girl</li> <li>✓ Progress towards multiplication tables.</li> <li>✓ Analysis of ‘at risk pupils’ on TT &amp; those not meeting GDS yet- what are they missing?</li> </ul> </li> </ol>	<p>LP to monitor &amp; promote Class teachers to use weekly</p> <p>LP to monitor in discussion with class teachers.</p> <p>Class teachers &amp; LP</p>	<ul style="list-style-type: none"> <li>Numicon and other manipulatives seen in class during coaching sessions and drop ins</li> <li>CPD evidence from staff meeting</li> <li>Manipulatives mentioned in planning.</li> <li>Calculation policy followed</li> <li>List of suitable book ideas to be provided</li> <li>All children will have TT account and use can be monitored.</li> <li>Monitoring visit by Governors and EHT.</li> </ul>	



Year 56-consolidation To improve parental engagement in maths by inviting them to at least two different maths sessions and giving them pertinent information about their child's progress and next steps.	<p>3. At risk pupils identified through data analysis. Suitable interventions and support put in place within 2 weeks. ✓ 180 club (Year 6) ✓ Magic Maths (Year 2) ✓ LP intervention group</p> <p>4. Clear evidence for KPI statements and greater depth/mastery to be monitored by LP, LM and KS to ensure challenge for all learners, particularly HLP</p> <p>5. Use of reasoning and problem solving evident within lessons through the use of school resources such as Convince Me/Dip and Pick/Nrich/White Rose etc.</p> <p>6. Continue with 'Big Maths' sessions (1x term 5, 2x term 6). Morning of maths work that is in addition to daily/weekly problem solving/lessons. EYFS and KS1 to work together aka 'mini maths'. KS2 to work together.</p>	Class teachers		
<b>Objective 1b</b> To improve end of year outcomes in Reading by: ✓ Ensuring all children read at	<p>1. Continue to promote love of reading (progress and attainment) through whole school recognition in assemblies, newsletters, school boards and social media/website: certificates/Reading trophies/reading raffle</p> <p>2. Continue to revisit expectations for</p>	<p>1.PR to continue to promote with staff help.</p> <p>2.PR to monitor</p>	<ul style="list-style-type: none"> <li>• Evidence in newsletters and on social media</li> <li>• All classes to have records of reading in class</li> <li>• Incentive board for</li> </ul>	



# Brooke Hill Academy Trust School Development Plan 2018-2019

## Edith Weston Academy Term 5&6 focus

<p>least 3 times a week at home</p> <ul style="list-style-type: none"> <li>✓ Ensuring children read twice a week in school (individual and a group read)</li> <li>✓ Promoting a love of reading and a willingness to engage positively with books through whole school events that engage the wider school community</li> </ul>	<p>reading in school: frequency, recording of evidence, rewards and incentives, home-school agreement, class story. Monitor children who aren't reading at home and devise strategy for trying to engage these parents in reading at home.</p> <p>3. Reading café:</p> <ul style="list-style-type: none"> <li>✓ Reviewing success through parent voice survey</li> <li>✓ Look at developing reading workshops for parents</li> <li>✓ Continue with a café each term (suggested themes: bedtime story/teddy bear picnic)</li> </ul> <p>4. Continue to develop &amp; promote reading resources throughout school for reading at home:</p> <ul style="list-style-type: none"> <li>✓ Children's book swap/lending library</li> <li>✓ Parent/adult book box</li> <li>✓ Film staff and children reading stories for website. Create online library.</li> <li>✓ PTA donation of reading scheme books</li> <li>✓ Online book reviews</li> <li>✓ Yr56 bullet journals</li> <li>✓ Apply for reading book grant</li> </ul>	<p>what is happening. Discussion with staff regarding setting up incentive board</p> <p>3.PR</p> <p>4.PR &amp; LP to lead with other staff to assist.</p>	<p>reading in classrooms</p> <ul style="list-style-type: none"> <li>• Feedback from parents and pupils</li> <li>• Use of TT to assess and track progress in all subjects</li> <li>• Monitoring visit by Governors and EHT.</li> </ul>	
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# Brooke Hill Academy Trust School Development Plan 2018-2019

## Edith Weston Academy Term 5&6 focus

<p><b>Objective 2</b></p> <p>To improve the quality and quantity of STEM opportunities to raise standards of attainment and ensure pupils are meeting ARE (75% of pupils in each class to achieve ARE) by having a termly STEM opportunity for all pupils</p>	<ol style="list-style-type: none"> <li>1. CS to explore the use of CREST investigator awards for school to promote scientific thinking.</li> <li>2. Develop children's use &amp; understanding of scientific vocabulary through a termly use of a 'Never Heard the Word' grid (Word/definition/image). Keep grids on display for children to refer to</li> <li>3. Regular moderation to ensure that TT assessment is covered and reference to the new curriculum – evidence in planning and books. Include monitoring of EYFS strands to check coverage. <ul style="list-style-type: none"> <li>✓ Impact of science week</li> <li>✓ Moderate TT judgements against evidence</li> </ul> </li> <li>4. Evidence of HLP needs met in Science via challenge, extension and opportunity.</li> <li>5. Promote STEM through: <ul style="list-style-type: none"> <li>✓ Science assemblies (Practical investigations that are verbally talked through). Video for sharing. Experiments &amp; methods acted out &amp; filmed with key words on hats/bibs.</li> <li>✓ Eco assembly/eco week/Osprey project/Outdoor classroom day</li> <li>✓ Science café- mixed age group</li> </ul> </li> </ol>	<p>1.CS</p> <p>2. KS to show staff her examples. All staff to develop use in their classroom.</p> <p>3 &amp;4. CS and LP to monitor books and TT at end of May 19. Monitoring by Governors too. LP and MS to discuss EYFS</p> <p>5.CS to organise. All staff to plan. Governors to be invited.</p>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Books</li> <li>• Assessment on TT</li> <li>• Staff meeting notes</li> <li>• Monitoring visit by Governors and EHT.</li> </ul>	
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# Brooke Hill Academy Trust School Development Plan 2018-2019

## Edith Weston Academy Term 5&6 focus

	<p>investigations</p> <ul style="list-style-type: none"> <li>✓ School 'reasoning' day- problem solving/teamwork day linked to maths/science/R2R. Teachers to plan together to ensure all areas covered.</li> <li>✓ MS to do a forest schools activity during Outdoor classroom day</li> </ul>			
<p><b>Objective 3:</b> To ensure that there is at least one piece of weekly cross-curricular writing evidence with regular opportunities for extended writing.</p> <p>Work towards getting evidence of greater depth in writing across the whole school</p> <p>Improve quality of spelling, handwriting and presentation across the pupil's writing</p>	<ol style="list-style-type: none"> <li>1. Cross curricular writing to be evidenced and on display. One piece from each class to go on display in school office &amp; on the website.</li> <li>2. Cross county moderation for summer term to be attended by all teaching staff</li> <li>3. Writing to be monitored by PR &amp; LP looking at: <ul style="list-style-type: none"> <li>✓ Vulnerable groups identified on TT</li> <li>✓ Identifying GDS or potential GDS- what are they missing?</li> <li>✓ Chn identified as 'at risk'- what do they need to secure?</li> </ul> </li> <li>4. PR to run a GDS day for these pupils: <ul style="list-style-type: none"> <li>✓ Consider visual literacy resources</li> <li>✓ Link to cross curricular elements</li> <li>✓ Find &amp; Share good quality texts (ideas &amp; resources to be shared @ beginning of staff meetings)</li> </ul> </li> <li>5. To embed the handwriting, spelling and presentation policy: <ul style="list-style-type: none"> <li>✓ Pen licences</li> <li>✓ Ensure weekly spellings are having impact</li> <li>✓ Embed 'Never Heard the Word' grids to promote vocabulary</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. All staff.</li> <li>2.All staff</li> <li>3.LP and PR to review in T5.</li> <li>4.PR</li> <li>5.All staff</li> </ol>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Books</li> <li>• Assessment on TT</li> <li>• Writing shared on newsletter, school boards, website and social media.</li> <li>• Monitoring visit by Governors and EHT.</li> </ul>	



## Brooke Hill Academy Trust School Development Plan 2018-2019

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### Edith Weston Academy Term 5&6 focus

	✓ KS & PR to review phonics to ensure consistency of planning.			
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# Brooke Hill Academy Trust School Development Plan 2018-2019

## Edith Weston Academy Term 5&6 focus

### C: Effectiveness of Leadership and Management:

Priority 1: To develop the confidence of subject and middle leaders within EWA and the MAT

Priority 2: To ensure that NQTs are full supported and successful during their induction year

Priority 3: To increasing/maintaining pupil numbers in Pre-school/across school

Priority 4: To review and evaluate Target Tracker to ensure effective assessment and tracking is in place for September

Priority 5: To complete the SSLIP programme, implement actions and changes from the review if necessary (Teaching and learning plan) and review for September

Priority 6: To begin to implement elements from the Nurture School programme and the ADHD kitemark.

Objective	Actions to be taken	Responsibility	Monitoring and evidence	Evaluation of success
Priority 1: To develop the confidence of subject and middle leaders within EWA and the MAT	<ol style="list-style-type: none"> <li>1. Regular senior leadership meetings established</li> <li>2. Subject leadership training for NQT's and RQTs (Governors, monitoring visits, book looks etc). LP to mentor. Review use of policies- impact and implementation of calculation, presentation and new writing policy.</li> <li>3. Subject leader files to be reviewed by HoS during Term 5.</li> <li>4. Subject leaders given time for moderation &amp; subject visits.</li> <li>5. WOW week!- Staff given opportunity to go &amp; see each other teach &amp; share +ve feedback. Staff to develop confidence to coach each other.</li> </ol>	<ol style="list-style-type: none"> <li>1. SLT</li> <li>2. LP to work with Ailsa, Steph and Lesley to lead sessions for RQTs, NQTs and +2's.</li> <li>3. LP</li> </ol>	<ul style="list-style-type: none"> <li>• Diary appts</li> <li>• Meeting notes</li> <li>• Subject leader files up to date and comprehensive</li> <li>• Assessment reports and analysis</li> <li>• Course notes and certificates</li> <li>• Governor monitoring reports</li> </ul>	



# Brooke Hill Academy Trust School Development Plan 2018-2019

## Edith Weston Academy Term 5&6 focus

Priority 2: To ensure that NQTs are full supported and successful during their induction year	1. LP to continue to mentor MS for T5&6 to ensure successful NQT year	1.LP and MS	<ul style="list-style-type: none"> <li>Meeting notes</li> <li>End of term reports</li> <li>MS course notes</li> </ul>	
Priority 3: To increasing/maintaining pupil numbers in Pre-school/across school	1. LP, KH and KC to review school website and ensure it is up to date. 2. LP and KH to invite media to any relevant event 3. EYFS to offer Stay & Play sessions & New parent induction meetings 4. SEE ALSO GOVERNOR ACTION PLAN	SM, LP and KH	<ul style="list-style-type: none"> <li>New prospectus</li> <li>Up to date website and social media.</li> <li>Newspaper and media reports</li> <li>Regular open days and parent session on school calendar.</li> </ul>	
Priority 4: To review and evaluate Target Tracker to ensure effective assessment and tracking is in place for September	1. LP and EH to set up working party for reviewing assessment 2. EH to send a review questionnaire around. 3. LP to speak with staff re views on TT. 4. Review TT judgements in line with internal & external moderation evidence. 5. Develop working party to trial use of app & effective working practices.	1. LP & EH 2. EH 3. LP 4. LP & subject leaders		





# Brooke Hill Academy Trust School Development Plan 2018-2019

## Edith Weston Academy Term 5&6 focus

Priority 5: To complete the SSLIP programme, implement actions and changes from the review if necessary (Teaching and learning plan) and review for September	<ol style="list-style-type: none"> <li>1. SLT to review the school week/term to reduce unnecessary interruptions &amp; allow maximum teaching time.</li> <li>2. LP to review SEND context following SSLIP review</li> <li>3. LP to review 'small steps' progress on TT for SEND pupils</li> <li>4. LP &amp; SM to review class timetables to ensure effectiveness of adult deployment</li> <li>5. LP to identify potential CPD areas for TAs to ensure theoretical understanding is up to date (Wilds Lodge, ADHD, Nurture Schools etc)</li> <li>6. Staff meeting for all staff to review Growth Mindset, use of language &amp; expectations for all pupils, challenge for HAP, use of questioning &amp; implementation of mixed ability groups.</li> </ol>	LP & SM	<ul style="list-style-type: none"> <li>• SSLIP meeting notes &amp; school champion notes</li> <li>• SEND review notes</li> <li>• CPD notes</li> </ul>	
Priority 6: To begin to implement elements from the Nurture School programme and the ADHD kitemark.	<ol style="list-style-type: none"> <li>1. All staff to attend ADHD Kitemark training</li> <li>2. LP &amp; PR to start the Kitemark folder</li> <li>3. LP &amp; PR to start Nurture programme folder &amp; complete baseline in staff meeting.</li> <li>4. Use baselines to identify priorities for Sept 19.</li> <li>5. LP to promote Nurture Week in T5</li> <li>6. LP, PR &amp; SM to identify children/class to Boxall profile as a baseline.</li> <li>7. PR to use some Nurture strategies in class as a pilot – feedback from chn &amp;</li> </ol>	LP & PR	<ul style="list-style-type: none"> <li>• Kitemark notes &amp; folder</li> <li>• Nurture programme notes &amp; folder</li> <li>• Boxall results</li> <li>• Feedback &amp; evidence from class</li> </ul>	



## Brooke Hill Academy Trust School Development Plan 2018-2019

### Edith Weston Academy Term 5&6 focus

	<p>share success with staff</p> <p>8. LP to review procedures for transitions within school (baseline assessments, Service family moves, end of year moves etc)</p>			
<p>Priority 7: To begin to implement elements from the Routes to Resilience programme.</p>	<p>1. Raise profile of R2R throughout school</p> <ul style="list-style-type: none"><li>✓ R2R words on display in all classes and referred to in lessons</li><li>✓ R2R words referred to in assemblies, SHINE awards, newsletters and displays</li><li>✓ R2R parents session to be held at EWA</li><li>✓ Link to SSLIP work to promote independence &amp; positive learning traits</li></ul> <p>2. LP to be MAT ambassador at Resilient Rutland meeting</p>	<p>LP &amp; class teachers</p>	<ul style="list-style-type: none"><li>• Displays</li><li>• Feedback from R2R parents session</li></ul>	



# Brooke Hill Academy Trust School Development Plan 2018-2019

## Edith Weston Academy Term 5&6 focus

### D: Personal Development, behaviour and welfare:

Objective	Actions to be taken	Responsibility	Monitoring and evidence	Evaluation of success
To promote a healthy lifestyle and mental wellbeing amongst pupils	<ol style="list-style-type: none"> <li>1. Further embed Routes to Resilience work across school (see priority 7 above)</li> <li>2. Nurture programme (see priority 6 above)</li> </ol> <p>SEE ALSO GOVERNOR ACTION PLAN</p>	LP & PR	<ul style="list-style-type: none"> <li>• Newsletters</li> <li>• Assessments and planning</li> <li>• Staff meeting notes</li> <li>• Photos</li> </ul>	
To promote a healthy lifestyle and mental wellbeing amongst staff.	<ol style="list-style-type: none"> <li>1. To continue to recognise staff wellbeing as a priority through the use of initiatives such as:               <ul style="list-style-type: none"> <li>✓ Staff raffle</li> <li>✓ Shout out board</li> <li>✓ Review of weekly timetables (see priority 5 above)</li> <li>✓ 10min sharing of good ideas from CPD at start of staff meetings</li> <li>✓ Look into having a staff &amp; pupil mental health first aider</li> </ul> </li> <li>2. LP to add section to website/s about actions in place to support staff &amp; pupil wellbeing across school</li> </ol>	All staff	<ul style="list-style-type: none"> <li>• Meeting notes</li> <li>• Coaching notes</li> </ul>	
To review EWA behaviours for learning	<ol style="list-style-type: none"> <li>1. Review school rules, school values &amp; R2R words to ensure there is clarity &amp; consistency on school expectations.</li> </ol>	All staff	<ul style="list-style-type: none"> <li>•</li> </ul>	



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