

Academy Improvement Plan For Curriculum Subjects

Lindfield Primary Academy 2019-20

ART

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
i	WEBSITE -Subject Intent -Promotion of Subject	Website will be current and purposeful throughout the year	<ul style="list-style-type: none"> - Update website with reviewed curriculum statement about INTENT - Updated whole school curriculum map available - Examples of what each year group are learning throughout the year - Photos galleries created of special events in Art, including enrichment activities and cross curricular learning, visits etc 	RS	This will be ongoing throughout the year.	Scrutiny of website	
	TEACHING AND LEARNING IMPLEMENTATION	Planning and teaching to match new whole school art plan	<ul style="list-style-type: none"> - Planning scrutiny to ensure weekly plans match new medium term plans across the whole school - Staff meeting good practice to feature refreshers on art techniques and resources - Use of Access Arts website to continue to inform planning and teaching art as a 'journey' - Book scrutiny of sketchbooks to ensure <i>process</i> of artwork is recorded, not just outcome 	RS	Autumn term planning scrutiny Spring term Sketchbook 'look'	Evidence of work in sketchbooks (KS2). Art plans on short and medium term planning formats.	

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	ASSESSMENT-IMPACT	Evidence of <i>progression</i> in art through the school	<ul style="list-style-type: none"> - Ensure statements on target tracker match up with curriculum being taught. - Sketchbook scrutiny and examples of EY/KS1 art work collected for virtual portfolio/website - Use Access Arts progression document to update whole school skills map 	RS	Summer 2020	Range of artwork showing progress from range of year groups on display around school	
	SUPPORT FOR STAFF	Staff to be confident teaching the new planning chosen from Access Arts	<ul style="list-style-type: none"> - Staff survey to analyse staff confidence in different areas of art - Good practice time in staff meeting to share good practice across year groups - CPD modules on Access Arts made available to staff - 'Week of drawing' to launch use of sketchbooks and provide ideas/stimulus for promoting drawing as start to sketchbooking 	RS All staff	Autumn Term Ongoing	Staff survey results. Quality of planning and work produced in lessons.	

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						Evidence of drawing in sketchbooks from Autumn Term	
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	Workshops and off site visits to promote art among pupil groups (MA, SEND, PP)	<ul style="list-style-type: none"> - Contact local art venues/museums about options for school visit - Plan an off-site visit to arts-based venue - Link up with other locality primary schools for art competitions or workshops 	RS/Vs/RC	By summer Term	Photos on school website.	
	SECONDARY LINKS	Regular work with art teacher in local secondary school	<ul style="list-style-type: none"> - Plan workshops linked to themed weeks or whole school events - Meetings with Oathall art department to build on links. - Children to visit art department at Oathall for further links - Identify areas for staff CPD and have Oathall staff run this 	RS/Vs	Throughout year	Art from workshops on display around school. Photos and examples of	

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						work on website.	

COMPUTING

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
2.	<p>WEBSITE 1.1.</p> <p>-Subject Intent</p> <p>-Promotion of Subject</p> <ol style="list-style-type: none"> 1. Statutory information currently up to date. 2. Staff use of website could be improved. 3. Currently not using the terms Intent, Implementation and Impact. 4. Computing curriculum workshops for parents offered but not well attended. 5. We participate in E-safety Day and 	<ol style="list-style-type: none"> 1. Statutory information is present and up to date. 2. Staff to update the News section of the website. Year group content to be refreshed for the new academic year. 3. For the computing area of the website to include the terms Intent, Implementation and Impact. 4. Computing curriculum workshops to be well attended and parents / carers to have a better understanding of what we do at school. 5. E-safety Day and Computer Science Week to have a bigger impact on children and parents. 	<ol style="list-style-type: none"> 1. Regularly update the E safety section on the website refer to Trust audit. 2. Remind staff at the beginning of the new academic year and in AOB each term to check the website content. Review the website once a term. 3. Write computing curriculum Intent statement and upload to website. 4. Change the format to be workshop based and exciting sounding. Parent and child workshops? 5. PurpleMash workshop for parents to coincide with Computer Science Week. Digital Leaders take a larger role in E-Safety Day 		<p>Termly</p> <p>Termly</p> <p>End of Autumn term</p>	<p>Successful website review by the Trust</p> <p>Website will have more current content (website review)</p>	

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	Computer Science Week				Termly Termly	Feedback from parents.	
	<p>TEACHING AND LEARNING IMPLEMENTATION</p> <ol style="list-style-type: none"> Most year groups are following the PurpleMash scheme of work. It is not always possible to complete all the units within a year and it is unclear what has been missed. 	<ol style="list-style-type: none"> For all year groups to be confidently teaching computing through the PurpleMash scheme of work. Teachers adapting plans to use other software and devices eg Sphero, Scratch. Gaps to be filled by year groups focusing the next year where content has been missed the previous year. 	<ol style="list-style-type: none"> Teachers to be given time to look through the year group curriculum and amend Learning Journey. Staff training (see below) Honest audit of what has been taught each academic year to be shared with computing lead and next year group. Eg if creativity is missed in year 2 due to restrictions in time, that could start the following year. 		Summer term Summer Term	<ol style="list-style-type: none"> Planning scrutiny, evidence in Learning Journals, discussions with teachers. Check gap analysis on TT. Discussions with teachers. 	

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	<p>ASSESSMENT-IMPACT</p> <p>1. Absence of pupil voice about their learning.</p>	<p>1. Children are able to talk about their learning and identify progress they have made and next steps.</p>	<p>1. Talk to children to get pupil voice about their learning.</p>	RA	Summer term	<p>Children will be able to talk about what they have learnt / enjoyed and what they think their next steps might be.</p>	
	<p>SUPPORT FOR STAFF</p> <p>1. Teachers are using Target Tracker to assess the children using the statements. 2. We have recently purchased Spheros but at present, staff don't know how to use them.</p>	<p>1. Teachers will be confident when assessing the children against the criteria. 2. All teachers will have used the new equipment at least once.</p>	<p>1. Organise a drop in service where teachers can complete Target Tracker with me available to support explaining statements teachers may be unsure of. 2. Staff training on Spheros x2 Staff Meetings including computing curriculum powerpoint.</p>		<p>End of term data time</p> <p>Summer term</p>	<p>Gap analysis on Target Tracker should present a clearer picture.</p> <p>Evidence in Learning Journals.</p>	

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	<p>ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)</p> <p>Digital Leaders provides an enrichment opportunity for yr 5/6 children.</p> <p>Technology is used to support SEN / PP children.</p>	1. Enhanced provision for More able / SEND / PP	1. Sphero session specifically for target groups.		Spring term	Photographic evidence / website?	
	<p>SECONDARY LINKS</p> <p>There are currently no links for computing with local secondary schools.</p>	1. To have a link with a local secondary school.	1. Contact local secondary school and see what links could be established.		Autum term		
	<p>SAFEGUARDING</p> <p>There is currently only 1 password for all children across</p>	<p>1. All children in KS2 to have personal passwords to PurpleMash.</p> <p>2. All children in KS2 to personal logins to the</p>	1. Check all PurpleMash usernames are correct and any children who have left / joined are accounted for. Change passwords for KS2.		Early Autumn term	KS2 children will have personal username and passwords for	

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	the school for both PurpleMash and the network. All children currently log on to the server as Student	school server with personal passwords.	2. Export PurpleMash usernames / passwords into a spreadsheet for the technician to transfer and create user accounts to the village domain.			PurpleMash and the academy domain.	

DESIGN AND TECHNOLOGY

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
i	<p>WEBSITE</p> <p>-Subject Intent</p> <p>-Promotion of Subject</p> <p>The DT page has been added to the website including an introduction, aims for the subject and a whole school plan. Headings need to be updated and a gallery of images added.</p>	<p>A gallery images added to create a website section to show the Implementation of DT. Headings need to be updated.</p>	<p>1.1.</p> <p>Source specific images from year groups showing the variety of food skills, mechanisms, design and work with structures that take place throughout the Academy.</p>	JR	July 2020	<p>Visitors, current and potential parents will be informed about the broad range of DT knowledge, skills and experiences provided by the Academy.</p>	
	<p>TEACHING AND LEARNING IMPLEMENTATION</p> <p>The whole school plan for DT has been updated through discussion with year groups and a review of breadth and depth across the school.</p>	<p>Children will increase their understanding of where food comes from, of seasonality and of how ingredients are grown, reared, caught and processed.</p>	<p>1.2.</p> <p>Year 5: Introduce the 'Grow Your Own Potatoes' scheme.</p> <p>Year 4: Update resources to include seasonality.</p> <p>Year 3: Support planning healthy drinks focused on fruits grown in Africa</p>	JR	July 2020	<p>Cooking and Nutrition Target Tracker Statements will be assessed at WT/ A or M for all children.</p>	

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			Year 1: Introducing Traffic Light Food Game and where it grows activity.				
	<p>ASSESSMENT- IMPACT</p> <p>Whole school DT plan has been updated to include topic relevant learning experiences that cover all tracker statements.</p> <p>10% of tracker statements are assessed as 'Not Begun' which will be addressed when revised Whole school plan is implemented.</p>	100% of Target Tracker Statements will be assessed at WT/ A or M for all children.	<p>1.3.</p> <p>Ensure guidance and resources are created for all new or revised learning experiences.</p>	JR	July 2020	100% of Target Tracker Statements will be assessed at WT/ A or M for all children.	
	<p>SUPPORT FOR STAFF</p> <p>Through discussion year group teachers have developed ideas for new learning experience to provide greater breadth and depth. Several year groups will be initiating new Design and</p>	The Whole School Design and Technology plan will continue to be updated as Year groups implement and review new projects.	<p>1.4.</p> <p>Health and Safety Training for JR</p> <p>Ensure guidance and resources are created for</p>	JR	Sep 2020	<p>100% of Target Tracker Statements will be assessed at WT/ A or M for all children.</p> <p>Evidence collected showing quality of</p>	

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	technology projects and challenges.		all new or revised learning experiences. Write planning and create resources for a Year 3 building challenge to develop the whole school progression in structures.			products and experiences.	
	ENRICHMENT (MORE ABLE/PUPIL PREMIUM) Pupil Premium children were invited to a whole day workshop of collaborative Design and Technology creating shared products from recycled materials.	Through awareness of both current and past inspirational people that work in the field of Design and Technology children foster 'an appreciation of human creativity and achievement'.	1.5. Reinforce Design heroes as an introductory resource for specific projects. Ensure guidance and resources are provided support a deeper awareness of a design brief e.g. fair-trade, caring for wildlife, food miles etc.	JR	July 2020	Evidence collected showing quality of products and experiences.	

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	<p>SECONDARY LINKS</p> <p>The Oathall DT Masterclasses were unavailable during this academic year.</p>	<p>Reestablished links with Design and Technology team at Oathall Community College.</p>	<p>1.6.</p> <p>Show support for Masterclasses.</p> <p>Make contact with Design and Technology team at Oathall.</p>	JR	Sep 2020	<p>Children with a flair or particular interest in Design and Technology will take part in specialist workshops at Oathall Community College.</p>	

GEOGRAPHY

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
1.	<p>WEBSITE</p> <ul style="list-style-type: none"> -Subject Intent -Promotion of Subject 	Website will be current and purposeful throughout the year	<p>Update website regularly.</p> <p>Focus on the curriculum statement about INTENT.</p>	SG	This will be ongoing throughout the year.	Scrutiny of website	
	TEACHING AND LEARNING IMPLEMENTATION	85%+ children reaching expected standard in Geography across all year groups	<p>-Develop the use of 'enquiry skills' to promote the teaching of Geography through staff meetings.</p> <p>- Focus on the medium term plan to help develop a learning journey for Geography.</p> <p>-Learning journal book scrutiny.</p>	SG/JA	<p>This will be ongoing throughout the year.</p> <p>This will be ongoing throughout the year.</p>	<p>Geographical focus activities integrated into planning</p> <p>Planning scrutiny showing cross curricula links</p>	

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			- Use learning walks to ensure coverage of Geographical knowledge.		Autumn/Spring/Summer terms Termly	Development of geographical skills Book scrutiny Evidence of geographical displays	
	ASSESSMENT- IMPACT	85%+ children reaching expected standard in Geography across all year groups	Monitor children's progress on Target Tracker. Look at Target tracker to ensure statements match our curriculum map.	SG JA/VS SG	Spring Term/Summer Term Summer term	Analysis of target tracker Pupil progress meetings	

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			Look at the IMPACT across all year groups.	JA/VS SG			
	SUPPORT FOR STAFF	85%+ children reaching expected standard in Geography across all year groups	-Staff meeting on using Big Questions to help promote the use of Geographical knowledge and skills. Link to History. Invest in additional resources to support learning -CPD opportunities	SG/JG SG	Spring term	Active use of resources - photos	

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						Attendance on courses	
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	An enrichment afternoon for all children (whole school focus)	Develop an enrichment session to target children across year groups. Liase with secondary school for subject expertise.	SG/NG and SLT	To be determined by the school diary	Photos and displays around the school	
	SECONDARY LINKS		Meet with Geography department at Oathall. Work towards stablishing sessions for Y3,4,5 at Oathall to promote links and to develop	SG SG	Autumn term Spring term	Summer term Photos and displays	

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			Geographical knowledge and skills.				

HEALTHY SCHOOLS

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
1.	<p>WEBSITE</p> <p>-Subject Intent</p> <p>-Promotion of Subject</p>	Website will be current and purposeful throughout the year	Update website regularly with a focus on the curriculum statement about INTENT.	CW	This will be ongoing throughout the year.	Scrutiny of website.	
	TEACHING AND LEARNING IMPLEMENTATION	Healthy School status maintained	<ul style="list-style-type: none"> - Use of Phunky Foods Resources to guide learning journey for children. - Healthy Schools assembly delivered by Chartwells to promote healthy meals. - Hidden sugars assembly to be given by Phunky foods. - Promotion of Captains Table 	<p>CW/All</p> <p>CW/MS</p> <p>CW</p>	<p>This will be ongoing throughout the year.</p> <p>Term 3</p> <p>Term 5</p>	Evidence of Healthy Schools activity on website and in Learning Journals.	

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				CW/NG	This will be ongoing throughout the year.		
	ASSESSMENT- IMPACT		Links with PE and DT to ensure cross curricular activities promoting Healthy Schools.	CW/JR /SO	This will be ongoing throughout the year.	Audit of Healthy School activities taught across the school.	
	SUPPORT FOR STAFF	Staff confident and aware of Phunky Food resources and support.	CPD opportunities -Maintain links with Phunky Foods – promote Healthy Schools education with reminders of resources available.	CW	This will be ongoing throughout the year.	Evidence of Healthy School activities taught in Learning Journals	
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)		Children to be given opportunities with secondary schools – see below	CW/RC /JR/NG	Term 5 2020	Photographic evidence.	

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	SECONDARY LINKS		Contact Oathall Community College to try and explore opportunities for Lindfield children to visit and experience Healthy Cooking sessions.	CW	Term 5 2020	Photographic evidence.	

HISTORY

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
1.	WEBSITE -Subject Intent -Promotion of Subject	Website will be current and purposeful throughout the year	Update website regularly with a focus on the curriculum statement about INTENT.	JA	This will be ongoing throughout the year.	Scrutiny of website	
	TEACHING AND LEARNING IMPLEMENTATION	85%+ children reaching expected standard in History across all year groups	-In a staff meeting show staff how to develop the use of Enquiry skills to promote the teaching of History. - Focus on the medium term plan to help develop the historical learning journey for children.	JA	This will be ongoing throughout the year	Book scrutiny and planning scrutiny. Analysis of Target Tracker data Focus on History days integrated into the planning	

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			<p>- Use learning walks to ensure coverage of historical knowledge.</p> <p>Promote History through the Learning Through Stories weeks throughout the year.</p> <p>Think about teaching History in the mornings.</p>			Evidence of historical displays	
	ASSESSMENT- IMPACT	85%+ children reaching expected standard in History across all year groups	Monitor children's progress on Target Tracker, making sure statements match our curriculum map.	JA/VS	Spring Term/Summer Term	<p>Analysis of Target Tracker data</p> <p>Pupil progress meetings</p>	

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			Look at the IMPACT across all year groups.			What will the IMPACT look like in terms of endpoints?	
	SUPPORT FOR STAFF	85%+ children reaching expected standard in History across all year groups	-Staff meeting on using Big Questions to help promote the use of historical knowledge and skills. Link to Geography. -CPD opportunities -Introduce good quality resources and key texts.	JA/SG	Spring Term	Use of historical skills in children's lessons and books. Attendance of courses and links with secondary school	
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	Children will be involved in an enrichment afternoon to support writing and reading	Develop an enrichment session to target children across the year groups.	JA/NG and SLT (Whole School focus)	TBC	Photos and displays around the school	

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		across the curriculum.					
	SECONDARY LINKS		Regular sessions for Y3,4,5 at Oathall to promote links and to develop historical knowledge and skills. Link with Enrichment afternoon.	JA	Summer Term	Photos and displays.	

MATHS

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
1.	<p>WEBSITE</p> <ul style="list-style-type: none"> -Subject Intent -Promotion of Subject 	Website will be current and purposeful throughout the year	Update website regularly including parent workshop PowerPoints and sections on problem solving and reasoning	JS	Ongoing – throughout the year.		
	TEACHING AND LEARNING IMPLEMENTATION	85%+ children reaching expected standard in Maths across all year groups	Booster Groups from Year 2 – 6	JS/Year groups	Set up in Autumn for Spring Term		
			Lesson drop ins	JS/LM	2 mornings per year for Learning Walk – 1 x Aut and 1 x Spr/Sm		
	Book scrutiny (including Fluency Time & TTR) to be conducted every term		JS/VS/LM NG/LD	6 afternoons a year (1 per half-term)			

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			Times Table Rockstars to be monitored as a 'paper' exercise once a week in Year 3 & 4	JS/Year 3/4 teachers	Monitored as part of the book scrutiny (3 times per year)		
			Learning Through Stories Week – 2 times per year	JS/LD/JA	Aut Term and then Spring Term		
			Host parent workshops on the Four Functions/Calculation Policy but more links to problem solving	JS/LM	Spring Term		
			Monthly Maths Challenge	JS/LM	Launch Aut Term		
	ASSESSMENT- IMPACT	85%+ children reaching expected standard in Maths	Monitor the White Rose Assessments every term and look at effectiveness	JS/LM	Spring Term & again in Summer Term		

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		across all year groups	of fluency and problem solving				
			Look at groups of children on TT to evaluate effectiveness of interventions	JS/VS	Aut/Spr/Sum		
			Pupil Voice focus groups – all years	JS/LM	Aut Term		
			Pupil Voice - questionnaire	JS	Spring Term		
	SUPPORT FOR STAFF	85%+ children reaching expected standard in Maths across all year groups	Staff Meeting on STEM sentences	JS/LM	Aut Term		
			Two other staff meetings on topics TBC	JS/LM	Spr/Sum		
			CPD courses for teachers and Tas	JS	Throughout the year		

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			Resources – purchase new resources after result of last year’s audit to promote mastery teaching	JS/LM	Autumn Term		
	ENRICHMENT (MORE ABLE/PUPIL PREMIUM)	20%+ children reach GDS (s+ on TT or 110 scaled on SATs) in all year groups	Brighton University students to come in and deliver ‘More Able’ sessions for children from Year 1-5 in Spring or Summer Term depending on placements of students Ardingly students to come in and support more able children through workshops on problem solving	JS	Summer Term Summer Term (Ardingly)		

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	SECONDARY LINKS	85%+ children reaching expected standard in Maths across all year groups	Regular sessions for Y3,4,5 at Oathall with KS3 lead to promote links and problem solving. Possibly look at Y6 as well.	JS	Throughout the year		
Meeting with PG (Oathall link) once a term			JS	Once a term			
SALT meeting – links with Oathall and WP at these meetings			JS/LM	Twice a term			

MFL

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2.	<p>WEBSITE</p> <p>-Subject Intent</p> <p>-Promotion of Subject</p>	Website will be current and purposeful throughout the year	<ul style="list-style-type: none"> Update website 'Overview' section with a revised curriculum statement focusing on INTENT. Expand gallery of photos of chn engaged in Languages activities across the school. Upload examples chn's MFL learning across the school. 	<p>SV</p> <p>SV & Teachers</p> <p>SV & Teachers</p>	Ongoing throughout the year.	Scrutiny of website.	
	TEACHING AND LEARNING IMPLEMENTATION	Languages taught for 30 minutes per week in KS2 and 20 minutes per week in KS1.	<ul style="list-style-type: none"> Staff meeting time to explore resources and support for non-specialist French/Spanish Teachers on the Primary Languages Network. Use of Primary Languages Network curriculum and resources to support staff and guide learning journey for chn. 	SV & Teachers	Ongoing throughout the year.	<p>Look at a sample of French books/Learning Journals to ensure coverage of new Primary Languages Network curriculum.</p> <p>Evidence of examples of French vocabulary displayed in KS2 classrooms during</p>	

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			<ul style="list-style-type: none"> Staff meeting good practice and drop-ins with MFL Subject Leader. 	<p>Teachers</p> <p>SV & Teachers</p>		Learning Environment Walks.	
	ASSESSMENT-IMPACT	85% of KS2 chn reaching the expected standard within band in French for listening, speaking, reading and writing (see DfE Attainment targets for each element below*).	<ul style="list-style-type: none"> Start to use 'Puzzle It Out' Assessments for KS2 French from Primary Languages Network. KS2 staff to update class data for Languages on Target Tracker on a termly basis. 	<p>KS2 Teachers</p> <p>KS2 Teachers</p>	Summer 2020	<p>Analysis of Target Tracker data.</p> <p>Look at a sample of 'Puzzle It Out' Assessment sheets.</p>	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	SUPPORT FOR STAFF	Staff having improved confidence in delivering French lessons 30 minutes per week in KS2 and Spanish lessons 20 minutes per week in KS1.	<ul style="list-style-type: none"> Staff training on effective use of Primary Languages Network in a staff meeting slot. Optional online CPD for staff to improve their French using the 'Upskilling' tool via the Primary Languages Network. Staff meeting good practice and drop-ins with MFL Subject Leader. 	SV & Teachers KS2 Teachers SV & Teachers	Autumn 2019 Ongoing throughout the year. Ongoing throughout the year.	Increased evidence of Languages teaching from examples of work in books/Learning Journals. Questionnaires about teacher confidence with a sample of staff. Improvement in scores from staff using the online Upskilling CPD tool.	
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	Chn being immersed in an additional language and the culture of another country.	<ul style="list-style-type: none"> Whole school half-day of enrichment opportunities on the European Day of Languages (26 September 2019). 	SV & Teachers	September 2019	List of planned Language activities designed for each year group.	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
						Photographic or written evidence of chn engaged in European Day of Languages activities.	
	SECONDARY LINKS	Improving the transition of Language learning between primary and secondary education.	Make links with the MFL department at Oathall Community College to develop Language activities and staff confidence.	SV	Summer 2020	Photographic or written evidence of staff and chn from Oathall Community College engaged in Language activities with Lindfield chn and staff.	

*DfE Attainment targets for Languages in Listening, Speaking, Reading & Writing by the end of KS2:

LISTENING

- Listen to spoken language and show understanding.
- Explore patterns and sounds of language.

SPEAKING

- Engage in conversations.
- Speak in sentences.
- Develop accurate pronunciation.
- Present ideas and information orally.

READING

- Read carefully and show understanding.
- Appreciate written French.
- Broaden vocabulary.

WRITING

- Write phrases from memory.
- Describe people, places and things.
- Understand basic grammar.

MUSIC

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
2:	WEBSITE -Subject Intent -Promotion of Subject	Website will be current and purposeful throughout the year	<ul style="list-style-type: none"> - Update website regularly with a focus on the curriculum statement about INTENT. - Photos of year groups music sessions. - Examples of what each year group are learning about. 	HM/HB	This will be ongoing throughout the year.	Scrutiny of website	
	TEACHING AND LEARNING IMPLEMENTATION	85%+ children reaching expected standard in music across all year groups. (On year group bands)	<ul style="list-style-type: none"> - Use learning walks to ensure coverage of new music curriculum. - Staff meeting time to plan I cans... from whole school plan. - Staff meeting good practice. - Resources provided for staff on the system. 	HM/HB	This will be ongoing throughout the year	Examples of work in learning journals. Analysis of Target Tracker data Examples of work on music	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
						display in WA Hall.	
	ASSESSMENT-IMPACT	<p>KS1</p> <p>By the end of their time at Lindfield children will be able to:</p> <ul style="list-style-type: none"> - play and perform - play a range of instruments - recall sounds - listen and appraise a range of music from different traditions from great composers and musicians <p>KS2</p> <p>By the end of their time at Lindfield children will be able to:</p> <ul style="list-style-type: none"> - play and perform - play a range of instruments - improvise and compose - appreciate and understand a wide range of high-quality live and recorded music 	<ul style="list-style-type: none"> - Examples of work in year group learning journals. - Learning walks. - Pupil voice questionnaire. - Analysis of target tracker steps. - Statements analysis on target tracker – do we use? 	HM/HB	Summer 2020	<p>Analysis of Target Tracker data</p> <p>Pupil progress meetings</p>	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		- listen and appraise a range of music from different traditions from great composers and musicians					
	SUPPORT FOR STAFF	Ensure all children have had access to wide curriculum resources and lessons. Referring directly to national curriculum impact.	<ul style="list-style-type: none"> - Staff meeting to evaluate the resources provided. - Possible further Charanga training to be hosted at Lindfield - Good practice time in staff meeting to share practices across year groups. 	HM/HB All staff	Spring Term	<p>Examples of work in learning journals.</p> <p>Examples of work on music display in WA Hall.</p>	
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	Taking part in music workshops outside of the school.	<ul style="list-style-type: none"> - Possible work alongside All Saints church and new parents in reception. - Link with choir. - Link with West Sussex Music Service. 	HM/HB SR	Summer Term	Photos and displays around the school and on website.	
	SECONDARY LINKS	Working alongside music department in local secondary school Oathall.	<ul style="list-style-type: none"> - Accept invitation to Big Sing in Autumn Term. - Meetings with Oathall music department to build links. 	HM	Summer Term	Photos and displays.	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			- Working with year 10 or 11 music GCSE students?				

PSHE

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
3.	WEBSITE -Subject Intent -Promotion of Subject	Website will be current and purposeful throughout the year	Update website regularly with a focus on the curriculum statement about INTENT.	MF	This will be ongoing throughout the year.	Scrutiny of website	
	TEACHING AND LEARNING IMPLEMENTATION	85%+ children working within band. Monitor use of Target Tracker regarding PSHE – how are we using it? Is it working?	- Use of Jigsaw curriculum to guide learning journey for children. - Use learning walks to ensure coverage of PSHE curriculum.	MF	This will be ongoing throughout the year	Learning walks + audits Analysis of Target Tracker data Evidence of PSHE displays (updated in the rotunda + classroom displays)	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	ASSESSMENT- IMPACT	85%+ children working within band.	Monitor children's progress on Target Tracker Look at the IMPACT across all year groups.	MF	Spring Term/Summer Term	Analysis of Target Tracker data	
	SUPPORT FOR STAFF	85%+ children working within band.	-CPD opportunities <ul style="list-style-type: none"> Inquire about training opportunities. 	MF	Spring Term	Use of PSHE skills in children's lessons and books. Attendance of courses	
	ENRICHMENT (MORE ABLE/PUPIL PREMIUM)	Run PSHE focused assemblies to celebrate diversity (covering issues	Develop an enrichment session to target children across the year groups.	MF	TBC	Photos and displays around the school	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		such as racism and identity). Lindfield to run Anti-Bullying Week + Mental Health Week, along with other themed weeks to increase awareness of these issues.				Assemblies – child led.	
	SECONDARY LINKS		Contact with PSHE staff at Oathall for advice.	MF	Summer Term	Photos/displays and planning.	

PE

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
1.	<p>WEBSITE</p> <p>Whole School PE plan is on the website</p> <p>Sport is promoted on the website via twitter.</p>	<p>All Sport news to be on the front page of the website.</p> <p>Promote PE sessions as well as competitions and festivals</p> <p>Continue to tweet about all sport competitions and festivals</p>	<p>-Send over sport news to the website after each event</p> <p>-Tweet about each event</p> <p>-Photograph PE sessions and put in newsletter and twitter. Each class to have PE evidence on the website each term.</p>	<p>SO/CG</p> <p>All staff who attend an event</p> <p>All staff</p>	Ongoing	The website and twitter will be up to date.	
	<p>TEACHING AND LEARNING IMPLEMENTATION</p> <p>We have just purchased the Real PE scheme of work and begun using it after some CPD sessions.</p>	<p>All teachers delivering one session of Real PE a week.</p> <p>All chn taking part in the daily run 3 times a week.</p>	<p>Audit of PE lessons</p> <p>Provide everyone with a log in to Real PE</p> <p>Promote the daily run in assembly</p>	MS/SO	Ongoing	<p>Teacher audit Teachers will feel confident in delivery Real PE.</p> <p>Children will be Making progress across the fundamental</p>	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	<p>We received Platinum in the School Games Mark</p> <p>And Gold in the KS1 Quality Start Mark</p>	<p>Chn are given the opportunity to explore new sports</p> <p>Remain at platinum. Engage 70%+ KS2 in sporting clubs</p> <p>Target the less active children.</p> <p>More KS1 chn attending clubs 60% across the year. Create links with class close by to offer inclusion festivals.</p> <p>Keep notice boards up to date</p>	<p>Use Sport Crew to help monitor and track children's performance</p> <p>Invite in external agencies to promote alternative sports</p> <p>Put on sport taster afternoons</p> <p>Take children to festivals</p>	SO/Sport Crew		movement skills via assessment tools.	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	Raising the profile of PE across the school	Staff PE kit to raise awareness – can our sporting successes be included on t-shirts to make community aware of what we have achieved?	<p>Print twitter pages for display.</p> <p>Sport crew to take ownership of the board</p> <p>Contact t-shirt manufacturers and speak with SMT about PE kit.</p>				
	ASSESSMENT- IMPACT	<p>The Real PE framework to be put on to target tracker</p> <p>Teachers to be assessing against the Real PE statements on TT</p>	<p>Speak to TT and adjust statements</p> <p>Use staff meeting good practice time to promote Real PE assessment framework. Show staff how it can be used.</p>	<p>SO/CG</p> <p>SO</p>	<p>Autumn Term</p> <p>Autumn Term</p>	<p>Framework will be on TT and being used</p> <p>Staff logging in to Jasmine and updating the assessment framework once a term.</p>	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		Teachers to identify less active, LA and GD chn in PE and communicating details to SO	Teachers to send over less active and GD children to SO in Autumn term. Mark them on TT so it is clear.	All staff	Autumn Term	SO to receive data by October	
	SUPPORT FOR STAFF	Staff to feel supported and confident to deliver a varied PE curriculum. Staff to feel confident in using the materials and equipment. Staff to understand the need to develop leaders and personal	Send staff on CPD courses run by MSA. Ensure NQTs are booked on to all first step courses. Staff audit / questionnaire to be completed in the Autumn and Summer term including suggestions on which areas they need support in.	SO/ All staff	Ongoing	Evaluate staff audit in Autumn and Summer Term to determine progress. Staff will be promoting personal challenge and developing leadership opportunities in PE sessions.	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		challenge within PE sessions	<p>PE co-ordinator to attend CPD sessions and feedback to all staff.</p> <p>PE Co-ordinator to remind staff of the importance during staff meeting.</p> <p>Staff to receive Real PE training materials via email when new updates are published.</p>				
	<p>ENRICHMENT (MORE ABLE/PUPIL PREMIUM)</p> <p>Children attending many competitions</p>	Greater number of children taking part in inter school competitions to develop skills and have a wider range of competitive opportunities.	<p>Ensure the more able children are sent to competitions in areas they excel in.</p> <p>More able to have opportunities to attend festivals to develop new skills.</p>	SO / Class teachers	Ongoing	PEST analysis	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		All pupil premium children to have taken part in a sporting event.	PP to have opportunities to attend festivals to develop new skills. 80% of PP children to attend.				
	SECONDARY LINKS	Continue to use Oathall leaders to run events in the summer term. Provide greater opportunities for Lindfield to visit Oathall and for them to come here to work with our children and our leaders.	Oathall leaders to come in and deliver a session to each year group. Speak to PE dept at Oathall about running year group events over at Oathall.	SO/CG	Summer Term	PEST Analysis	

RE

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
3.	<p>WEBSITE</p> <p>-Subject Intent</p> <p>-Promotion of Subject</p>	Website will be current and purposeful throughout the year	Update website regularly with a focus on the curriculum statement about INTENT.	MF	This will be ongoing throughout the year.	Scrutiny of website	
	<p>TEACHING AND LEARNING IMPLEMENTATION</p>	<p>85%+ children working within band in RE across all year groups</p> <p>Monitor use of Target Tracker regarding RE – how are we using it? Is it working?</p>	<p>- Use of Discovery RE curriculum to guide learning journey for children.</p> <p>- Use learning walks to ensure coverage of RE curriculum.</p>	MF	This will be ongoing throughout the year	<p>Learning walks</p> <p>Analysis of Target Tracker data</p> <p>Evidence of RE displays (updated in the rotunda)</p>	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	ASSESSMENT- IMPACT	85%+ children working within band in RE across all year groups	Monitor children's progress on Target Tracker Look at the IMPACT across all year groups.	MF	Spring Term/Summer Term	Analysis of Target Tracker data	
	SUPPORT FOR STAFF	85%+ children working within band in RE across all year groups	-CPD opportunities <ul style="list-style-type: none"> Inquire about training opportunities. 	MF	Spring Term	Use of RE skills in children's lessons and books. Attendance of courses	
	ENRICHMENT (MORE ABLE/PUPIL PREMIUM)	Run RE focused assemblies to celebrate religious celebration throughout the year. Harvest, Hanukah, Advent, etc.	Develop an enrichment session to target children across the year groups. Creation of an RE 'squad' to visit places of worship and	MF	TBC	Photos and displays around the school Assemblies – child led.	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		Develop links with religious sites in Haywards Heath (mosque, churches, etc). Plan trips to these.	feedback to school in assemblies.				
	SECONDARY LINKS		Contact with RE staff at Oathall for advice.	MF	Summer Term	Photos/displays and planning.	

SCIENCE

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
1.	WEBSITE -Subject Intent -Promotion of Subject	Website will be current and purposeful throughout the year	Update website regularly with a focus on the curriculum statement about INTENT.	JA/SG/R O'B	This will be ongoing throughout the year.	Scrutiny of website	
	TEACHING AND LEARNING IMPLEMENTATION	85%+ children reaching expected standard in Science across all year groups	-In a staff meeting show staff how to develop the use of Enquiry skills to promote the teaching of Science. - Focus on the medium term plan to help develop the scientific learning journey for children.	JA/SG/R O'B	This will be ongoing throughout the year	Book scrutiny and planning scrutiny. Analysis of Target Tracker data Focus on Science days integrated into the planning/ Introduce famous Scientist days.	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			<p>Link “Working Scientifically” within the Knowledge of the Science curriculum.</p> <p>Look at sentence stems for Science to support the writing.</p> <p>Link Science with Learning Through Stories weeks throughout the year.</p>			Evidence of Scientific displays	
	ASSESSMENT- IMPACT	85%+ children reaching expected standard in Science across all year groups	Monitor children’s progress on Target Tracker, making sure	JA/VS	Spring Term/Summer Term	Analysis of Target Tracker data	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			statements match our curriculum map. Look at the IMPACT across all year groups.			Pupil progress meetings What will the IMPACT look like in terms of endpoints?	
	SUPPORT FOR STAFF	85%+ children reaching expected standard in Science across all year groups	-Staff meeting on using Big Questions to help promote the use of scientific knowledge and skills. Link to Geography and History. -CPD opportunities -Introduce good quality resources and key texts.	JA/SG/R O'B	Spring Term	Use of scientific skills in children's lessons and books. Evidence of "Working Scientifically" linked to the subject knowledge. Attendance of courses and links with secondary school	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	ENRICHMENT (MORE ABLE/SEND/PUPIL PREMIUM)	Children will be involved in an enrichment afternoon to support writing and reading across the curriculum.	Develop an enrichment session to target children across the year groups.	SG/R O'B/NG and SLT (Whole School focus)	TBC	Photos and displays around the school	
	SECONDARY LINKS		Regular sessions for Y3,4,5 at Oathall to promote links and to develop scientific knowledge and skills. Link with Enrichment afternoon.	SG/R O'B	Summer Term	Photos and displays.	