

**LINDFIELD PRIMARY ACADEMY**  
**ACADEMY IMPROVEMENT PLAN**  
**2017-18 KEY TARGET ACTION PLANS**  
**INTERIM REVIEW MAY 2018**



The Academy Improvement Plan Key Targets 2017-18 has been written in response to latest Trust Peer Review program, ASP data dashboard and FFT data.

## **KEY TARGETS FOR THIS YEAR**

### Key Target 1

Improving writing across the curriculum.

More able, greater depth, spelling focus, improve progress in Lower KS2, quality writing across the curriculum, raising the profile of reading and writing and evaluating planning format.

### Key Target 2

Improving attainment and progress in Maths across the Academy.

Improving the percentage reaching expected standard and greater depth and closing the gap between girls and boys in year 2

### Key Target 3

Improve the percentage of children achieving expected standard in reading, writing and maths by improving the quality of teaching and learning.

Using IRIS across the Academy, using Target Tracker to assist with teaching and learning, interventions evaluated from pupil progress meetings and a focus on differentiation

### Key Target 4

To ensure the progress of targeted groups across the Academy.

Progress tracking, parental communication, quality first more able teaching, intervention evaluations and EAL monitoring

### Key Target 5

To enrich the curriculum through the development of skills within Knowledge and Understanding.

Update science curriculum, promote Geography curriculum, consistent R.E. skills progression, enriching Early Years Understanding of the World and a focus of the History curriculum

## Improving writing across the curriculum

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
Improving writing across the curriculum	<p>2017 data shows: Expected standards in writing in both key stages one and two are above National.</p> <p>The percentage of children achieving greater depth has risen since 2016- showing an upward trend.</p> <p>In key stage one 17% of children achieved greater depth in writing (National 16%).</p> <p>In key stage two 11% of children achieved greater depth in writing (National 18%).</p> <p>Our writing progress score was -0.1.</p> <p>Enhanced and improved current cross curricular planning format incorporating no nonsense spelling sessions, punctuation and grammar.</p> <p>Year 6 booster sessions are set to take place again this academic year in addition to</p>	<p><b>To improve the percentage of children achieving greater depth at the end of Key Stages One (target 20%) and Two (target 23%)</b></p> <p>Waiting for results to confirm predicted increase</p> <p>Improved understanding of greater depth standards across the year groups</p>	<p>*Broaden audience for writing and increase motivation</p> <p>*Widen opportunities for celebrating writing across the school through intra-school competitions and locality/national writing projects/competitions</p> <p>Year 2 writing comp (author), PTA writing comp ks2, Usbourne sponsored read.</p> <p>Grapevine- poetry celebration for publishing in Sept.</p> <p>*Regular moderation of greater depth work using statutory frameworks and exemplification materials 24.04.18</p> <p>*Develop links with secondary schools to promote enrichment activities</p> <p>Oathall attending SALT-27/3/18</p> <p>Contact with Oathall librarians-Year 3 to visit Oathall library</p> <p>*Arrange a staff meeting run by Peter Campbell (West Sussex advisor) on</p>	<p>LD/MH</p> <p>All staff (KS1 and 2)</p> <p>Learning through stories</p> <p>21.05.18</p> <p>DADWAVERS whole school story- 2.3.18</p> <p>Year 1 and 2 writing comp set by authors- 2.3.18</p>	<p>July 2018</p>	<p>2018 SATS results- Greater depth ks1- 20% Ks2- 23%</p> <p>Analyse data and pupils progress using Target Tracker</p>	<p>2018 SATS results</p> <p>Staff meeting agenda/minutes</p> <p>Use of ipads (poss seesaw or target tracker app) to record pupil choice and voice in lessons- awaiting data protection regulations</p> <p>Moderation staff meeting minutes 4/12</p>

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
	class English lessons for higher level children- <b>Completed</b> <b>April 2018</b>		supporting greater depth writers 7/2/18 *Increase pupil choice and voice staff meeting 8.1.18 *Review/evaluate English homework and opportunity for differentiation * Review proof reading for a purpose for a consistent approach- 15.05.18				
	Whilst 72.3% of the current year 3 children achieved <b>working at or greater depth</b> in writing at the end of key stage one- 22 children (24.4%) were still working towards.  Whilst 69.4% of the current year 4 children achieved <b>working at or greater depth</b> in writing at the end of key stage one- 22 children (25.9%) were still working towards.	<b>To track and improve progress of lower attaining children in years 3 and 4.</b> <b>Continued</b>	*Identify the children who did not meet National expectation in year 2 and are continuing to make below expected progress. * Track these children carefully through book scrutiny and class based formative assessments * Ensure children receive targeted support in lessons Intervention lists * Ensure these children have specific writing targets in class * Ensure children have opportunity to enter competitions * Ensure differentiation for targeted children in planning	LD/Class teachers  <b>Book scrutiny focus- 12.3.18</b> <b>Staff meeting to identify interventions- 24.04.18</b>	July 2018	Analyse data and pupils progress using Target Tracker	Planning scrutiny  Work in books- Book scrutiny  Writing assessments

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
	<p>2017 data shows: Key stage two 84% (National 77%) achieved the expected standard and 42% achieved a high standard in GPS.</p> <p>Key stage two achieved 59% in the spelling paper. 1% below National 60%.</p> <p>Introduced No Nonsense Spelling Scheme in years 2-6 in December 2016 Expectation that- -KS1 teach spelling 5 x 15min sessions per week KS2 teach spelling 3x15 min per week</p> <p>Consistent and progressive spelling approach across the school</p> <p>Grammar and spelling characters have been introduced (grammar gorilla and his grapes!)</p>	<p><b>To improve spelling across key stages one and two in line or above National (using gap analysis). Continued</b></p>	<p>*Review the programme in line with our assessment on target tracker 28.1.17</p> <p>*Staff meeting to recap on the program and spelling strategies and use of gap analysis 28.11.17</p> <p>*Rich and supportive spelling environments- journals, displays, have a go sheets Learning walk 27/03/18- photos of rich spelling and writing environments</p> <p>*Monitor spelling sessions- lesson 'pop in' time</p> <p>*Improve spelling information and resources/games on the website for parents 1/3/18</p> <p>*TA training on spelling strategies at the point of writing</p> <p>*Use of error analysis sheets</p> <p>* Use of GPS characters as lesson starters and challenges (slides to be made for use across the school) MH 30/01/18</p> <p>*Use of Iris to improve teaching of spelling</p>	LD/MH/BC	March 2018	<p>2018 SATS results</p> <p>Audit of target tracker statements being highlighted</p> <p>Learning walks of the school environment to see spelling displays 27.03.18</p>	<p>Lesson observation findings</p> <p>Learning walks of the school environment</p> <p>Staff meeting agenda/minutes</p> <p>Photos of displays 27.03,18 (Writing across the school folder- P-drive)</p> <p>Spelling staff meeting 28/11</p>

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
	<p>Cross curricular planning format ensures writing is central to the wider curriculum.</p> <p>All writing stems from quality texts and creative purpose. Curriculum map outlines opportunities for writing in other subjects.</p> <p>Book scrutiny shows evidence of writing across the curriculum.</p> <p>Writing non-negotiables for each year group were decided in a staff meeting.</p>	<b>To ensure opportunities for quality writing across the curriculum.</b>	<p>*Regular sharing of good opportunities and examples of work in staff meetings and the SALT literacy group 21/11/17 7/2/18 27/3/18</p> <p>*Collection of books/writing opportunities used for writing moderation sessions (including Science books) Book scrutiny focus- 12.3.18</p> <p>*Ensure quality of writing in Science and RE Book scrutiny focus- 12.3.18</p> <p>*Introduce Michael Tidd's 'Writing Purposes' for use across the curriculum. 5/12/17</p> <p>*Writing checklists in books to remind children of expectations in all subjects- non-negotiables highlighted Spring 1</p> <p>*Introduce Science books in year 2 to collect written evidence Spring 2</p> <p>*Moderate writing across the curriculum using target tracker to focus assessment and next steps 5/12/17</p>	LD/MH/JA/MF  All staff	May 2018	<p>Planning scrutiny</p> <p>Book scrutiny</p> <p>Writing moderation</p> <p><b>Audit the learning journey and weekly plans to monitor coverage of writing skills across the curriculum.</b></p>	<p>Planning scrutiny feedback</p> <p>Book scrutiny feedback</p> <p>Staff meeting agenda/minutes</p> <p>Pupil voice</p> <p>Moderation staff meeting minutes 4/12</p>
	Funding support from the PTA for numerous book week	<b>To raise the profile of reading and writing</b>	*National Literacy Trust membership for all staff	LD/MH/RA/BC	May 2018	<b>Pupil voice survey</b> Completed Spring 1	Website Displays

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
	<p>events</p> <p>Successful book weeks and author visits have taken place</p> <p>Magazine collection/area opened up in the library</p> <p>Children regularly use the library- extended after school opening times</p>	<b>within the school.</b>	<p>*Best practice used to share quality resources/ideas 5/12/17 and SALT 27/3/17</p> <p>*Update the website with examples of the children's work and videos of children sharing work 7/12/17</p> <p>*Book week 26/2/18 and 30/04/18</p> <p>*Visits from authors and professional drama groups 26.7.18- Sebastian Hockaday, Claire Walker and M.G Leonard 1.05.18</p> <p>*Sponsored book read- Usbourne 30.04.18</p> <p>*Gather pupil voice- survey monkey March '18</p> <p>*Brighton University students to conduct literature circles and grammar sessions. 30/10.17</p> <p>*Use of ICT and film to enhance engagement for all (possible cross year group project).</p> <p>*Learning through stories week to enhance links between Maths and Science (Wk beg.</p>	LM/HB (library)		Newsletters	<p>Pupil voice survey</p> <p>Newsletter captions</p> <p>Key stage 2 author- 30<sup>th</sup>/31<sup>st</sup> Oct 2017</p> <p>Key stage 2 Poetry in Motion workshop- 28/11</p> <p>Students visited years 4 and 5- Oct/Nov</p>

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
			Monday 21 <sup>st</sup> May) *Improve the library space and ensure use by all year groups Magazine library, extended opening				
	Enhanced and improved current cross curricular planning format introduced in December 2016 incorporating no nonsense spelling sessions, punctuation and grammar.	<b>To improve current cross curricular planning format. (Add in a phrase to remind people of effective I can and success criteria). To review effective use of I can and success criteria in planning.</b>	*Planning to be reviewed on a termly basis to ensure appropriate differentiation and provision *Include independent and self-initiated writing opportunities in planning- discussed at staff meeting but left for now *Teachers confidently using data from target tracker to inform gaps and areas to address in planning. 23/01/18 *Moderate writing across the curriculum using target tracker to focus assessment and next steps 5/12/17 * Staff meeting to review I can and success criteria on planning- 24.04.18 *Early years to review planning format and areas for clear success criteria- 24.04.18	LD/JA/VS  All staff	Feb 2018	Planning scrutiny  Staff meeting to introduce new format	Planning scrutiny feedback  Staff meeting agenda/minutes

## Improving attainment and progress in Maths across the Academy

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
Improving attainment & progress in Maths across the school	<b>Attainment and progress in KS2</b> – 74% of children met expected standard at the end of KS2 (1% below National)	85% of children to meet expected standard in all KS2 year groups including in Year 6 end of year assessments.	<b>Engaging Parents: Parent workshops</b> – Problem Solving in Maths through bar modelling  <i>This took place in February and was well attended. On the day we received positive feedback from the parents that attended. A bonus element was the positive feedback from the parents of the children that helped run the event – pushing the G&amp;T maths at the school.</i> Review and audit maths homework in KS2 <i>This is being monitored but can still be inconsistent across year groups.</i> Keep website up to date <i>Website has been updated with all year groups featured and up-to-date</i>	JS, CG, LM	Jan/Feb 2017	Positive feedback from parents	Positive feedback from parents and more children being successful with their homework
		For 25% of children to exceed the expected standard in Year 6 assessments.	Springboard – Y3/4 <i>This was completed and the most children who took part have made good progress with their</i>	JS/DS	Jan/Feb/March 2018	Target Tracker scores for those children	Target Tracker  Pupil Progress Meetings Reports

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
			<b>maths this year.</b>				White Rose Assessment scores
			<b>Booster Groups – Y5/6 This was completed and the most children who took part have made good progress with their maths this year.</b>	JS/DS/RC	Spring 2018	Improved SATs scores	Target Tracker  Pupil Progress Meetings Reports  White Rose Assessment scores
			<b>Continue link with Brighton University. Students to come in and run Girls (MA/HA) workshops for Y3, 4, 5 to increase confidence and foster a love of maths. This is still in pipeline but is proving difficult logistically. At the moment it is scheduled for the w/c 4<sup>th</sup> June but it may clash with Role Model Week.</b>	JS	Summer 2018	Improved Target Tracker scores for girls in 3/4/5	Target Tracker  Pupil Progress Meetings Reports  White Rose Assessment scores
			<b>Times Table Challenge/Times Table Rock Stars – Review and trial in Year 3 with possibility of running out across the school. This is now set up and running across all year from Year 2-6. So far it has been a success in terms of uptake and enthusiasm. It may well need looking at again</b>	CG/JS	January 2018	TTR website tracking	TTR website tracking

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
			<b>once the initial excitement has worn off.</b>				
			Staff Meeting on 'What is reasoning and problem solving and ideas to help support learning' <b>This took place in the Spring Term.</b>	JS/CG/LM	Spring 2018	Book scrutiny Learning walks	More evidence of both in books and lessons
			Implement – PSP starters across the school – with evidence in books. <b>This was rolled out in Year 6 first and then across the whole school. This will be tracked in next round of Maths observations and book scrutinies.</b>	JS/CG	End of Spring Term	Book scrutiny Learning Walks	More evidence in books and lessons
			Planning and Book scrutinies Ongoing. These are taking place across the whole academic year.	JS/VS	All year	N/A	N/A
			To monitor & evaluate Fluency Time <b>The arithmetic scores have risen significantly in the White Rose papers across the whole school so this is having a positive impact. Fluency books will be checked in the next book scrutiny.</b>	JS	Jan 2018	N/A	N/A

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
			Set up link with Ardingly students to come in and work with Y3/4s in small groups – focus TBC <i>Initial contact has been made but discussion are very early at this stage.</i>	JS	Summer 2018	Improved Target Tracker scores in 3/4	Target Tracker  Pupil Progress Meetings Reports  White Rose Assessment scores
			Learning through stories week <i>This will take place w/c 21<sup>st</sup> May</i>	All	Summer 2018	Improved cross curricular links	N/A
			Resources Audit <i>This will take place at some point in the Summer Term</i>	All	Spring 2018	N/A	N/A
			Learning Walks <i>JS is set to drop into 8 lessons in w/c 30<sup>th</sup> April to monitor lessons in Year 1-5. In Summer 2, JS will also undertake another learning walk across the whole school.</i>	JS	Spring/Summer 2018	N/A	N/A
			Courses for teachers/TAs LM has been on a mastery course, SV has been on a maths course, JC has started her 2 day Early Years Maths course and MG went on a TA maths course. A number of teachers have also been out for locality maths moderation where good practice has taken place.	JS/All Staff	All year	Book scrutiny Learning Walks	More evidence in books and lessons

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
Improving attainment & progress in Maths across the school	<p><b>Attainment and progress in KS1 particularly with girls</b></p> <ul style="list-style-type: none"> <li>- 79% of girls met expected standard compared with 89% of boys.</li> </ul> <p><b>Attainment in EYFS</b></p> <ul style="list-style-type: none"> <li>- 81% of children were expected or exceeding in number</li> <li>- 88% of children were expected in shape, space and measures</li> </ul>	<p>To close the gap between boys and girls in Year 2 to 5% or less.</p> <p>For 85% of children in Year 1 &amp; 2 to meet expected standard.</p> <p>85% of children to be expected or exceeding in number</p> <p>90% of children to be expected or exceeding in shape, space and measures</p>	<p>Engaging Parents through parent workshops</p> <ul style="list-style-type: none"> <li>- Problem Solving in Maths through bar modelling</li> </ul> <p><i>This took place in February and was well attended. On the day we received positive feedback from the parents that attended. A bonus element was the positive feedback from the parents of the children that helped run the event – pushing the G&amp;T maths at the school.</i></p> <p>Review and audit maths homework in KS1</p> <p><i>This has not yet been addressed</i></p> <p>Keep website up to date</p> <p><i>Website has been updated with all year groups featured and up-to-date</i></p>	JS/LM	Spring 2018	Positive feedback from parents	Positive feedback from parents and more children being successful with their homework
				<p>Booster Groups – Y2</p> <p><i>The Year 2 team used their booster group money to fund English booster groups rather than maths as they felt</i></p>	JS/Year 2 team	Spring 2018	Improved SATs scores

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
			<b>maths was more of a strength than writing</b>				
			Continue link with Brighton University. Students to come in and run Girls (MA/HA) workshops for Y3, 4, 5 to increase confidence and foster a love of maths. <b>This is still in pipeline but is proving difficult logistically. At the moment it is scheduled for the w/c 4<sup>th</sup> June but it may clash with Role Model Week.</b>	JS	Summer 2018	Target Tracker scores for those children	White Rose Assessment scores  SATs scores
			Year 1 to modify White Rose assessments to help support the children. <b>Very successful. The children were confident when undertaking their assessments and the Year 1 data was very good.</b>	LM	Aut 2017	N/A	White Rose Assessment scores
			Staff Meeting on 'What is reasoning and problem solving and ideas to help support learning' <b>This took place in the Spring Term.</b>	JS/CG/LM/JC	Spring 2018	Book Scrutiny Learning Walk	More evidence of both in books and lessons
			Planning and Book scrutinies Ongoing. These are taking place across the whole academic year.	JS/VS	All year	N/A	N/A
			Include 'Maths Stories' in	JC/LM/JC	Spring 2018	N/A	N/A

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
			story time at least once a week in KS1 & EYFS <b><i>This is happening in EYFS/Year 1 but not Year 2 at the moment</i></b>				
			To monitor & evaluate Fluency Time <b><i>The arithmetic scores have risen significantly in the White Rose papers across the whole school so this is having a positive impact. Fluency books will be checked in the next book scrutiny.</i></b>	JS	Jan 2018	N/A	N/A
			Set up link with Ardingly students to come in and work with Y3/4s in small groups – focus TBC <b><i>Initial contact has been made but discussion are very early at this stage.</i></b>	JS/LM/JC	Summer 2018	Summer 2018	Improved Target Tracker scores in ½  White Rose Assessment scores
			Learning through stories week <b><i>This will take place w/c 21<sup>st</sup> May</i></b>	All	Summer 2018	Improved cross curricular links	N/A
			Resources Audit <b><i>This will take place at some point in the Summer Term</i></b>	All	Spring 2018	Spring 2018	N/A
			Learning Walks <b><i>JS is set to drop into 8 lessons in w/c 30<sup>th</sup> April to monitor lessons in Year 1-5. In Summer 2, JS will also undertake another</i></b>	JS	Spring/Summer 2018	Spring/Summer 2018	N/A

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
			<b>learning walk across the whole school.</b>				
			Raise the profile of 'Number Characters' in Y1 & 2 & EYFS <b>These are being used quite a lot in EYFS but not yet in Year 1 &amp; 2</b>	LM/JC		Improved number confidence in Year 1&2	SATs scores in Y2 White Rose Assessment scores
			EYFS to adopt a similar planning format to KS1/2 <b>Started after Christmas</b>	JC	Trial in Spring Roll out in Summer Term	N/A	N/A
			Courses for teachers/TAs <b>LM has been on a mastery course, SV has been on a maths course, JC has started her 2 day Early Years Maths course and MG went on a TA maths course. A number of teachers have also been out for locality maths moderation where good practice has taken place.</b>	JS/All Staff	All year	Book scrutiny Learning Walks	More evidence in books and lessons

Improve the % of children achieving expected standard in Reading, Writing and Maths by improving the quality of teaching and learning

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
Improve the % of children achieving expected standard in R, W and M by Improving the quality of teaching and learning	<p><b>IRIS –Reflection and Professional Development</b></p> <p>-All teachers filmed themselves at least once – continuing to film on half termly basis</p> <p>-All teachers familiar with and able to use equipment and access reflections</p> <p>-All staff have coaching pair with whom they reflect on their practice and make changes to improve and move forward</p> <p>-Staff survey showed 66.7% felt IRIS is having positive impact on their willingness to discuss, share and develop their practice, <b>but 20% felt it had no impact.</b></p> <p>-Staff survey showed 40% staff felt they are <b>not confident</b> using IRIS to develop teaching practice</p>	<p>-All staff regularly filming themselves and using as a tool to improve real practice in their classrooms</p> <p>-Staff using ‘forms’ function to better analyse their reflections and ‘edit’ function to create shorter clips of reflections</p> <p>-All staff to feel at least ‘somewhat confident’ with use of IRIS in developing practice by end of 2017/18</p> <p>-All staff to feel IRIS has at least some impact on willingness to discuss, share and develop practice by end of 2017/18</p>	<p>-regular opportunities and reminders and focus for filming.</p> <p>-time allocated to introduce functions</p> <p>-opportunities to regularly use equipment and discuss issues</p>	All staff	ongoing	<p>Repeat IRIS staff survey</p> <p>Mark attendance at IRIS/coaching staff meetings</p> <p>Collect reflection sheets each half term as evidence of coaching conversations after filming</p>	<p>Data from staff survey</p> <p>Staff reflection forms</p> <p>Log-ins monitored</p> <p>Homework task completion</p>

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
	<p><b>IRIS – Film Club CPD</b></p> <p>-Film Club sessions are scheduled for each half term</p> <p>-Different focus for each film club session covering key areas for improving teaching practice (pupil talk, questioning, feedback)</p> <p>-Staff survey showed staff felt Film Club sessions was either <b>effective or somewhat effective</b> in terms of developing practice</p>	<p>-Coaching pairs to watch section of their reflection together and discuss</p> <p>-Key practitioners to share short clips with staff with same/similar focus as ‘good practice’</p> <p>-Staff to be collaborative in developing their practice e.g. sharing of good ideas across year groups/key stages</p> <p>-More staff to feel IRIS at least effective in terms of developing practice</p>	<p>-Run Film Club staff meetings each half term with specific focus</p> <p>-Staff to complete reading tasks to provide theory and refresh ideas about focus</p> <p>-Time between meetings to film with specific focus as a result of conversations and discussions as a staff</p> <p>-Time built in to ensure staff have chance to feedback and discuss impact of changes made/strategies tried</p> <p>-Create space for sharing strategies/good practice including blog posts or print outs, post-it notes etc</p>	<p>RS</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>RS/VS</p>	<p>Ongoing</p> <p>Summer 2018</p> <p>Ongoing</p> <p>Ongoing</p> <p>Summer 2018</p>	<p>-Repeat IRIS staff survey</p> <p>-Staff contributing in meetings</p> <p>-reflection sheets</p> <p>-reflection sheets</p> <p>Staff board regularly updated</p>	<p>Data from survey</p> <p>-staff meeting minutes</p> <p>-reflection sheets</p> <p>-reflection sheets</p> <p>STAFF BOARD Staff using ideas board in planning</p>
	<b>TARGET TRACKER</b>						

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
	<p>-All teachers using TT to assess the children in all subject areas.</p> <p>-We assess and update TT 6 times each year in Reading, Writing, Maths and Science. 3 times per year in other subjects.</p> <p>-Teachers use Target Tracker to inform who is on track to meet end of year expectations</p> <p>-Teachers use Target Tracker data to inform progress and to write end of year report</p> <p>Early Years partially using Target Tracker. How are we informing Year 1 of any gaps?</p>	<p>-Teachers using TT to assist in teaching. Teachers confidently using data from Target Tracker to inform gaps and areas to address in planning</p> <p>-Staff given Opportunities for moderation of work using Target Tracker</p> <p>-Teachers use Target Tracker data to inform the writing of Interim Report. -Good practice in Staff meetings to identify ways in which we can use TT</p> <p>-Year 1 aware of what the children have achieved and can formulate next steps.</p> <p>-Teachers regularly</p>	<p>-Staff meeting enabling teachers to identify gaps in learning from current cohort and identify gaps in teaching from last year's cohort</p> <p>-English/Maths moderation in staff meetings. Use of Target Tracker Statement posters to focus assessment.</p> <p>-Introduce Interim Report format to staff and provide an example using Target Tracker statements as targets</p> <p>-EARLY YEARS- investigate use of target tracker in other trust schools. Should we continue to use 2simple for observations?</p> <p>-Regular staff meeting</p>	<p>VS/SO</p> <p>LD/JS/VS</p> <p>VS and Interim Report working party.</p> <p>SD/VS and Early Years Team</p> <p>SD, SO, RS, VS</p>	<p>January 2018</p> <p>Termly</p> <p>January 2018</p> <p>June2018</p> <p>ongoing</p>	<p>-Teachers will contribute to a whole school document identifying gaps in r,w,m in a year group</p> <p>-Teacher knowledge of statements and use of statements in planning</p> <p>-Interim Report distributed prior to the parents meeting and used to frame parents evening</p> <p>Change in practice and improved transition meetings with Year 1</p> <p>Teachers more able to</p>	<p>Document evidencing gaps in knowledge/teaching from 2016-17</p> <p>-During Pupil Progress meetings VS will identify % of statements achieved in R W and M</p> <p>-Ask parents if they found the process useful</p>

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
	Teachers use Target Tracker to assess and inform pupil progress data/ILP targets/PP targets and next steps.	using Target Tracker to manage class and year group data.	good practice session introducing staff to data and use			identify strengths and weaknesses in class and adjust planning accordingly	-Year 1 teachers clearly informed of next steps  -Pupil Progress meeting discussion -Targeted planning observed during planning scrutiny
	<b>PUPIL PROGRESS</b> -Teachers meet with SLT together 6 times per year to discuss progress of whole class, groups (including pp, most able and those requiring intervention)	-Clearly defined discussions in meetings where teachers identify next steps for the class (referring to Target Tracker statements) identify children at risk of not meeting End of Year Expectation.	-Teachers clearly link targets and next steps to Target Tracker. Those children working below year group expectations have relevant TT/ILP targets	VS	On going	-Children identified and progress steps identified and measured	Intervention Action Plans with clearly developed Targets
	<b>INTERVENTION ACTION</b>		-Intervention timetable updated and sent out by	VS HD	Termly	-Teachers, children and program leaders	

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
	<p>PLAN</p> <p>-Teachers identify children for interventions – Term 2</p> <p>-Teachers identify specific targets for most able children</p> <p>-Teachers identify specific targets for PP children</p> <p>-Targets developed for groups within the class</p> <p>-Early Years teachers manage their own interventions</p> <p>Regular Subject book scrutiny each term (maths, English, curriculum)</p>	<p>-Interventions to be managed for each term.</p> <p>-Use of Target Tracker for next steps and opportunities provided for in class (Quality first teaching). Feedback from Intervention leaders</p> <p>-Early Years monitoring progress and identifying next steps</p> <p>-BOOK SCRUTINY - children at risk of</p>	<p>SENco</p> <p>-Feedback/assessment outlined on Intervention timetable so that teachers are aware of the impact of interventions.</p> <p>-Intervention reviewed before each pp meeting by SENco</p> <p>-Intervention reviewed by Pupil Premium lead before each pp meeting</p> <p>-All teachers should have a clear link between T Tracker statements and planning/targets</p> <p>-Meet with Early Years Team</p> <p>-EY visit schools in Trust to see how being used</p> <p>Extra meetings arranged to discuss those children at risk of not meeting end of year expectation and identification of next steps</p> <p>Identify children, subject, focus and teacher for delivery</p>	<p>HD</p> <p>HD</p> <p>RC</p> <p>All</p> <p>SD/VS</p> <p>MS/VS/RC/HD</p> <p>VS-Y6,Y5,Y2</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p> <p>March 2018</p> <p>March 2018</p> <p>Term 4</p> <p>Term 3</p>	<p>coordinated and informed.</p> <p>-Teachers receive feedback on intervention prior to pupil progress meeting.</p> <p>Targets will be evidenced on action plans from target tracker</p> <p>Next Steps for learning identified</p> <p>Success – meeting end</p>	<p>HD-management of Interventions</p> <p>Teachers informed for pupil progress meetings</p> <p>Teachers informed for pupil progress meetings</p> <p>Direct link to Target Tracker</p> <p>Use of Target Tracker</p>

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
	Children identified as 'at risk' of not making end of year expectation	not meeting end of year expectation  BOOSTER GROUPS- running of Booster groups during the school day for Year 2, 5 and 6.				of year expectations	-New Strategies/interventions employed as a whole year group to ensure progress of all groups  Children make necessary progress to meet end of year expectation
	DIFFERENTIATION -Teachers differentiate lessons. -They provide opportunities for children to choose the level of difficulty in their work and there is evidence of some flexible grouping strategies and use of set groups in maths. -Lesson observations September 2017 focused	-Teachers are flexible in the way they teach children in their year groups- according to their ability/mixed groupings  -flexibility and movement across groups in classes	-Staff meeting time to look at how we differentiate in class I cans/ success criteria -Staff meeting Good Practice sessions- book look, something that went well last week.... Share with each other  -Planning scrutiny (AIP	RS/Vs/SO/SD	Term 5  Term 5	Planning scrutiny will show teachers working in ways to support all learners  After staff meeting planning scrutiny to measure impact	Planning scrutiny and discussion in staff meeting

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
	<p>on the supporting of groups in class. -Pupil Survey found that majority of children felt challenged by their work.</p>	<p>-ability to choose challenge where appropriate</p> <p>-grouping children across the year group for maths</p> <p>-radial success criteria</p> <p>-start lesson with the problem/question/p oint for discussion</p>	<p>group) identify opportunities for differentiation/good use of questioning in planning</p> <p>-if there are issues identified in pupil progress meetings... teachers consider alternative ways of working across year groups to maximise progress.</p>	VS/SLT	Ongoing	<p>Practise modified according to need</p> <p>Lesson obs</p>	Pupil Progress meeting evaluation
	-homework tasks sent home	-review of homework policy and relevance of homework activity	-AIP group audit homework set across the school... is it meeting the needs of all groups?	RS/Vs/SO/SD	Term 3	Homework Policy	Audit of homework Use of my maths etc Topic grids
	-Introduction of question grid	-continue to develop questioning skills in class and identify when and what on planning	Staff meeting slot to look at questioning grid (revisit Film Club) refer to Assessment for Learning Policy.	RS/SO/Vs	Film Club Session Tear 3	A range of questions included in planning	Teacher sharing board

To ensure the progress of targeted groups across the Academy

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
To ensure the progress of targeted groups across the school	<p>Pupil Premium PP teacher working across school 2 days a week</p> <p>Raised profile of PP children in school and eligibility criteria, which has led to increased numbers</p> <p>Introduced PP Heroes</p>	<ul style="list-style-type: none"> <li>Greater tracking of progress</li> <li>100% Year 1 phonics</li> <li>75% expected or above at KS2 reading</li> <li>62% expected or above at KS2 in writing and maths</li> <li>50% combined at KS2</li> <li>Closing the gap with maths across the school</li> </ul>	<ul style="list-style-type: none"> <li>Create a chart to highlight progress</li> <li>Introduce extra RWI sessions</li> <li>Personalised interventions</li> <li>Attendance at Magikats</li> </ul>	<ul style="list-style-type: none"> <li>RC</li> <li>SK</li> <li>CL + Yr 6</li> </ul>	<ul style="list-style-type: none"> <li>November</li> <li>Spring</li> <li>On-going</li> <li>Spring Term</li> </ul>	<ul style="list-style-type: none"> <li>Completion of form</li> <li>Phonic Test</li> <li>Half – term feedback</li> <li>Report from tutor</li> </ul>	<ul style="list-style-type: none"> <li>Data from Target Tracker, SATs, Suffolk</li> <li>RWI assessments</li> <li>KS1 SATs</li> <li>Teachers informed for PP meeting</li> <li>Report from tutor</li> </ul>
	<p>Teachers identify specific targets for PP children</p> <p>Target being rolled out and shared with parents</p> <p>Beanstalk readers being rolled out</p>	<ul style="list-style-type: none"> <li>80% of EYs achieving GLD</li> </ul>	<ul style="list-style-type: none"> <li>Introduce Beanstalk helper - subsequently employed her and re-located</li> <li>PP Co-ordinator and teacher to work with children</li> </ul>	<ul style="list-style-type: none"> <li>RC + CL</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>	<ul style="list-style-type: none"> <li>Half-termly</li> </ul>	<ul style="list-style-type: none"> <li>GLD</li> <li>Currently looking as though this target will not be met owing to significant safeguarding issues and high level of need (good progress however)</li> </ul>
		<ul style="list-style-type: none"> <li>Greater communication and interaction with PP parents</li> <li>Raise parental involvement at home</li> </ul>	<ul style="list-style-type: none"> <li>Hold shared activity sessions with parents</li> <li>Develop home/school links</li> </ul>	<ul style="list-style-type: none"> <li>RC</li> </ul>	<ul style="list-style-type: none"> <li>Termly</li> </ul>	<ul style="list-style-type: none"> <li>Informally by attendance at events and participation with home/school activities</li> <li>Survey Monkey at end of year</li> </ul>	<ul style="list-style-type: none"> <li>Register at events</li> <li>Survey Monkey</li> </ul>

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
	<p><u>More Able</u> Quality first teaching is evaluated regularly</p> <p>Differentiation in class</p> <p>Teachers use Target Tracker to assess the children in all areas</p> <p>Teachers identify specific targets for most able children</p> <p>Pupil Survey found that majority of children felt challenged by their work,</p>	<ul style="list-style-type: none"> <li>Update website</li> <li>Form a policy</li> <li>Create a register</li> <li>Track and evaluate progress of more able children</li> <li>Evaluate provision</li> <li>Establish Challenge Corners</li> <li>Introduction of radial success criteria and promoting of self-initiated tasks and challenges</li> <li>Providing extra provision</li> </ul>	<ul style="list-style-type: none"> <li>Create a page on the website</li> <li>Write policy</li> <li>Ask staff to nominate their 'most able' children – those with exceptional talents</li> <li>Raise profile in Pupil progress meetings</li> <li>Create a chart to highlight progress</li> <li>Carry out audit and identify next steps</li> <li>Carry out a learning walk Celebrate good practice and highlight areas for development</li> <li>Raise the profile through staff meetings</li> <li>Allocate a staff meeting as an enrichment opportunity for children</li> </ul>	<ul style="list-style-type: none"> <li>RC</li> <li>RC</li> <li>RC</li> <li>RC</li> <li>RC and VS</li> <li>RC and VS</li> <li>SLT</li> <li>RC</li> </ul>	<ul style="list-style-type: none"> <li>November</li> <li>Spring</li> <li>November</li> <li>January</li> <li>Spring</li> <li>December</li> <li>Spring</li> <li>Term 5</li> </ul>	<ul style="list-style-type: none"> <li>Information accessible on website</li> <li>Share with staff and place on website</li> <li>Register circulated to all staff</li> <li>Information circulated to all staff</li> <li>Through observation, lesson planning, discussion, book scrutinies</li> <li>Observation</li> <li>Teaching observations and planning scrutiny</li> <li>Range of opportunities offered and attendance</li> </ul>	<ul style="list-style-type: none"> <li>Website</li> <li>Website</li> <li>Creation of register</li> <li>Chart of individuals progress</li> <li>Through observation, lesson planning, discussion, book scrutinies</li> <li>Classroom Practice</li> <li>Classroom Practice</li> <li>Range of questions in planning</li> <li>Photos and samples of the activities</li> </ul>

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
	<p><u>SEN</u> Interventions adapted this year and matched to strengths of TAs</p> <p>1 page profiles rolled out across the school</p> <p>Awareness of autism raised across the school through INSET training for teachers and TAs and the TA conference</p>	<ul style="list-style-type: none"> <li>TAs to feel confident with interventions they are delivering               <ul style="list-style-type: none"> <li>Impact of interventions is measured and progress evaluated and groups re-assessed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Review interventions with TAs to determine progress of individual learners and review groups</li> </ul>	<ul style="list-style-type: none"> <li>HD</li> </ul>	<ul style="list-style-type: none"> <li>Half termly</li> </ul>	<ul style="list-style-type: none"> <li>TAs questionnaire to assess confidence</li> <li>Progress on Target Tracker and Pupil Progress meetings</li> <li>Monitor progress from baseline score to current date</li> </ul>	<ul style="list-style-type: none"> <li>Data from Target Tracker               <ul style="list-style-type: none"> <li>Lesson feedback sheets and discussion with TAs incl TA CPD</li> </ul> </li> </ul>
	<p>Raised awareness of the needs of dyslexic learners incl specific strategies to support them in the classroom</p>	<ul style="list-style-type: none"> <li>The needs of children on the autism spectrum are appropriately provided for</li> </ul>	<ul style="list-style-type: none"> <li>Creation of visual aids (TA conference)</li> <li>TA good practice afternoon</li> <li>Good practice board in staffroom</li> </ul>	<ul style="list-style-type: none"> <li>CPD mentors</li> </ul>	<p>Beginning of Term 5</p>	<ul style="list-style-type: none"> <li>Learning walks</li> <li>Discussion with class teachers and parents</li> <li>Visits by Autism and Social Communication Team</li> </ul>	<ul style="list-style-type: none"> <li>ILP reviews</li> <li>Parent survey</li> <li>Monkey and Autism Social Communication Team reports</li> </ul>
		<ul style="list-style-type: none"> <li>Introduce a lunch club for children with dyslexia needs</li> </ul>	<ul style="list-style-type: none"> <li>Introduce club</li> </ul>	<ul style="list-style-type: none"> <li>HD</li> </ul>	<ul style="list-style-type: none"> <li>Spring Term</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at club</li> </ul>	<ul style="list-style-type: none"> <li>Register</li> </ul>

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
	<u>EAL</u> Children with EAL have been identified and their proficiency assessed and progress monitored	<ul style="list-style-type: none"> <li>Children who scored from A to C on their Language proficiency assessment will receive additional support in developing their English language skills</li> </ul>	<ul style="list-style-type: none"> <li>Introduce a club</li> </ul>	<ul style="list-style-type: none"> <li>MS +VS</li> </ul>	Spring Term	<ul style="list-style-type: none"> <li>Attendance at club and progress with language</li> </ul>	<ul style="list-style-type: none"> <li>Language proficiency score will have gone up</li> <li>School Start – Language Awareness assessment</li> </ul>

To enrich the curriculum through the development of skills within Knowledge and Understanding

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
To enrich the curriculum through the development of skills within K&U	<p>Science curriculum map reviewed with staff and updated on the overview.</p> <p>Target tracker used for assessment. Statements being reviewed</p> <p>Progress Tests purchased for Years 5 and 6</p>	<p>To update science curriculum with new planning format that clearly identifies the progression of skills and ensures coverage</p> <p>To promote a science curriculum that adopts a creative approach and makes links with the English curriculum.</p> <p>Staff to feel more confident in the teaching and learning of Science</p> <p>Teachers to use TT to support teaching and learning and to confidently use the data to identify areas to address in planning.</p>	<p>Review the effectiveness of the science curriculum by monitoring books, planning and year group discussions</p> <p>Identify key learning objectives and provide a clear outline of skills to show progression and coverage.</p> <p>Make links to English curriculum to ensure quality of writing in Science books and topic books.</p> <p>Make links with the Maths curriculum e.g. tables and statistics.</p> <p>Learning through Stories week to enhance cross curricular links with Maths and English.</p> <p>To introduce Science books in Year 2</p> <p>To present the new planning format for medium term skills. (INSET). To make cross curricular links with Art, DT, Eco and Healthy Schools</p> <p>To use IRIS in watching a Science lesson and reflect on teaching and learning in Science.</p> <p>Audit the learning journey and weekly plans to monitor coverage of statutory requirements in each Key Stage</p>	<p>JA and Key target team.</p> <p>Year groups</p>	<p>January 2018</p> <p>February 2018</p> <p>April 2018</p>	<p>Pupil voice/questionnaire</p> <p>Planning format monitored in SMT meetings and an audit of planning after INSET day</p> <p>Learning walks and drop ins.</p> <p>A target of 85% of children achieving objectives using Target Tracker</p>	<p>Planning, book scrutiny, displays and learning walks. Website</p>

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
			<p>Audit the learning journey and weekly plans to monitor coverage of statutory requirements and skills in each year group and key stage.</p> <p>Analyse data and pupils progress using Target Tracker</p> <p>Update Science policy and website</p>				
	Geography curriculum map reviewed with staff and updated on the overview.	<p>To update Geography curriculum with new planning format that clearly identifies the progression of skills and ensures coverage</p> <p>To promote a Geography curriculum that adopts a creative approach and makes links with the English curriculum.</p>	<p>Review the effectiveness of the Geography curriculum by monitoring books, planning and year group discussions</p> <p>-Identify key learning objectives and provide a clear outline of skills to show progression and coverage.</p> <p>-Audit the learning journey and weekly plans to monitor coverage of statutory requirements and skills in each year group and key stage.</p> <p>-To closely look at where target tracker statements are placed within year groups and see which statements match our curriculum map and which might need moving, to enable staff to effectively record judgements.</p> <p>-Analyse data and pupils progress using Target Tracker</p>	<p>SG and Key target team.</p> <p>Year groups</p> <p>SG and Key target team.</p>	<p>January 2018</p> <p>February 2018</p> <p>April 2018</p> <p>July 2018</p>	<p>Pupil voice/questionnaire</p> <p>Planning audit, scrutiny of pupil's books.</p> <p>Successful use of target tracker for assessment.</p> <p>A target of 85% of children achieving objectives.</p>	
	The new RE curriculum is beginning to be	To promote an RE curriculum that	To add an RE webpage to the Academy website	MF and curriculum	Complete	N/A	Copies of Newsletters, website, notes from

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
	taught consistently over the school after being recently introduced.	<p>adopts a creative approach and makes links with the English curriculum.</p> <p>To ensure a consistent approach across the school to ensure a progression of skills.</p>	<p>Ensure teachers are using discovery scheme.</p> <p>To have displays to show children's learning during RE lessons.</p> <p>To ensure Target Tracker mirrors the Discovery Scheme to assess.</p> <p>To continue to make links with the community in assemblies and to showcase these visits in Newsletters, the website and displays.</p> <p>To create a reflective learning space that is available to all children.</p>	<p>map team</p> <p>All</p> <p>MF</p> <p>MF</p> <p>MF</p> <p>MF/HM/SD</p>	<p>Ongoing</p> <p>Ongoing/Complete</p> <p>Sept 18</p> <p>Ongoing/Complete</p> <p>March 18</p>	<p>Drop ins and book scrutiny</p> <p>MF to ensure that there is always a display board with RE work on.</p>	<p>books scrutiny</p> <p>pictures of displays.</p>
	<p>EARLY YEARS</p> <p>New topic themes have been introduced or altered.</p> <p>U the W aspects are being developed into the new topics.</p>	<p>To enrich U the W experiences in each topic theme.</p> <p>Skills progression built through the year from 40-60 months to ELG.</p> <p>All aspects of U the W curriculum covered in a meaningful way.</p> <p>Greater use of our environment to</p>	<p>Map out topic themes with U the W aspects identified.</p> <p>Audit progression and coverage.</p> <p>Amend map/Learning journey with additional skills/experiences where necessary.</p> <p>Monitor use of outdoor area/school environment and cohort interests/needs.</p>	<p>NC</p> <p>NC</p> <p>EYs team</p> <p>EYs team</p>	<p>Jan '18</p> <p>April '18</p> <p>July '18</p>	<p>Topic map document produced with U the W aspects identified, detailing skills opportunities and experiences.</p> <p>Progress and achievement recorded on 2simple2build a profile and Target</p>	<p>Weekly planning, book scrutiny, displays and learning walks.</p> <p>Skills map and photographs shared on the Website</p>

Key Area	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who?	By when?	How will it be measured	What evidence will we need?
		fulfil the U the W curriculum.				Tracker Observations, pupil voice. A target of 85% of children achieving objectives.	
	History curriculum map reviewed with staff and updated on the overview.	To update History curriculum with new planning format that clearly identifies the progression of skills and ensures coverage  A History curriculum that adopts a creative approach and makes links with the English curriculum.	Review the effectiveness of the History curriculum by monitoring books, planning and year group discussions  -Audit the learning journey and weekly plans to monitor coverage of statutory requirements and skills in each year group and key stage -Identify key learning objectives and provide a clear outline of skills to show progression and coverage.  -To closely look at where target tracker statements are placed within year groups and see which statements match our curriculum map and which might need moving, to enable staff to effectively record judgements.  -Analyse data and pupils progress using Target Tracker	SV and Key target team.  SV  SV.  SV and year groups	January 2018  February 2018  April 2018  July 2018	Pupil voice/questionnaire  Planning audit, scrutiny of pupil's books.  Successful use of target tracker for assessment.  A target of 85% of children achieving objectives.	