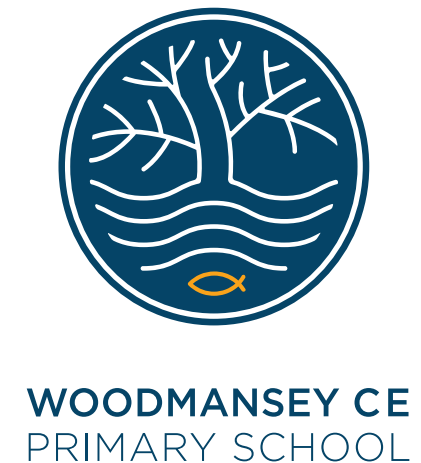
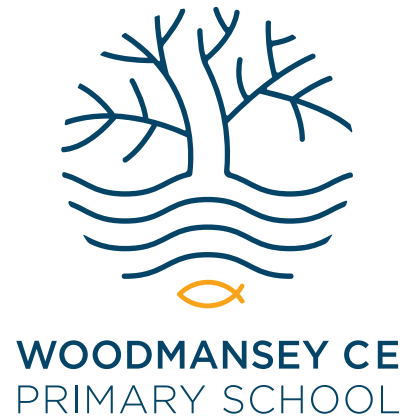
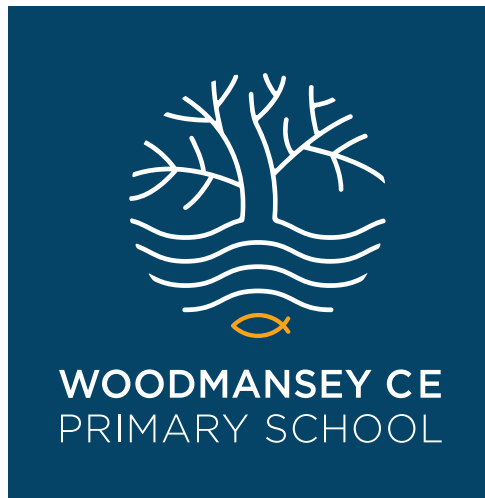


# Woodmansey CoE Primary School School Improvement Plan January to December 2022

*2022 - The Year of Rich Vocabulary*



**We celebrate every child in our care as part of God's great plan, loved and accepted just as they are and for all they could become. We recognise that every child has a unique task to do with God and for God, whether they know it or not.**

**Supported by the strong foundations of our chosen Christian values as expressed in our relationship with St Peter's Church: Hope, Compassion, Trust and Respect, we seek to unlock the potential of every child.**

*'I have come that they may have life and have it to the full.'* John 10:10

## SUMMARY OF PRIORITIES

### PREMIER DIVISION

#### THE YEAR OF VOCABULARY

- Embedding further cross curricular vocabulary and conceptual understanding.
- Review of all subject policies to include cross curricular vocabulary and conceptual understanding and links from the new EYFS curriculum to Y1.

#### ENGLISH

- Review KS2 texts for guided reading.
- Review the planning progression map for English (possibly formalise more).

#### WRITING /GPS – check & review.

- Reinforcing changes in phonics across the WHOLE school.

#### CATCH UP PROGRAMMES

- Invest in speech & Language training.
- Continue investment in time limited, effective, Interventions and tutoring for priority groups Pupil Premium & Y6/Y4/Y2
- V20 & Pupil Premium children discussed In EVERY Staff Meeting.

#### MATHS

- Maintaining our momentum including in Factual Fluency and Journaling.
- Ensure 6 Teacher Meetings per year.

#### NEW RE SYLLABUS

- Prepare, plan and implement the new SACRE with guidance from the Diocesan Education Office

#### ENHANCING – IDENTIFICATION AND OPPORTUNITY

- Who are they? How does their learning experience differ?
- Remind ourselves of the enhancing criteria on the MTPs

#### DEEP DIVES

- Working alongside the Molescroft Subject Leaders to develop subject leadership for WPS and MPS staff

## CHAMPIONSHIP DIVISION

### DEFINITION OF DIFFERENTIATION

- Answering the question was does Differentiation really mean and look like?

### DEVELOP THE EYFS OUTDOOR PROVISION

- Source an awning structure to allow for a 'bridge' between indoor and outdoors.

### SALT TRAINING

## FIRST DIVISION

### LANGUAGES across the Curriculum

### ISA ACTION PLAN

### HEALTH & SAFETY POLICIES

#### Three-year review

### WELLBEING FOR PUPILS AND STAFF: JIGSAW TRAINING

- Engage with termly Jigsaw training and CPD to fully understand the opportunities within the programme

### MUSIC

- Consider opportunities within the staff team (inc. Molescroft) to deliver the Music curriculum from Sept 2022 and support in staff development within Art.

### PE

- Ensure we are engaging with the Sports Partnership to maintain Gold Award Status

## **GOVERNOR LINKS: Committee Structure**

### **Curriculum & Quality Assurance: All governors are members**

Chair: Mrs. Sara Fletcher

To consider the quality of teaching, learning, assessment and pupil outcomes.

### **Finance & Personnel : The Chair of Governors, Executive Head Teacher, Head of School and ½ the governing body (not including other staff governors)**

Chair: Prof. Brad Gibson

To scrutinise monitor and prioritise the financial arrangements for the school to ensure the most effective use of resources, human, financial and physical and underpin the ethos, values and priorities of the school improvement plan.

### **Safeguarding, Health & Safety and Premises: The Chair of Governors, Executive Head Teacher, Head of School, staff governors plus the remaining governors not on the committee above.**

Chair: Mr. Andrew Jolley

To consider and ensure that all areas of Safeguarding are effective and robust. That the broad environment ensures every possible opportunity for personal development. Promoting the highest standards of behaviour and welfare.

**Training Link Governor:** Mrs. Sara Fletcher

### **Curriculum including automatic links to the School Improvement Plan Objectives:**

#### **Maximum 1 per governor**

*To fulfil these roles governors will need to maintain regular contact with the named teacher(s). There should be at least ½ termly contact by phone or email or in person. Governors should visit the school when the children are working at least once a year to see the subject(s) being taught.*

*Governors should attend at least one of the school organised focus tours particularly if it links with his or her monitoring focus.*

### **Subject Links**

**English** (named teacher, Joanne Kett): **Sara Fletcher**

**Maths** (named teacher, Rosie Fisher): **Brad Gibson**

**S.T.E.(M)** (named teachers, Emily Williamson): **Brad Gibson**

**Arts** (named teachers (Helen Ripley (MPS) Defender of the Arts):

**History & Geography** (named teachers, David McEntegart): **Andrew Jolley**

**Religious Education** (named teacher, Joanne Kett): **Andrew Jolley**

**Worship** (named teacher, Joanne Kett): **Cynthia Moody**

**PSCHE, Pupil Council, Citizenship, Sex & Relationships, Educational Visits**, (named teachers, Sarah Charlton):

**Computing** (named teacher, Simon Morton(MPS)): **Sarah Grainger**

**Primary Languages** (named teacher, Sam Henderson-Tucker): **Brad Gibson**

**P. E** (named teachers, Emily Williamson): **Sarah Grainger**

### **Pupil Groups Links including automatic links to the School Improvement Plan Objectives**

#### **Maximum 1 per governor:**

To fulfil these roles, governors will need to be able to make regular visits to school to meet with the named teacher; not necessarily always when the children are present.

Governors should visit at least twice a year when the children are present in order to see the pupils at work. (not \*)

Pupil Premium Champion (named teacher, Rosie Fisher & Bethan Nicholls): **Sara Fletcher**

SEND & Low Achievers Champion (named teachers, Sarah Charlton) **Sara Fletcher**

Other Vulnerable and Minority Groups Champion \* (named teacher, Bethan Nicholls): **Corrine Fawcett**

*Ethnic Minorities, English as an Additional Language, Persistent Absence, Emotionally Vulnerable, Behaviour for learning, Looked After Children, Young Carers, Missing the Phonics threshold.*

Talented & High Achievers Champion (named teacher, Sharon Eastwood):

Early Years (named teacher, Sharon Eastwood): **Sara Fletcher**

Safeguarding including Child Protection \* (named teacher, Bethan Nicholls): **Chair of Governors: Kerri Harold**

Assessment (named teacher, Bethan Nicholls) **Sara Fletcher, Sarah Grainger**

Wellbeing (named teachers Bethan Nicholls) **Corrine Fawcett**



WOODMANSEY CE  
PRIMARY SCHOOL

Improvement Area	Page Number	Governor Link
<b>SPIRITUALITY, CITIZENSHIP within a LOCAL &amp; GLOBAL COMMUNITY &amp; SUSTAINABILITY</b>	<a href="#">7</a>	Andrew Jolley, Cynthia Moody
<b>ENJOYMENT FOR LEARNING, ENGAGEMENT, ACHIEVEMENT and PROGRESS</b>	<a href="#">12</a>	Sara Fletcher, Brad Gibson, Sarah Grainger and All. Governors
<b>FOCUS: ENTERPRISE, GOVERNANCE and INVESTMENT in our PROFESSIONS</b>	<a href="#">37</a>	Sara Fletcher, Corrine Fawcett
<b>HEALTH, SPORT, FITNESS and WELL-BEING</b>	<a href="#">39</a>	Sarah Grainger, Corrine Fawcett
<b>SAFEGUARDING: PROTECTION &amp; MANAGING RISK within a SECURE and INSPIRATIONAL ENVIRONMENT</b>	<a href="#">43</a>	Kerri Harold

**SPIRITUALITY, CITIZENSHIP within a LOCAL & GLOBAL COMMUNITY  
& SUSTAINABILITY**



WOODMANSEY CE  
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**Woodmansey CE Primary School**  
**Building Foundations, Unlocking Potential**  
**School Improvement Plan 2022**

**FOCUS: IMPLEMENT THE NEW RELIGIOUS EDUCATION SYLLABUS (SACRE)**

**GOVERNOR LINK: Andrew Jolley and Cynthia Moody**

KEY AREA FOR DEVELOPMENT ⇒ The implementation of the new SACRE Religious Education Syllabus		Monitoring Responsibility BN, JK, AJ
TARGET ⇒ Ensure a smooth and effective transition to the new Syllabus without losing the advantages of the manner in which we have interpreted the past syllabus.		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> <li>• Now the new SACRE curriculum has been decided to interpret it and implement it within our programme for studying world faiths across the school.</li> <li>• Produce new Medium Term Plans to reflect the new curriculum and ensure staff are ready to launch in September 2022.</li> <li>• New Faith Programme to include minority and non faiths:             <ul style="list-style-type: none"> <li>○ Buddhism</li> <li>○ Judaism</li> <li>○ Hinduism</li> <li>○ Minority Faiths and No Faith</li> <li>○ Christianity</li> <li>○ Islam</li> <li>○ Sikhism</li> </ul> </li> <li>• Teachers to reflect on their teaching of RE to explore the idea of making the subject more practical, using the skills in objectives</li> </ul>	<p>JK/KS</p> <p>KS / JK</p> <p>KS/JK</p>	<p>⇒ The school is fully ready to launch the new RE syllabus from September 2022.</p>



<p>to ensure there is no ceiling on the children’s learning and exploration of the faith studied that year.</p> <ul style="list-style-type: none"> <li>• Questions like ‘what would a lesson look like if...’ ‘what would a child demonstrate if...’ ‘what skills would be displayed if...’</li> <li>• To include an RE day in 2022 inviting guests from across our community, the relevant place of worship and Hull University students who are part of the particular society of the faith being studied, this year being Buddhism.</li> <li>• Classrooms to actively celebrate world religion when studying through interactive displays, books, opportunities to ask ‘big questions’ and reflect on their own faith.</li> </ul>	<p>½ TRAINING DAY SUMMER KS/JK</p>	
<p>Monitoring Strategy</p> <p>Learning walks</p> <p>Book Scrutiny</p> <p>Visits to the church</p> <p>Parent/Carer Survey</p> <p>SIAMS visits and reports</p>	<p>Evaluation</p> <p>Report to Governors</p> <p>Report to Diocese</p>	



WOODMANSEY CE  
PRIMARY SCHOOL

**Woodmansey CoE Primary School**  
**Building Foundations, Unlocking potential**  
**School Improvement Plan 2022**  
**FOCUS: NEW ISA Action Plan**  
**GOVERNOR LINK: Brad Gibson**

KEY AREA FOR DEVELOPMENT		Monitoring
To maintain our International Provision with the Successful Submission of the ISA Action Plan		Responsibility BN ML DM
TARGET		
Internationalism remains at the heart of the life of our school, recognising that we are in a Global Society and Economy.		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<p>ONGOING ACTIVITIES to be included in Action Plan</p> <ul style="list-style-type: none"> <li>• My Life in a Box (Y5)</li> <li>• My Town and My Country in a Box (Y6)</li> <li>• Around the World on a Plate from January 2022 delivered by Crofty's Restaurant</li> <li>• United in Sport: <ul style="list-style-type: none"> <li>○ Celebrating World Cricket</li> <li>○ Celebrating Word Hockey</li> <li>○ Commonwood Games</li> </ul> </li> <li>• Handball; Germany links Lemgo</li> <li>• Harvest for the World</li> <li>• Hosting Swiss Teachers (postponed to June 2022)</li> <li>• Hosting German Work Placement Students (Expected September 2022)</li> <li>• Maintaining links with Lemgo and Bremerhaven</li> </ul>	<p><b>INTERNATIONAL TEAM:</b>  JONATHON WILLIAMS supported by Bethan Nicholls, David McEntegart Laura Hakner &amp; Michael Loncaster</p> <p>RF</p> <p>ML</p> <p>EW</p> <p>JK/SE</p> <p>ML</p>	<p>⇒ The International School Award Action Plan is successfully accepted by the British Council for renewal in 2023.</p>

<ul style="list-style-type: none"> <li>○ Students visiting from Poland and Germany to share their Life in a Box with our pupils.</li> <li>○ Teachers to visit from Südschule hopefully in June or October 2022</li> </ul>	ML BN RF	
<p><b>INTERNATIONAL FESTIVAL</b></p>		
<ul style="list-style-type: none"> <li>● To host a three-week International Festival in February 2022 based on Greece and Cyprus</li> </ul>	ML/BN	
<ul style="list-style-type: none"> <li>● Festival to cover the Flora, fauna, physical and Human Geography of Greece and Cyprus with a full cultural experience to include Art and Dance.</li> </ul>	ML/BN	
<ul style="list-style-type: none"> <li>● To host a redesigned evening festival for the whole community.</li> </ul>		
<p><b>SPECIAL ADDITIONS FOR THE ACTION PLAN</b></p>		
<ul style="list-style-type: none"> <li>● INTERNATIONAL FESTIVAL 2023 CANADA</li> </ul>		
<ul style="list-style-type: none"> <li>● Festival to cover the Flora, fauna, physical and Human Geography of Canada with a full cultural experience to include Art and Dance.</li> </ul>		
<ul style="list-style-type: none"> <li>● Teacher visit to Lemgo – to complete my life in a box project with children in Südschule Lemgo and a Global sustainability project.</li> </ul>		

**ENJOYMENT FOR LEARNING, ENGAGEMENT, ACHIEVEMENT and PROGRESS**



WOODMANSEY CE  
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**FOCUS: CATCH UP PROGRAMMES**

**Invest in speech & Language training.**

**Continue investment in time limited, effective, Interventions and tutoring for priority groups, individuals, Pupil Premium Children & Y2/Y4/Y6.**

**V20 & Pupil Premium children discussed In EVERY Staff Meeting.**

**Regarding: PUPIL PREMIUM CHILDREN**

**SEN and PRIOR LOWER ATTAINERS**

**ENGLISH**

**EARLY YEARS**

**GOVERNOR LINK: Sara Fletcher**



WOODMANSEY CE  
PRIMARY SCHOOL

KEY AREA FOR DEVELOPMENT <b>CATCH UP AND RESTORATION</b>		Monitoring Responsibility ML BN																																				
TARGET																																						
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<p>ANALYSIS SHOWED THE AREAS THAT THROUGH THE LOCKDOWNS DEMONSTRATED A DROP IN PERFORMANCE. Following Catch up programmes in 2021, the following areas remain a priority:</p> <p>GPS – particularly <i>application</i> of terminology.</p> <p>PHONICS - particularly in current Y4.</p> <p>MATHS – Factual Fluency</p> <p><b>PUPIL PREMIUM V20 &amp; CATCH UP CHILDREN</b></p> <ul style="list-style-type: none"> <li>• Maintain intensive support and catch up wherever and whenever we can.</li> <li>• Highlight in the Pupil Progress meetings of January 2022 the V20 and PP children with even greater vigour to ensure that further specific, time limited interventions/tutoring are put in place where appropriate.</li> <li>• Tutoring and support to specifically focus on the needs of the current Y4 and Number knowledge of Y6.- Phonics a key area.</li> <li>• English coordinator to complete a writing learning walk with Head of School so report on whether a further focus is required on writing across the school.</li> <li>• The enhanced staffing provided to be maintained until at least July 2022 for all year groups enabling the teachers who know the children the best to take control of and often deliver the tutoring support.</li> <li>• Pupil Premium and V20 children discussed in every staff meeting.</li> </ul> <p><b>FOUNDATION YEAR</b></p> <ul style="list-style-type: none"> <li>• For the 2021/2022 academic year EYFS curricular and assessment processes have been re-written to reflect changes. This was</li> </ul>	<p>Include in Pupil Progress Report in January BN</p> <p>BN January and ongoing</p> <p>DM RF January and ongoing ££££</p> <p>JK January</p> <p>ML BN January to July</p> <p>RF BN</p> <p>SE/RA ongoing</p>	<p>⇒ <b>Essentially all cohorts are back on track based on individual targets in Maths, Reading (incl. Phonics) and Writing (incl. GPS).</b></p> <p><b>AND ...</b></p> <p>Newly identified groups are monitored effectively and as with all vulnerable groups, there is a clear picture of the overlapping needs of named vulnerable pupils in the school. This is visually easy to access and refer to.</p> <p>There is a clear and well understood web of support programmes, initiatives and routes used for these identified children and those still to be identified in the future.</p> <p>Staff have all the tools to hand to ensure that Gaps are filled.</p> <p>Catch up programmes and Quality First Teaching have successfully restored attainment levels in Phonics to where they should be, according to our Data Tracker.</p> <p>Pupil Premium &amp; Catch up children are monitored by all staff on a weekly basis to ensure that interventions and Quality First teaching are effective in removing barriers and inequalities to their successful learning and progress.</p> <p>Any issues are tackled in a robust and timely manner.</p>
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<p>advised by conversations with early adopter schools. This is to be embedded across the year to July 2022.</p> <ul style="list-style-type: none"> <li>• Embed the recent development of phonics teaching and learning through the use of the Floppy’s Phonics resources to help further shape a rigorous and effective learning trajectory for early reading and writing.</li> <li>• Through the local Maths Hub EYFS and the KS1 teams are following a new programme of study designed to enhance and develop the teaching of basic number fact and fluency. Professional development sessions to be planned and collaboration through local and national platforms to help share best practice and create a rigorous and effective learning trajectory for early mathematics.</li> <li>• Speech and language therapy has already been identified through nursery transfer as being a big issue for the cohort coming into school in the new academic year. Of this 2021/2022 group 3 children have already begun an in house speech and language programme and/or being referred to SALT. In addition, 1 EHCP is already in place for a child who needs close support to help manage social situations and behaviour in addition to their own speech and language needs. Another child will be granted and EHCP in the new calendar year, again requiring specialised Speech and Language therapy programmes and social/behavioural support from experienced staff. <b>As external support is hard to come by the school is to train its own Speech and Language Therapists to support children at and Woodmansey CE Primary Schools.</b></li> </ul>	<p>SE/RA ongoing</p> <p>SE/RA ongoing</p> <p>ML BN KS New Financial Year</p>	<p>The use of Floppy’s Phonics has a clear impact on the development of reading and writing in the Foundation year.</p> <p>Evaluation of attainment demonstrates that the development of factual fluency has a positive effect on attainment levels in Maths in FY.</p> <p>The school has staff trained to deliver Speech and Language Therapy to all children who need it.</p>
<p>Monitoring Strategy</p> <p>Subject SEFs</p> <p>Learning Walks</p> <p>COORDINATOR Deep Dives</p> <p>GOVERNOR FOOTPRINTS SF, SG</p>	<p>Evaluation</p> <p>Standards Report</p> <p>Half termly reviews by SENDCO</p>	





WOODMANSEY CE  
PRIMARY SCHOOL

Woodmansey CE Primary School  
Building Foundations, Unlocking Potential  
School Improvement Plan 2022

**FOCUS: MATHS**

Maintaining our momentum including in Factual Fluency and Journaling.

Ensure six teacher meetings per year.

**GOVERNOR LINK: BRAD GIBSON**

KEY AREAS FOR DEVELOPMENT <b>CONTINUE TO TRAIN ALL STAFF AND FURTHER REFINE TEACHING OF MATHS MASTERY: MATHS NO PROBLEM USING THE EXPERTISE OF</b>		Monitoring Responsibility RF BN
TARGET Attainment for all year groups is above National for attainment and progress at Expected and Above Expected Measures as measured by SATS and NFER scores.		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<b>AREAS FOR DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Factual fluency is the big barrier to learning in mathematics. A new approach is to be implemented to explicitly teach the children the essential skills of addition/subtraction, multiplication/division facts across school.</li> <li>Training, coaching and resources are secured to achieve good outcomes.</li> <li>Timing of the programmes to be agreed within the school but not as an addition to the Maths Times which is already enhanced.</li> <li>Careful consideration to be taken of where activities centred on factual fluency can be best developed.</li> <li>Journal sessions to become a more regular part of the mathematics day. There is evidence in books of journal activities but as we begin to come out of the pandemic this</li> </ul>	BUY IN TRAINING FROM RA (MPS) FOR TRAINING AND COACHING £££  6 x STAFF MEETINGS – FEB – MARCH – APRIL – JUNE - SEPT – NOV RA	⇒ Evaluation of attainment demonstrates that the development of factual fluency has a positive effect on attainment levels in Maths in FY.  ⇒ Maths Learning Walks clearly demonstrate that Journaling is a regular and successful feature of Maths Lessons.

<p>needs to be more of a classroom priority. It is in these reflective sessions that children explore and deepen their understanding of the mathematical concepts the most.</p> <ul style="list-style-type: none"> <li>• <b>To continue with the involvement with the Maths Hub and further develop the teaching of mathematics at Woodmansey CE Primary School.</b> Subject knowledge and knowledge of teaching for mastery approaches cannot be delivered effectively during staff meeting time alone. Maths Hub training is free at the point of delivery and seems an effective route to further secure good pedagogical and subject specific knowledge and understanding.</li> <li>• It is ESSENTIAL that regular, dedicated staff meeting time is maintained across the year to devote to mathematics, one staff meeting per ½ term.</li> </ul>		<p>⇒ Woodmansey staff maintain the knowledge and skills for effective Maths teaching and are able to experiment with and refine the most recent developments in the development of Maths Mastery.</p>
<p>Monitoring Strategy</p> <p>Through regular staff meetings see schedule.</p> <p>SMT ANALYSIS – Deep Dives</p> <p>GOVERNOR FOOTPRINTS; BG</p> <p>Pupil Progress Meetings</p> <p>SMT Book Scrutiny / Learning Walks</p>	<p>Evaluation</p> <p>SMT Reports</p> <p>Standards Report</p>	



WOODMANSEY CE  
PRIMARY SCHOOL

Woodmansey CE Primary School  
Building Foundations, Unlocking Potential  
School Improvement Plan 2021

FOCUS: Curriculum

FOCUS: Deep Dives to recognise the changes within the current OFSTED framework

GOVERNOR LINK: Mrs. Sara Fletcher, Brad Gibson, Sarah Grainger

<b>KEY AREA FOR DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Develop links with the MPS subject leaders to work alongside WPS subject leaders to check coverage and content of their subjects.</li> <li>Using the school improvement for support, arrange 'Deep Dives' across the curriculum led by the subject leaders</li> </ul>		Monitoring Responsibility MAL, BN, ALL TEACHERS & SUBJECT COORDINATORS FROM MPS as per subject
<b>TARGET</b> To receive advice from the MPS subject leaders alongside deep dives as per subject and for WPS and MPS subject leaders to feel fully confident in their understanding of their subject in relation to progression, coverage, content and quality from FY-Y6 at Woodmansey Primary School.		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<b>ACTIVITIES</b> <b>SUBJECT COORDINATOR LED DEEP DIVES - PLUS KS2 - KS1 – FY –</b> Coordinators to complete deep dives in their subjects looking at provision from FY to Y6. <ul style="list-style-type: none"> <li>MPS Coordinators to complete the Deep Dive process at Woodmansey each spending a day at the school (paid by Woodmansey) to support the implementation of the curriculum there.</li> <li>Coordinators to include a cross check between curriculum unit plans, teaching, lesson structure, provision for SEND, provision for talented pupils, progression, assessment and learning.</li> <li>Include the further development and use of TAs within this programme to ensure – SEND Children have full access to the curriculum and are not over dependent – Talented pupils are</li> </ul>	BN, ALL TEACHERS AND MPS COORDINATORS SPRING TERM 2022 £,£££	<ul style="list-style-type: none"> <li>⇒ Subject Leaders thoroughly understand the process of a Subject Deep Dive. As a result, they are ultimately able to advise and further develop provision because of their clear understanding of the teaching, learning and progression in their subjects.</li> <li>⇒ MPS Subject Leaders can share their expertise to take on an advisory role to support staff at the sister school, Woodmansey CE Primary School.</li> </ul>





WOODMANSEY CE  
PRIMARY SCHOOL

Woodmansey CE Primary School  
Building Foundations, Unlocking Potential  
School Improvement Plan 2022

FOCUS: English

Review KS2 texts for guided reading.

Review the planning progression map for English (possibly formalise more).

WRITING /GPS – check & review.

Reinforcing changes in phonics across the WHOLE school.

Regarding: ENGLISH

GOVERNOR LINK: Sara Fletcher

KEY AREA FOR DEVELOPMENT FOLLOWING A RAFT OF DEVELOPMENTS IN RECENT YEARS TO TIGHTEN UP ANY LOOSE ENDS AND GAPS IN OUR PROVISION		Monitoring Responsibility MB/JW
TARGET Ensure following Lockdowns that any lasting gaps in understanding in GPS are filled and that the major developments in the teaching of Phonics and promoting the <i>love</i> of reading are secure and delivering security in understanding across all age groups.		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<b>READING</b> <ul style="list-style-type: none"> <li>• Check KS2 reading texts for variety, particularly focusing on gender and diversity of author and narrative structure.</li> <li>• Review the Reading books available within KS2 for V20 pupils and those still insecure with their application of phonics.</li> <li>• Implement Phonics training for all staff and regularly check on the quality and consistency of the teaching of phonics across the school.</li> <li>• Double check reading books match the phonics that has been taught.</li> </ul>	BN JK JW  RF DM JK BN/JK £££	⇒ Every child can access and enjoy the reading materials made available to them.  ⇒ All children who do not have the phonetic understanding to read with fluency by the end of Y2 are targeted with the range of programmes outlined. They are entered onto and successfully removed from a Phonics Need Register.

<ul style="list-style-type: none"> <li>Ensure those children who have not met the expectation in Year 2 are prioritised with a specific, robust intervention.</li> </ul> <p>PLANNING FOR COVERAGE</p> <ul style="list-style-type: none"> <li>Review the English Contact to guarantee the appropriate balance of resource, inspiration and response.</li> <li>Review the use of success criteria ensuring it is relevant and appropriate.</li> </ul> <p>GPS APPLICATION</p> <ul style="list-style-type: none"> <li>Following lockdowns there is pupil confusion over definitions and terminology. If asked, a child could give an example of an adjective but when seeing an adjective in a written sentence pupils are sometimes unable to identify from the words on the page which word is the adjective. This is true of other aspects of grammar for example naming a verb, noun, adverbial opener, subordinate clause. It is the application of the skills and this is because although the skills have been learned and taught in lockdown, there has not been the same opportunities to test and apply, then revisit and test and apply to check that progress is made and plug the gaps. To therefore address this issue head on.</li> </ul> <p>HANDWRITING</p> <ul style="list-style-type: none"> <li>Ensure modelled handwriting is consistent in KS1 &amp; KS2</li> </ul>	<p>JK SPRING</p> <p>3 STAFF MEETINGS one per term</p> <p>JK/JW SPRING</p> <p>JANUARY pupil progress meetings JH RM JW AT MB JW JH SPRING</p> <p>SUMMER JW MB 1 staff meeting</p> <p>JK Learning Walk SUMMER</p> <p>BN Learning Walk SPRING</p>	<p>(note it is expected that the new Floppy's Phonics materials expertly used by staff will mean in future this is no longer required.)</p> <p>⇒ Not that there is a particular concern, but there is a formalised contract covering the balance of of resource, inspiration and response in English for each year group.</p> <p>⇒ Attainment in GPS returns to matching pupil targets in standardized assessments and SATs.</p> <p>⇒ Handwriting is consistently taught and with appropriate expectations from FY to Y6.</p>
<p>Monitoring Strategy</p> <p>Subject Deep Dive</p> <p>Subject SEF</p> <p>GOVERNOR FOOTPRINTS: SF</p> <p>SMT / COORDINATOR Scrutiny</p>	<p>Evaluation</p> <p>SMT Reports</p> <p>Standards Report</p>	



<p>develop the mastery of all children in Reading? How can we embed the core skills of reading comprehension for any child on any text, i.e. Mastery of Literary Criticism?</p> <ul style="list-style-type: none"> <li>• How can we move a Swimmer in Reading to become a Diver?</li> <li>• Use the updated Reading Policy as a basis to analyse our teaching of Reading.</li> <li>• Push the use of the reading journal, ensuring pupils, teachers, TA see the link between reading and writing.</li> </ul> <p><b>MASTERY MARKING</b></p> <p>Staff in-house CPD to discuss:</p> <ul style="list-style-type: none"> <li>• What does our marking policy look like? Do we use the TA*</li> <li>• Do we provide enough opportunity for feedback and extension?</li> <li>• Can we apply the same principles to marking in maths to the wider curriculum?</li> </ul> <p><b>OPPORTUNITY IN LESSON</b></p> <p>Staff in-house CPD to discuss:</p> <ul style="list-style-type: none"> <li>• Do we know who the children targeted are?</li> <li>• How does their learning opportunity allow them to reach these criteria?</li> <li>• Does our feedback in and in our marking offer children to be stretched and challenged?</li> </ul>	<p>RELEASE STAFF TO OBSERVE READING AT MPS WHEN ABLE £££ SUPPLY/HLTA COVER</p> <p>TRAINING DAY SUMMER 2022 BN</p> <p>SUMMER1 X INSET BN</p> <p>SPRING STAFF MEETING</p>	<p>⇒ Reading Policy has been reviewed and has been able to take account of the principles of mastery teaching.</p> <p>⇒ Children are therefore, like in Maths secure in their ability to interrogate texts. They have a core set of skills which develop year on year and enable them to become natural literary critics.</p> <p>⇒ Each subject leader has a clear understanding of how mastery approaches can be applied and are relevant to their subject.</p> <p>⇒ Policies for each subject are published reflecting the newly agreed 'mastery' approach.</p> <p>⇒ Staff know who those targeted for enhancing are and cater for them to ensure there is opportunity to reach enhancing.</p>
<p>Monitoring Strategy</p> <p>Through regular staff meetings see schedule.</p> <p>SMT ANALYSIS</p> <p>GOVERNOR FOOTPRINTS;</p> <p>Pupil Progress Meetings</p> <p>Book Scrutiny / Learning Walks</p>	<p>Evaluation</p> <p>Standards Report 2022</p>	





**Embedding further cross curricular vocabulary and conceptual understanding.**

**Review of all subject policies to include cross curricular vocabulary and conceptual understanding and links from the new EYFS curriculum to Y1.**

**And a review of the definition of Differentiation at Woodmansey**

**Regarding: DEFINITION OF DIFFERENTIATION**

**GOVERNOR LINK: ALL GOVERNORS**

KEY AREA FOR DEVELOPMENT EMBEDDING FURTHER THE CROSS CURRICULAR CONCEPTUAL MAP		Monitoring Responsibility MAL AT JH JW & SUBJECT COORDINATORS as per subject/area
TARGET To really make explicit the children’s understanding of the Key Vocabulary and cross curricular concepts as they appear in each subject and further relate to life experiences, the wider world and the world encountered through literature.		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
ACTIVITIES REVIEW OF SUBJECT POLICIES <ul style="list-style-type: none"> <li>Including use of vocabulary and conceptual development and links from EYFS to Y1.</li> <li>Review of all units in Y1 to reflect new FY curriculum</li> </ul> DEFINITION OF DIFFERENTIATION	SUMMER TERM ALL COORDINATORS 2 Staff Meetings BN JK JW ML	⇒ All subject policies are reviewed and demonstrate the central need for the development of key vocabulary and concepts as exemplified in our Concept Map.



**FOCUS: ENTERPRISE, GOVERNANCE and INVESTMENT in our PROFESSIONS**



WOODMANSEY CE  
PRIMARY SCHOOL

**Woodmansey CE Primary School**  
**Building Foundations, Unlocking Potential**  
**School Improvement Plan 2022**  
**FOCUS: EYFS equipment & Awning**  
**GOVERNOR LINK: Sara Fletcher**

<b>KEY AREA FOR DEVELOPMENT</b> Ensuring the equipment and resources in the Foundation Year are fit for purpose and match the high expectations of teaching. Look to establish a 'bridge' between the indoor and outdoor provision through the position of an awning.		Monitoring Responsibility SE BN MAL
<b>TARGET</b> Protection against the elements allows for outdoor learning to continue.		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> <li>Since the transformation of the EYFS outdoor area last year, storage was the main investment, but now it is clear that resources are becoming tired and weathered. It is therefore important that resources are sought which mirror the high standards in teaching and that they meet the needs of all children and the higher admission number.</li> <li>Implement an awning for the raised area directly from the school building</li> </ul>	£££ SE  SUMMER 2022 BN/SE/MAL ££££	⇒ The resources in the new outdoor area mirror the high standards of physical provision. Resources enhance the learning experiences of the children in both the Nursery and the Foundation Stage.  ⇒ Children can access learning outdoors with protection from the weather.
Monitoring Strategy Learning Walks GOVERNOR FOOTPRINTS: SF		Evaluation Standards Report 2022



WOODMANSEY CE  
PRIMARY SCHOOL

**FOCUS: SALT Training**

**GOVERNOR LINK: Sara Fletcher, Corrine Fawcett**

KEY AREA FOR DEVELOPMENT Equip teachers with the skills and training to support the ever-growing need of children requiring Speech and Language intervention.		Monitoring Responsibility SC BN
TARGET Staff have the expertise to immediately run bespoke groups as part of our intervention offer, without waiting for external support.		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> <li>Sarah Charlton as SENCO to research appropriate bodies who could deliver training to staff.</li> <li>Devise a register of children who are in need of SALT intervention and look at the what, where, who structure of a realistic intervention to take place.</li> <li>Review the impact of the sessions through pupil voice and discussions with the teachers</li> </ul>	<p>£££ SC</p> <p>SC</p>	<p>⇒ Staff can engage with high quality speech and language training and have access to a wealth of resources to support the implementation of intervention groups throughout the year.</p> <p>⇒ Children begin to access the curriculum with less barriers due to efficient and timely intervention.</p>
Monitoring Strategy Learning Walks GOVERNOR FOOTPRINTS: SF CF	Evaluation Standards Report 2022	

## **HEALTH, SPORT, FITNESS and WELL-BEING**



WOODMANSEY CE  
PRIMARY SCHOOL

**Woodmansey CE Primary School**  
**Building Foundations, Unlocking Potential**  
**School Improvement Plan 2022**

**FOCUS: PE & SPORT**

**GOVERNOR LINK: Sarah Grainger**

KEY AREA FOR DEVELOPMENT A full restoration of Sport beyond the school and curriculum time.		Monitoring Responsibility EW
TARGET Sport and PE remains a subject taken as a discipline with the same high expectations regarding progression and attainment.		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
Areas for development <ul style="list-style-type: none"> <li>• With the Sports Mark starting back up we need to ensure that we keep track of events and ensure we maintain GOLD standard.</li> <li>• Produce a progression of skills document for PE disciplines.</li> <li>• Identify children that might have been affected by Covid-19 and encourage participation in sporting clubs, tournaments, events and competitions at Woodmansey and at other schools.</li> <li>• Introduce personal challenge across classes.</li> </ul>	EW  EW Deep Dive	⇒ FLiC Data demonstrates that all pupils have met the national swimming expectation by the time they leave the school.  ⇒ Maintenance of the Gold Level for the Sports Mark continues to demonstrate the high expectations, progression and engagement of our pupils in sport and PE.  ⇒ All children are engaged in some form of Physical activity over and above the curriculum provision. ⇒ A register of activity is set up for children.
Monitoring Strategy EW/MW/PD: SEF COORDINATOR LEARNING WALKS GOVERNOR FOOTPRINTS: Sarah Grainger	Evaluation Governor Footprint Standards Report	





**SAFEGUARDING:  
PROTECTION & MANAGING RISK within a SECURE and INSPIRATIONAL ENVIRONMENT**



WOODMANSEY CE  
PRIMARY SCHOOL

**Woodmansey CoE Primary School**  
Building Foundations, unlocking potential  
**School Improvement Plan 2022**

**FOCUS: REVIEW HEALTH & SAFETY POLICIES**

- **GOVERNOR LINK: Kerri Harold**

KEY AREA FOR DEVELOPMENT Review of all Health & Safety Policies		Monitoring Responsibility BN KH (Governor)
TARGET TO MAINTAIN COMPLIANCE and SECURITY in all aspects of HEALTH & SAFETY		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<b>HEALTH AND SAFETY</b> <ul style="list-style-type: none"> <li>• Complete three-year review of all HEALTH &amp; SAFETY POLICIES</li> </ul> <a href="#">Accident Incident Investigation Guidance ERYC</a> <a href="#">Online Accidents and Incidents Reporting ERYC</a> <a href="#">Asthma Information</a> <a href="#">Anaphylaxis Information</a> <a href="#">Asbestos Guidelines ERYC</a> <a href="#">Asbestos Policy</a> <a href="#">Confined Spaces Safety Guidance Document ERYC</a> <a href="#">Construction, Design and Management Safety Guidance</a> <a href="#">Corporate Health and Safety Policy</a> <a href="#">Corporate Health and Safety Policy Report</a> <a href="#">Control of Substances Hazardous to Health</a> <a href="#">Dealing With Stress</a> <a href="#">Diabetes Information</a> <a href="#">Display Screen Equipment</a> <a href="#">Drugs and Alcohol Policy</a> <a href="#">Educational Visits Policy</a> <a href="#">Electricity At Work Guidance ERYC</a> <a href="#">Employee Personal Protection Safety Guidance Document</a>	JULY BN MAL	⇒ The school maintains full compliance with all Health & Safety, Safeguarding and Child Protection requirements.  ⇒ Everyone maintains their full knowledge and understanding of all Health & Safety Practices. It is second nature, and everyone maintains their role in taking all aspects of safety extremely seriously.

<p> <a href="#">Epilepsy Information</a>  <a href="#">Events on Council Land (and Buildings)</a>  <a href="#">Fire Safety Guidance ERYC</a>  <a href="#">Food Policy</a>  <a href="#">Guidance for School Safe Working</a>  <a href="#">Head Lice Advice</a>  <a href="#">Health and Safety Manual</a>  <a href="#">Health and Safety Policy</a>  <a href="#">Hold open device guidance ERYC</a>  <a href="#">Homeworking Safety Guidance</a>  <a href="#">Infection Control Safety Guidance</a>  <a href="#">Policy on the Control of Legionella Bacteria</a>  <a href="#">Moving and handling of Objects Safety Guidance</a>  <a href="#">Moving and Handling of People Safety Guidance</a>  <a href="#">Musculoskeletal Safety</a>  <a href="#">New and Expectant Mothers Safety Guidance</a>  <a href="#">Noise at Work</a>  <a href="#">Personal Emergency Evacuation Plans</a>  <a href="#">PPE Safety Guidance ERYC</a>  <a href="#">Safer Working Practices</a>  <a href="#">Toileting and Intimate Care Policy</a>  <a href="#">Use of Reasonable Force</a>  <a href="#">Use Of Tools In D&amp;T Policy</a>  <a href="#">Vibration at Work Safety Guidance</a>  <a href="#">Wellbeing at Work Policy ERYC</a>  <a href="#">Work Equipment Lifting Safety Guidance</a> </p> <ul style="list-style-type: none"> <li>• UPDATE the Website</li> </ul>		
<p> Monitoring Strategy  Health &amp; Safety &amp; Premises Committee  GOVERNOR FOOTPRINTS: Kerri Harold </p>	<p> Evaluation  Governor Minutes  Committee Minutes  Stakeholder Surveys / Standards Report </p>	

## SCHOOL INSET PROGRAMME 2022

Pupil Premium – 10 minutes in every staff meeting

### SPRING: 12 MONDAYS

Safeguarding/Security/Health & Safety / Data Protection Annual New Year Re Induction Quiz Incl. Lockdown & MWAMBA 2 hours TD

& International Festival 1 hour TD

Consultation Evening 1

JIGSAW CPD 1

Appraisal Reviews 1

Maths 2

Phonics & GPS 1

Science / STEM 1

PE Active 60 1

Computing 1

RE – SACRE 1

Vocabulary 1

Primary Languages 1

Key stage meetings in Team Time

Mid-Year Pupil Review (Disaggregated Extra PPA 8<sup>th</sup> April)

### SUMMER: 10 MONDAYS

Training Day R.E ½ TD

Maths 2

Phonics 1

English Coverage 1

Subject Policies 2

History 1

Primary Languages 1

Enhancing Check 1

Residential Week	1
Appraisal Reviews (July)	1
Expo Night	1
Key Stage Meetings to be in Team time	

**AUTUMN: 13 MONDAYS**

Business – Year ahead	½ TD
New Faith	1
Maths	2
Phonics	1
The artistic Process	1
Computing	2
Primary Languages	1
RE - SACRE	2
Consultation Evening	1
Towards the new SIP SUBJECT SEFS	1
Appraisal Reviews (Oct)	1
Key Stage Meetings to be in team time	

**BUDGET IMPLICATIONS**

International Week	£ 1 500 + £250 pc
Deep Dives	£ 1 000 (largely in-house covering of costs)
FY Equipment	£ 1000
Guided Reading Books additional growth	£ 750
Renewal of Sports Equipment	£ 1000
Speech and Language Training	£ 1000
EYFS Awning	£ 1000

**FRIENDS ASSOCIATION BIDS 2022**

Refurbishment of Tri-Sensory Area	£1000
EYFS Awning	£1000

## COMPLETED ACTIONS OF SIP 2020

### FOCUS: CONTINUE TO EMBED THE CHRISTIAN DISTINCTIVENESS OF THE SCHOOL

- ⇒ To make explicit through the work of the pupils, the environment of the school and the respect and relationships of the community of Woodmansey CE Primary a recognisable distinctive Church of England School.
- ⇒ Ensure that high standards of learning run through the RE curriculum
- ⇒ Ensure that children can verbalise why they know we are a CofE school and why that makes us unique
- ⇒ Incorporate fortnightly worship led by the church curate or representative and the continuous development of the 'Woodmansey Wonderers'
- ⇒ During any school/bubble closures, guarantee that children can still participate in a daily act of worship or reflection.

### FOCUS: INTERNATIONAL DIMENSION (TO MAINTAIN OUR INTERNATIONAL PROVISION)

- My Life in a Box
- My Country in a Box
- United in Sport:
  - Celebrating World Hockey
  - Celebrating European Football
  - Celebration of Sport (Sports Day)
- Handball; Germany links Lemgo
- Harvest for the World

#### INTERNATIONAL FESTIVAL.

- To host a two-week International Festival in February 2021 based on Thailand.
- Festival to cover the Flora, fauna, physical and Human Geography of Thailand with a full cultural experience to include Art and Dance.

It will not be possible to host an evening festival for the whole community.

## ENJOYMENT FOR LEARNING, ENGAGEMENT, ACHIEVEMENT and PROGRESS

### NEW FOCI PHONICS PUPILS & BOTTOM 20%

- Identify pupil groups on the FliC system for those who did not achieve Phonics in Y1.
- These to be an identified vulnerable group for SC and under the SEND / Intervention group headings.

- Also identify the bottom 20% as an annual exercise in the Pupil Progress Meetings JANUARY and ensure they are allocated appropriate interventions and quality first teaching.

#### READING

- Ensure as much practice of reading as possible during lessons. Reading materials from the board, from text books, from iPads. Build stamina.
- Refocus on reading out loud. Expression and volume of reading are areas for development.
- Children in Year 1 need to spend additional time consolidating their phonics knowledge having missed this in Foundation Year.
- Year 2 children to have revised Phase 5 in the autumn term before starting Phase 6.
- Ensure sufficient time and resources are planned to enable KS1 children to become secure in their phonic knowledge.
- Use Story Masters to refocus on Comprehension skills particularly those of Inference.
- Use every opportunity to reinforce all the GPS terminology across the curriculum.

#### SPELLING PROGRAMMES AND GRAMMAR SLIDES

- To ensure that the GPS slides are being effectively used and that they continue to support core skills
- Agree the range of strategies for teaching spelling and agree that a more bespoke approach is required for children on a class, group and individual level. This may have implications for homework too.

#### PUPIL PREMIUM & CATCH-UP CHILDREN

- Teachers given time to familiarize themselves with the progress of their PP children and any specific needs at every staff meeting.
- Teachers to identify any gaps arising from lockdown as they teach and if further / extra support is needed to bridge these, to speak with PP & SEND coordinator.
- Teachers to be particularly aware of potential gaps in grammar knowledge, times tables recall, number bonds and reading stamina after lockdown.
- PP results from NFER tests will be looked at and potential gaps addressed
- PP coordinator to complete 'learning walk' to monitor progress and work of PP children

#### CATCH UP PROGRAMMES

- Decide on a revised intensive Catch Up programme
- Evaluate progress regularly (see staff meetings above) and then reassign to different groups, ages and subjects regularly.
- Do not presume that those identified in September, remain the ones in need.
- Restore all intervention programmes as soon as circumstances allow e.g.
  - Booster Classes
  - In loco Parentis initiative at wrap-around Clubs
- Produce a Provision Map to chart EVERY intervention and strategy we have in our arsenal for meeting every group and individual need.

#### TALENTED

- It has been decided that the talented register should display children who are exceptional in a particular subject area. We can use FLIC to easily identify those children who are high achievers. However, talent should be seen as something not identified necessarily by data, though this is a useful signpost, but more by that child standing out for whatever reason

that may be. They may think about things a little bit differently or approach the work in a very individualistic fashion, but it comes down to that shining star who does not come along every year.

- Address the lack of children lower down the school on the register. (Due to lack of identification through Lockdown). Reengage coordinators with the criteria in the Policy.
- Ensure that Higher Achievers are also involved in the Catch-Up Provision.

#### **FOCUS: MATHS – MAINTAIN MOMENTUM**

#### **FOCUS: PARTICIPATION WITH THE MATHS HUB TRG**

#### **Times Tables and Number Bonds**

#### **Mastery within mixed-aged classes**

#### **GOVERNOR LINK: PROF. BRAD GIBSON**

- Ensure that Maths Mastery is a focus of whole staff training once every half term feeding back on developments from the TRG Project.
- Seek support from RA to ensure that new teachers and trainees fully understand the programme and that all teachers are reminded constantly of the non-negotiables of the programme and that teachers are the first to learn of new developments.
- RF to regularly have the opportunity to view Maths Teaching in the school and to advise and support colleagues.
- Seek guidance from RA in ways to develop the current maths teaching structure.

#### **FOCUS: Curriculum**

#### **FOCUS: Embed the changes for the new Ofsted Framework**

**SUBJECT COORDINATOR LED DEEP DIVES - PLUS KS2 - KS1 – FY** –Coordinators to complete deep dives in their subjects looking at provision from FY to Y6.

- Include the further development and use of TAs within this programme to ensure – SEND Children have full access to the curriculum and are not over dependent – Talented pupils are pushed ahead by TAs and do not do work which covers what is already known.
- Remind staff of strategies to uplift the pupils to the same high starting point at the start of a unit (Isabella Wallace).
- Work alongside the school improvement partner in preparing for inspection under the new framework with deep dives, and pupil voice.

#### **FliC**

- Monitor Flic at half termly intervals to check accuracy and the children identified as ‘Developing’ are identified and are targeted for work to fill the gaps.



## FOCUS: Raising the opportunities for achieving Greater Depth across the Curriculum

- **Reading**
- **Writing**
- **Mastery Marking**

### MASTERY IN READING

Staff in-house CPD to discuss:

- The Guided Reading Programme is key to the development of a deep reader alongside new reading initiatives this year. We are successful at enabling keen and able children to achieve high levels in Reading, however how can we develop the mastery of all children in Reading? How can we embed the core skills of reading comprehension for any child on any text, i.e. Mastery of Literary Criticism?
- How can we move a Swimmer in Reading to become a Diver?
- Use the updated Reading Policy as a basis to analyse our teaching of Reading.
- Push the use of the reading journal, ensuring pupils, teachers, TA see the link between reading and writing.

### MASTERY MARKING

Staff in-house CPD to discuss:

- What does our marking policy look like? Do we use the TA\*?
- Do we provide enough opportunity for feedback and extension?
- Can we apply the same principles to marking in maths to the wider curriculum?

## FOCUS: Investing in Reading

Develop strategies to increase opportunities for reading for both pleasure and enquiry to improve reading skills for your pupils and use them effectively to improve teaching and pupil outcomes. To target children with SEN support to achieve security.

- Consider a 'Care and Share' approach for younger readers
- Develop the love of reading in all year groups
- To raise achievement at Greater Depth in Reading
- Create areas within classrooms and throughout the school to celebrate and promote reading, supporting less experienced members of staff if needed.
- Use more Story themed projects in the Foundation Stage.
- Use assembly and the Website to promote fiction.
- Ensure a class novel is always on going in every class and engage in regular reading with the class, discussing high level vocabulary as a priority and coaching others with this where needed.
- To consider the location and development of a school library to support the 'Investment of Reading' and beyond, which in turn regular use of the library time allocated to your class can be used to promote positive reading practices.
- Discuss strategies with Teaching Assistants and less experienced colleagues (students).

- Focus on developing vocabulary development through reading a variety of texts with and to pupils; discuss strategies with Teaching Assistants and less experienced colleagues (students) and NQT.
- A Reading Café is introduced.
- There is regular promotion of fiction in class, in worship, around the school and on the website. Pupils naturally contribute to this.
- Include Cultural Opportunities in the above.
- Loving Reading: Keeping on the correct track
- Work alongside MPS and implement the positive outcomes from their Year of Reading 2019.
- Consider the WPS reading diet; with the growth in numbers do we have enough texts?
- Seek support from the PTFA to part fund the investment in new reading material which would also provide online resources and physical resources.

## FOCUS: Science – Working Scientifically

- Make it clear which of the 5 strands of Working Scientifically that children are using.
- Make 'Working Scientifically' objectives explicit in books, planning and in lessons.
- Ensure teachers take all the opportunities there are to learn things through investigating.
- Look for opportunities to link Science with DT

## FOCUS: COMPUTING Investment in hardware

- **Programming / Using APPS in teaching**
- **Cross Curricular APPS**
- Introduce staff to the APPs designed to make their teaching more interactive, inspirational and to support learning.
- Build into the budget an annual enhanced hardware replacement fund, working towards the replacement of aging laptops in KS1 with iPads.
- Work towards HLTA and EYFS staff having iPads to support planning, pedagogy development and observations.

## FOCUS: ENTERPRISE, GOVERNANCE and INVESTMENT in our PROFESSIONS

### FOCUS: Renewal of EYFS equipment

- Since the transformation of the EYFS outdoor area last year, storage was the main investment, but now it is clear that resources are becoming tired and weathered. It is therefore important that resources are sought which mirror the high standards in teaching and that they meet the needs of all children and the higher admission number.
- Consider the cost of an awning for the raised area directly from the school building

## HEALTH, SPORT, FITNESS and WELL-BEING

### FOCUS: Installation of a MUGA pitch

- [Arrange for quotations for the establishment of a MUGA](#)
- [Arrange for a loan from the LA to pay for the facility, covered by the Sports Premium Fund.](#)
- [Install MUGA](#)
- [Arrange for the use of new facility at breaks and lunchtime](#)

[Review the PE Curriculum and Clubs programme to maximise use of the MUGA throughout the year.](#)

### FOCUS: Mental Health & Anxiety Provision

#### 'A Year to Heal'

- [To continue to develop the current ELSA trained members of staff, using Karen Massey for support.](#)
- [To continue to recognise, support and care for those with poor Mental Health. This to include those with Attachment Difficulties and Anxiety.](#)
- [Timetable ELSA in the hall so there are no conflicts so that a cosy, comfortable space can be created using resources such as bean bags, cushions already purchased in school.](#)
- [To reinforce staff training in the recognition of and support for those with Mental Health Needs including Anxiety, Attachment Disorders.](#)

## SAFEGUARDING:

### PROTECTION & MANAGING RISK within a SECURE and INSPIRATIONAL ENVIRONMENT

#### FOCUS: REVIEW SAFEGUARDING, DATA PROTECTION, EMERGENCY & EQUALITY POLICIES

##### Including REVIEW OF GOOD BEHAVIOUR POLICIES

- [Complete three-year review of all SAFEGUARDING POLICIES](#)

[Keeping Children Safe in Education 2020 Part 1](#)

[Keeping Children Safe in Education 2020 Full](#)

[Woodmansey School Child Protection and Safeguarding Policy – Sept 2020](#)

[Woodmansey child protection procedures staff reference guidance 2018](#)

[Effective Support For Children, Young People and Families in the East Riding of Yorkshire](#)

[Effective Support Quick Guide](#)

[Woodmansey School COVID 19 Child Protection Policy Addendums](#)  
[COVID19 CP and Safeguarding Policy](#)  
[Acceptable Use Policies](#)  
[Code of Conduct](#)  
[Criminal Exploitation, County Lines and Modern Day Slavery](#)  
[E Safety Policy 2018](#)  
[FGM – Mandatory Reporting](#)  
[FGM – Multi-Agency Statutory Guidance](#)  
[Looked After Children Policy 2018](#)  
[Woodmansey – Initial Allegation Management](#)  
[Inspecting Safeguarding in Early Years, Education and Skills Settings](#)  
[Overarching Safeguarding Policy 2018](#)  
[Prevent Duty Guidance](#)  
[PREVENT Flowchart](#)  
[Safeguarding Children and Young People and Young Vulnerable Adults Policy](#)  
[Woodmansey Safeguarding Whistle Blowing 2018](#)  
[Staff Email Use Policy \(LA Adopted\)](#)  
[Recruitment and Selection Policy 2018](#)  
[Supporting Pupils With Medical Conditions 2018](#)  
[Visitors to Schools Policy 2018](#)  
[Volunteer Helpers Policy 2018](#)  
[Working Together to Safeguard Children-2018](#)  
[What to do if you're worried a child is being abused](#)  
[Young Person's Guide to Working Together to Safeguard Children](#)  
[Good Behaviour Policy 2018](#)  
[Renew the policy after a whole school review including staff, pupils, governors and parents.](#)