



Monega Primary School Development Plan – September 2021-2022

Whole School Priorities:

To ensure exceptional **Leadership at all levels**

To raise standards in maths increasing mathematical proficiency and building fluency and confidence.

To raise standards in Writing across the school with teachers as writers, nurturing high quality modelling, feedback and redrafting.

To safeguard the **wellbeing** of all members of the Monega community.

To guarantee that the **lowest 20% of pupils** make exceptional progress from their starting points.

(Ensuring identified groups needs are met using the designed toolkit)



School Development Plan

To ensure exceptional Leadership at all levels						
Key Performance Indicator	Actions	Led by	Time	Evaluation of KPIs <u>Autumn Term</u>	Evaluation of KPIs <u>Spring Term</u>	Evaluation of KPIs <u>Summer Term</u>
<p>1.0 To ensure that all leaders including governors have a very clear view of the schools priorities, current attainment and values, using this to develop and succession plan.</p>	<p>Clarity in information sharing: Governors, SLT, Teachers and Support staff.</p> <p>Clarity in regular communications Meetings, emails, message board, governor hub, CPD, morning briefings, Governors reports, ELT reports , assessment summaries termly</p>	<p>HT DHT PL SLT</p>	<p>Weekly Half Termly</p>			
<p>1.1 To ensure all leaders receive focused and highly effective professional development to consistently build and develop their subject and pedagogical knowledge.</p>	<p>All staff to have Professional Development Interviews setting targets and offering opportunities to discuss personal CPD</p> <p>All leaders to have coaching support sessions from DHTs and HT to further develop</p> <p>All leaders to be given additional leadership time each half term to ensure curriculum content is coherently planned and sequenced towards cumulatively sufficient knowledge</p> <p>All subject leaders to attend trust network meeting</p> <p>All subject leaders to use own initiative to source specific Training opportunities on offer at Tollgate Teaching school and other providers</p> <p>All subject leaders to have the opportunity to plan and deliver a staff INSET around their subject to share their expertise and knowledge</p>	<p>EH</p> <p>CJ</p> <p>CJ</p> <p>CJ</p> <p>CJ</p> <p>CJ</p>	<p>Termly</p> <p>Termly</p> <p>Half termly</p> <p>On going</p> <p>On going</p> <p>On going</p>			



<p>1.2 To ensure leaders engage effectively with pupils and others in their community to gather pupil and parent voice.</p>	<p>All SLT to be visible and accessible at the beginning and the end of the day to encourage engagement.</p> <p>All subject leaders to gather pupil and parent voice around their curriculum</p> <p>Parent questionnaires shared twice a year</p> <p>Parent evaluations shared after Parent Coffee mornings</p> <p>Pupil Voice questionnaires shared in the Autumn term and again in the spring and summer if needed</p> <p>PASS Survey organised</p> <p>Pupil Voice represented at school council- new School council set up</p> <p>Community Cohesion Team to organise community events for Parents</p>	<p>SLT</p> <p>Subject Leaders CJ</p> <p>CJ</p> <p>CJ</p> <p>CJ</p> <p>CJ</p> <p>KG</p> <p>CJ NF FR</p>	<p>Daily</p> <p>Termly</p> <p>Termly</p> <p>On going</p> <p>Termly as needed</p> <p>Spring Term</p> <p>Ongoing- set up by Oct half term</p> <p>Ongoing</p>			
<p>1.3 To ensure and monitor that all learning for pupils, over time and across the school, consistently matches the aims of the curriculum and is coherently planned and sequenced, ensuring knowledge and skills build for future learning.</p>	<p>SLT to have a good understanding of the curriculum sequence through scrutiny and development in SLT</p> <p>Medium term planning for every half term to plan the terms works linked to the aims of our curriculum. This has cross curricular links planned in and shows how the skills are built on week by week</p> <p>All leaders to complete planning and Active inspire board scrutiny half termly following Monega expectations</p> <p>Senior leaders to monitor the scrutiny of middle leaders and ensure consistency across all subjects</p>	<p>SLT</p> <p>Subject Leaders SLT</p> <p>SLT</p> <p>SLT</p>	<p>Within cycle</p> <p>Half termly</p> <p>Half termly</p> <p>Termly</p>			



	<p>SLT to plan coaching sessions for all middle leaders to articulate the progression and sequence of learning within their curriculums</p> <p>All Teachers to have access to Teacher Coaching sessions/ Progress meetings to unpick pupils progress and the sequence of learning</p> <p>Books monitored every other week, SLT then subject leaders to ensure work matches the curriculum content and shows a sequence of learning and is consistently of a high quality</p>	<p>SLT</p> <p>SLT</p>	<p>Termly</p> <p>Weekly</p>			
<p>1.4 To ensure that leaders are effectively engaging with all staff at all levels and that issues are identified and resolved quickly in particular about workload to ensure leaders show high levels of support for staff well-being.</p>	<p>Senior leadership meetings every week to discuss the progress of all staff and the development of the whole school</p> <p>Staff Professional development meetings every term</p> <p>School Business Manager SBM meetings with HT every week for admin staff overview</p> <p>Staff INSETs once a week to meet with Teachers and HLTAs</p> <p>Phase meetings once a week</p> <p>ELT meetings once every half term for leaders to share their impact and progress for that half term from Action Planning identifying targets going forward. HT/ DHT to challenge leaders through questioning around their ELT reports to ensure accountability</p> <p>DHTs to track leaders impact and activity and feedback strengths and targets during PDIs</p> <p>DHTs to share and praise analysis tracking of outstanding leadership to encourage initiative from other leaders</p> <p>Staff questionnaire shared and analysed every term</p>	<p>SLT</p> <p>EH, CJ, MP</p> <p>EH</p> <p>CJ</p> <p>CJ, PC, NB</p> <p>EH</p> <p>CJ</p>	<p>Weekly</p> <p>Termly</p> <p>Weekly</p> <p>Weekly</p> <p>Weekly</p> <p>Termly</p> <p>Ongoing</p>			



	<p>HT to maintain an 'open door' ethos where discussions around workload are welcomed and identified</p> <p>Wellbeing team voted in and identified for staff, regular meetings to unpick staff wellbeing and work load management and organise events to engage staff and support their mental health, e.g. sports activities, staff quiz nights, food tasking/ sharing events... Union Rep also part of the wellbeing team</p>	<p>CJ & MP</p> <p>CJ</p> <p>EH CJ Wellbeing team</p>	<p>Termly</p> <p>Termly</p> <p>On going</p> <p>Ongoing</p>			
<p>1.5 To continue to ensure that Leaders maintain and disseminate understanding of the curriculum.</p>	<p>The curriculum intent and implementation are embedded securely and consistently across the school, this needs continued focus and revisiting. Curriculum understanding is always a priority and must be articulated in every:</p> <p>CPD Monitoring Moderation</p> <p>Ensuring work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<p>SLT</p> <p>SLT FSW LM</p> <p>Lee Rhys PE lead</p> <p>SLT H&S Lead</p>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>Ongoing</p>			



To raise standards in maths increasing mathematical proficiency, building fluency and confidence.

Key Performance Indicator	Actions	Led by	Time	Evaluation of KPIs <u>Autumn Term</u>	Evaluation of KPIs <u>Spring Term</u>	Evaluation of KPIs <u>Summer Term</u>
<p>2.1 To continue to embed Monega’s mathematics curriculum intent and implementation ensuring it is sequenced logically and progressively.</p>	<p>Consistent monitoring of the whole learning sequence, from Curriculum to medium term plans, composite goals, to boards all sequenced, connections are explicit and all opportunities for fluency are utilised. Ensuring Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</p> <p>Explanation and Reasoning embedded within all maths lessons and evidenced in books</p> <p>Maths Leaders to monitor rigorously and robustly by undertaking work and planning scrutinise, lesson visits and most importantly discussions with children to see the progress and content being taught</p> <p>Maths skills are developed and reinforced across the school’s curriculum and interweaved into medium term plans to increase mathematical thinking and making links, e.g. Money topic in summer PSHE</p> <p>Variation of strategies encouraged when solving problems and evidence of this is shown in books</p> <p>Mathematical vocabulary displayed and shared at every lessons</p>	<p>SLT NB NA</p> <p>NB NA</p> <p>PC NA</p> <p>SLT Teachers Subject leaders</p> <p>NB NA Teachers</p> <p>NB NA Teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly through medium term plan checks</p> <p>Ongoing</p> <p>Ongoing</p>			
<p>2.2 To ensure that the work given to pupils, over time and across the school, consistently matches the aims of the Monega Maths</p>	<p>SLT and Maths subject Leaders to complete fortnightly learning walks and book scrutinies to see the progress and content being taught and evidence in books</p> <p>Maths leaders speak the narrative of the subject and articulate/ justify the PROGRESS in skills they have planned for across the school- coaching sessions with maths leads.</p>	<p>SLT NB NA</p> <p>NB NA</p>	<p>Fortnightly</p> <p>Termly</p>			



<p>curriculum and is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.</p>	<p>Maths leaders ensure that all content is taught to enable clear progression of skills throughout the school. This will be monitored on medium term plans, Active Inspire Boards, outcomes in books and pupil voice.</p> <p>Maths leads will ensure that lessons have links to real context and problem solving, the wider world and opportunities to increase cultural capital.</p> <p>Weekly components and composite goals planned across the school to ensure Teachers are clear of the sequence and progression in lessons</p>	<p>SLT NB NA</p> <p>SLT NB NA</p> <p>SLT NB NA</p>	<p>Fortnightly</p> <p>Ongoing</p> <p>Autumn 1</p>			
<p>2.3 To ensure Teachers have all the skills required to implement the maths curriculum to the highest standard</p>	<p>High quality regular CPD which revisits and revises: content, pedagogy, expected outcomes, moderation and support resources.</p> <p>Maths INSET September 1st shared to all staff.</p> <p>Teachers follow the school calculation policy which outlines expectations and progress across the school</p> <p>During termly PDIs teachers have the opportunity to set personal targets- ensure all teachers have the opportunity for CPD externally</p> <p>Mock deep dives planned in maths and Teacher voice gathered around sequencing of lessons and progression</p> <p>Weekly components and composite goals planned across the school to ensure Teachers are clear of the sequence and progression in lessons</p> <p>Moderation activities planned regularly across year groups, the school and the trust.</p>	<p>CJ NA NB</p> <p>PC NB NA</p> <p>NB NA</p> <p>SLT Teachers</p> <p>SLT</p> <p>SLT NB NA</p> <p>SLT NB</p>	<p>Ongoing throughout the year</p> <p>01-09-21</p> <p>Shared at INSET 01.09.21</p> <p>Termly</p> <p>Termly</p> <p>Autumn 1</p> <p>Ongoing</p> <p>Ongoing</p>			



	Teachers continue to promote physical and pictorial learning opportunities through CPA and Maths Oracy and Context lessons.	NA				
2.4 To ensure skills and knowledge are repeated and rehearsed within the progressive curriculum to allow knowledge and skills to build and enter into long-term memory through automaticity.	<p>Composite Goals embedded onto all Active Primary Boards so that all teachers can briefly recap key content from previous lessons taught taught to enable pupils to remember long term the content they have been taught.</p> <p>Teachers to ensure they recap all previous learning using components and composite goals board to enable them to build on previous learning and to integrate new knowledge into larger ideas- this will be monitored through planning, Boards, Books and pupil voice.</p> <p>Senior leaders and Maths leaders to complete weekly Mathematics learning walks gathering pupil voice about their long term learning, what did you learn today, yesterday, last week, last year in different subjects</p> <p>Immerse children in a mathematical learning environment that naturally reinforces learning and concepts taught. Maths leaders to ensure maths is celebrated and on display in the school</p> <p>Children are encouraged to work in a variety of different ways during lessons to help develop independence, automaticity and a 'love' of maths</p>	<p>Teachers NB NA SLT</p> <p>NA NB CJ, MP & EH</p> <p>SLT Maths leads</p> <p>Maths leads and Allison N</p> <p>SLT Maths leads</p>	<p>Autumn '21</p> <p>Ongoing</p> <p>Weekly with varied subject foci</p> <p>Autumn term</p> <p>Ongoing</p>			
2.5 To ensure that teachers have a clear understanding how mathematical fluency begins in EYFS	<p>All EYFS staff and Maths lead training on new Maths curriculum with local Maths Hub</p> <p>Ensure that EYFS and KS1 have a strong foundation in basic maths building the 'foundations' which allows them to be better prepared for the transition into KS2. This will be monitored through assessments and pupil voice</p> <p>Arrange for Teachers to observe Maths practise in the EYFS and Maths lead to include progression from EYFS into CPD</p>	<p>EYFS Team NA</p> <p>SLT Teachers Maths leads</p> <p>EYFS Team Maths Leads</p>	<p>Autumn 1 '21</p> <p>Fortnightly</p> <p>Autumn term</p>			



<p>2.6 To increase opportunities for fluency, rehearsal, repetition and recall</p>	<p>Re launch Timetable Rock stars, competitions, awards and class winners revealed each week Components and composite goals shared with pupils on Active Inspire Boards giving opportunity for rehearsal, repetition and recall</p> <p>Timetables test in Year 4- opportunities to rehearsal and recall TT facts throughout the day</p>	<p>Maths Leads SLT</p> <p>Maths Leads</p>	<p>Weekly</p> <p>Autumn 1</p>			
<p>2.7 That all teachers and teaching assistants understand the strategies required to support components of learning for the lowest 20% in Maths</p>	<p>Lowest 20% Toolkit launched and shared at Staff INSET on 1st September</p> <p>Termly assessment and pupil progress meetings to track pupil progress. Low attaining pupils close the gaps with their peers.</p> <p>Maths interventions are used to build confidence, close the gap and raise the attainment of children.</p>	<p>KI PC MP Maths Team</p> <p>KI PC MP</p> <p>KI PC MP</p>	<p>01.09.21</p> <p>Termly</p> <p>Ongoing</p>			



	<ul style="list-style-type: none"> Regular handwriting Fluency and refinement at sentence level, from modelling, practicing, redrafting and editing. <p>Ensuring Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</p>					
<p>3.2 To ensure that all pupils are making obvious progress in writing.</p>	<p>Composite Goals embedded onto all Active Primary Boards so that all teachers can briefly recap key content from previous lessons taught to enable pupils to remember long term the content. All pupils to have : High quality modelling of Syntax, semantics and composition. Pitch and progress to be linked to curriculum sequencing, using the appropriate documents in the correct year groups. Clarity about their next steps in writing Frequent opportunities to complete shorter writer tasks across the curriculum (OFSTED research) Teacher marking to ensure progress is pushed. Regular Moderation</p> <p>Clear monitoring of the above system spot checks, observations, writing assessments and dialogue with teachers with clear concise feedback of expectation.</p> <p>Children falling behind identified for interventions throughout the key stages New arrivals base lined for writing fluency and put into intervention after settlement if necessary</p> <p>Handwriting books/ packs taken home for extra practice</p> <p>Provide regular reminders and information to parents to support progress of writing Writing coffee morning</p>	<p>Class teacher</p> <p>PP & TS JT</p> <p>PP& TS</p> <p>SLT JT, PP TS</p> <p>JT/ PP/TS</p> <p>JT/ PP/TS</p>	<p>Autumn</p> <p>Autumn</p> <p>Autumn</p> <p>Autumn</p> <p>Sept whole school INSET and ongoing support</p> <p>Ongoing</p>			



	<p>Writing leaflet Handwriting / spelling workshop Parent meetings</p>					
<p>3.3 To ensure all teachers demonstrate exceptionalism when teaching writing</p>	<p>Explicit standards & Clear expectations Steps to success simple and clear. Teachers to use incredible examples of writing that inspire and engage pupils.</p> <p>Teachers to model : Modelling of syntax (word order) Modelling for semantics (meaning), using think allowed strategies Modelling of composition (all components)</p> <p>All teachers have secure knowledge of modelling for composition of writing : INSETS, observations and writing moderation. Live coaching and guidance for the modelling of writing.</p> <p>Children falling behind in writing identified for interventions throughout the key stages</p> <p>New arrivals base lined for writing fluency and put into intervention after settlement, if necessary</p>	<p>Whole school team</p> <p>KI JT TS & PP</p> <p>JE</p> <p>Class teacher</p> <p>TS/PP</p>	<p>Ongoing</p> <p>Ongoing, interventions set up in Autumn</p> <p>On going</p> <p>Ongoing</p>			
<p>3.4 To ensure that teaching of early reading and synthetic phonics is systematic and all pupils can then apply this to their writing</p>	<p>CPD -understanding of early reading to support writing and phonics – stages of phonic learning explained, and the progression of them. EEF- KS1. 3 EEF- KS2.4</p> <p>Phonics programme has a clear structured ensuring rigorous progression from day one of Nursery to year 2, securing knowledge of phonics. Clear systems within school : Daily sessions in classes N to 2 Phonetic marking embedded Phonetic visual prompting across the environment Small Interventions for rapid recall. Weekly homework spelling and phonics Live CPD in real classes EEF- KS1. 1, 2, 3, 8 EEF- KS2.1, 2, 3, 6, 7</p>	<p>JT, PP TS</p> <p>JT, PP TS, PR, MH, JE</p>	<p>Sept whole staff INSET Autumn term INSET</p> <p>Ongoing</p> <p>Ongoing</p>			



	Revisit and repeat CPD to ensure Staff expertise NA baselined and tracked. Intervention provided	JT, PP TS			
3.6 To empower, train and support all staff in becoming experts in early writing and delivering effective writing lessons from all starting points.	<p>CPD delivered to explain and inform staff (CT / TAs) Early stages of writing.</p> <p><i>Preliterate stage: mark making Scribbling (0 to 2 years)</i></p> <p><i>Emergent stage: Letters appear in writing (2 to 4 years)</i></p> <p><i>Transitional stage: Letters start to become words (4 to 7 years)</i></p> <p><i>Fluent stage: Spelling starts to have meaning (5 to 6 years)</i></p> <p>Knowledge of early writing and how to use phonics to support the development of writing...</p>	<p>TS, PP</p> <p>JT, TS, PP</p> <p>CJ and MP</p> <p>TP, PP, CJ</p>	<p>Autumn</p> <p>Autumn and ongoing as needed</p> <p>Autumn and ongoing through teacher observations</p> <p>Autumn term</p>		
2.7 That all teachers and teaching assistants understand the strategies required to support components of learning for the lowest 20% in writing	<p>Lowest 20% Toolkit launched and shared at Staff INSET on 1st September</p> <p>Termly assessment and pupil progress meetings to track pupil progress. Ensuring lower attaining pupils work to close the gaps with their peers.</p> <p>English interventions are used to build confidence, close the gap and raise the attainment of children.</p>	<p>KI PC MP Maths Team</p> <p>KI PC MP</p> <p>KI PC MP</p>	<p>01.09.21</p> <p>Termly</p> <p>Ongoing</p>	•	



<p>who are at risk of harm or have been harmed.</p>	<p>Ensure all staff are trained to identify and assess the early signs of anxiety and emotional distress.</p> <p>Staff to respond with appropriate support and referrals to outside agencies where necessary.</p>	<p>MP EH KI MP</p>	<p>Ongoing</p>			
<p>4.4 Leaders take into account the workload and well-being of their staff, while also developing and strengthening the quality of teaching and learning.</p>	<p>Promote wellbeing through the designated team that’s supports staff with any issues that may arise. Team identified in September.</p> <p>Staff feel supported, valued and listened to through regular questionnaires and monitoring the impact that workload is having upon the wellbeing of staff.</p> <p>Senior leaders respond to feedback and address accordingly.</p> <p>Initiatives to promote wellbeing to continue and increase :</p> <ul style="list-style-type: none"> Wellbeing day High quality CPD o support teachers in the development of T&L SLT wellbeing check ins with all staff Feedback development to support marking Reduced reporting and increasing technology to ease reporting Recorded outcomes balanced with opportunities for oracy Data collections merged to once a term Learning walks replace some observations Specialist teachers for areas where teachers are not as confident Music PE and Mandarin Increasing CPD that allows work to be completed Access to counselling for all staff Social activities that include everyone MBAD nights quiz nights , awards ceremony etc 	<p>Wellbeing team CJ CJ CJ SLT</p>	<p>Ongoing</p> <p>Termly</p> <p>Termly</p> <p>Ongoing</p>			
<p>4.5 To engage parents and the community thoughtfully and positively in a way that supports pupils’ education.</p>	<p>Positive relationships with parents through collaborative working and involvement in community events. The Community Cohesion Team invite parents to share their skills, culture and traditions.</p> <p>Support parents and carers through a wide range of services: ESOL and PPP classes, Community Health Professional Workshops and Coffee Mornings.</p>	<p>CJ NF FR JE MP EH KI</p>	<p>Ongoing</p> <p>Ongoing</p>			



	<p>Family Support Worker and Senior Learning Mentor engage with most vulnerable families to provide support, advice and information to accommodate the needs of the community.</p> <p>Parents feel supported, valued and listened to through regular questionnaires. Senior leaders respond to feedback and address accordingly.</p>	<p>MP EH KI</p> <p>CJ</p>	<p>Ongoing</p> <p>Termly</p>			
<p>4.6 To provide a supportive and nurturing environment to help maintain and develop the wellbeing of all pupils including our most vulnerable groups.</p>	<p>A range of identified staff are available for pupils to approach directly or indirectly.</p> <p>Worry boxes, Child Line access, school counsellor and nurture groups are utilised to promote a culture of safety.</p> <p>Personal Development Lead to work in partnership with School Council, Rainbow Ambassadors, Eco Warriors to deliver inspirational workshops for students with a focus on personal, social and emotional wellbeing.</p> <p>Our curriculum actively challenges racism and promotes social justice.</p> <p>Children are taught to celebrate, embrace and value differences and diversity. This is embedded into our curriculum through the 5c's and British Values. (PSHE Lead and RE Lead)</p> <p>All children play an active role in Anti-Bullying Week. The children participate in workshops and activities to teach them to address diversity in a positive way.</p>	<p>SLT</p> <p>MP</p> <p>KG ND</p> <p>PR KG ND</p> <p>KG ND</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>			



To guarantee that the lowest 20% of pupils make exceptional progress from their starting points.

(Ensuring identified groups needs are met using the designed toolkit)

Key Performance Indicator	Actions	Led by	Time	Evaluation of KPIs Autumn Term	Evaluation of KPIs Spring Term	Evaluation of KPIs Summer Term
5 Teachers to be clear about the lowest 20% toolkit and trained to utilise it	<p>The toolkit provides the core offer and pedagogical approaches in order to reduce the gap in attainment. The core sentiment being that all children make exceptional progress from their starting points.</p> <p>Teachers will be required to use the toolkit to :</p> <p>Plan, create boards, provide feedback and to develop their capacity in variation.</p> <p>CPD training in September training teachers to use the toolkit will be the foundation and this will be revisited systematically through.</p> <p>CPD Monitoring Moderation Pupil progress meetings Parents evenings</p> <p>Ensuring Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</p>	KI PC MH	Intro September Ongoing revisiting			
5.1 To ensure all pupils with SEND make strong progress from their starting points.	<p>All pupils with SEND are identified through admission meetings and inclusion meetings and transactional support are introduced to support learning.</p> <p>Termly assessments of all pupils including baseline assessments of SEND pupils within the first six weeks of admission.</p> <p>SENCO and Inclusion Lead to monitor progress of pupils with SEND</p>	KI KI JBY	Ongoing Termly Termly	That all teachers and teaching assistants understand the strategies required to support components of	Teachers to understand each pedagogical step to support progress Teachers to be able to identify appropriate strategies for individuals and groups.	



	<p>SEND Support to monitor and track progress in books and evidence of learning towards IEPs using MAPP Assessment tool.</p> <p>To ensure class teachers use personalised targets and plan appropriately on Active Inspire boards- checking boards, lesson observations</p> <p>Whole staff training around SEND Assessment tools including MAPP, Pre-Key Stage Standards and The Engagement Model.</p> <p>CPD ensuring teacher accountability This will include: lesson objectives are personalised Differentiation and variation training Developing pupil relationships Report writing for pupils with SEND SEND specific assessment tools Transactional supports</p> <p>Liaising with parents through IEP reviews and target setting.</p>	<p>KI SP</p> <p>KI MH</p> <p>KI MH SP JBY</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Autumn Term</p>	<p>learning for the lowest 20%</p>		
<p>5.2 To ensure all pupils that are NA & EAL make the best possible start to enable maximum progress.</p>	<p>Strong information sharing to aid smooth transition/ including well prepared buddies.</p> <p>Bespoke resources in place for pupils</p> <p>Mid phase admissions/ EAL assessed and progress tracked by EAL lead – Baseline assessment within the first two weeks of admission.</p> <p>Welcome pack for all NA.</p> <p>Termly inclusion meetings with class teacher and SENCO. Interventions to be arranged for NA/EAL pupils and tracked by EAL lead.</p> <p>Six week review after pupil admission with teacher and year group leader and parents to discuss progress, supports and settling into school.</p>	<p>JE</p> <p>JE</p> <p>JE</p> <p>JE</p> <p>KI SP JE</p> <p>JE</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing</p> <p>Termly</p> <p>Termly</p>			



	Termly pupil progress meetings with teacher and SLT to monitor progress of NA and EAL pupils	DHT	Termly			
5.3 To ensure the curriculum is successfully adapted , differentiated and accessible for pupils.	<p>Monitor planning/Active Inspire Boards to ensure all lessons are variate for pupils with SEND and EAL using symbols and dual language.</p> <p>SENCO to embed a specific curriculum for pupils with complex needs whom receive HNF</p> <p>To ensure that all classroom lessons are accessible to all pupils through the use of transactional supports.</p> <p>To ensure that all pupils who require dual language dictionaries have access to these throughout their learning time.</p> <p>Whole school training on SCERTS Model.</p>	<p>JE KI MH</p> <p>KI</p> <p>Class teachers JE, MH & KI to check</p> <p>JE KI JBY</p>	<p>Ongoing half termly monitoring</p> <p>Autumn Term</p> <p>Termly</p> <p>Ongoing</p> <p>Autumn Term</p>			
5.4 ALL pupils achieve the best possible outcomes from starting points	<p>Pupil Progress meetings to track and monitor progress of all pupils</p> <p>Termly assessment by teacher and analysed by DHT</p> <p>Books and progress in books monitored by SLT and my EAL lead to ensure the best outcomes</p> <p>Intervention groups in Phonics, Reading and Maths to be establish and embed accelerated progress.</p> <p>SEND/EAL Training is embedded across practice and is visible.</p> <p>Learning walks to ensure that all SEND pupils are accessing learning in their classrooms.</p> <p>SENCO and SEND Team to be available for planning support and ideas when needed.</p> <p>SCERTS training for parents.</p> <p>Termly IEP review meetings with parents.</p>	<p>DHT</p> <p>MP</p> <p>SLT and JE</p> <p>KI</p> <p>KI JE</p> <p>KI SP JBY</p> <p>KI</p> <p>KI & JBY</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Ongoing</p> <p>Termly</p> <p>Weekly</p>			



	<p>Annual review meetings</p> <p>Moderation and training sessions with other Trust school.</p>	KI	Spring Term			
		KI	Termly			
<p>5.5 To prepare SEND pupils for next steps in education and preparation for adult life.</p>	<p>Termly inclusion meetings to discuss appropriate interventions and to refer external agencies.</p> <p>To develop and embed a specific SEND curriculum enhancing life skills and communication skills for pupils with SEND. This will include:</p> <ul style="list-style-type: none"> - Individualised SALT programmes - LEGO Therapy - Attention Autism - Life Skills - Cooking - Food Exploration - Social Skills - Art - Sensory Integration - After school clubs <p>To implement successful transitioning programmes from Nursery to Reception, Year 6 to Year 7 and annually to the next year group.</p> <p>To implement and embed social visits and extra curricula activities within the SEND curriculum to include visits to shops, use of transport and going to the leisure centre.</p> <p>All pupils with SEND to attend all school educational visits alongside their class peers and supported by transactional supports and additional adults.</p>	KI	Termly			
		KI	Termly			
		KI	Termly			
		KI	Ongoing			
		SP	Autumn Term			
		SP	Summer Term			
			Termly			
		KI				
		SP				
		JBY				
			Termly			
		KI				
		SP				
<p>5.6 To ensure Teachers have expert knowledge of language development and provide effective support for those that need it.</p>	<p>EAL base line assessments supported by EAL lead</p> <p>Learning walks to observe progress of EAL pupils and ensure they are immersed in classroom life</p> <p>CPD sessions for teachers by EAL expert and Monega EAL Lead</p> <p>Ensure all teachers are monitoring new arrivals against wellbeing and then progress</p>	JE	Ongoing			
		JE	Ongoing			
		NJ & JE	Spring term			



	Teachers to follow EAL non negotiables to support settling EAL lead to be available for planning support and ideas when needed	Class teacher & JE	Ongoing Ongoing Ongoing			
5.7 To ensure teachers provide strong models for the development of Core English skills.	English INSETs Language development INSET Oracy – Express yourself Word of the week consistently used in classrooms Observation form includes reference to teachers standard English modelling Box Clever groups in EYFS Box Clever language development shared with all teachers in CPD session	TS, PP, JT, EH JE Justine and JE SLT Justine and JE	2.9.19 Ongoing Ongoing Spring			
5.8 To promote equality and respect differences. How our mixed community provides richness demonstrated through celebration of the things we have in common.	Mid phase admissions are welcomed to class by teachers and a buddy system is in place. Class teacher have three days to prepare for a new arrival to arrange coat peg label, and familiarise themselves with background and language Languages and symbols on displays on Active Inspire Boards Language of the month Celebration of key festivals in community events- Chinese new year, Eid, Diwali, Christmas International dress day Around the world day ESOL groups for Parents Inviting Parents into read in home languages to classes Language development coffee morning	SD JE and class teacher SD and Class teachers Class teachers and JE LS and JE SLT and MLs	Ongoing Ongoing Ongoing Ongoing			



	SEND Coffee Morning	JE	Ongoing			
5.9 To respond to COVID-19 Pandemic and the impact that this will have on SEND pupils.	Continuous communication with parents and their family's personal experience of COVID 19 noting any changes in behaviour and well-being of the pupil.	KI SP JBY	Ongoing			
	Providing familiarity and consistency with adult support, transactional supports and routines in order to support the transition of pupils with SEND to school under government guidelines .	KI SP JB	Ongoing			
	Review IEPs and personalised curriculums to ensure their appropriateness and accessibility to learning following the period of absence from school.	KI SP JBY	Ongoing			