



School Plan

2021 – 2022

Name of School: Hartlip Endowed Church England Primary School
Headteacher: Mrs Tracey Jerome
Chair of Governors: Elizabeth Hadley and Dionne Coles
Address: The Street, Hartlip, Sittingbourne, Kent. ME9 7TL



Website: www.hartlip.kent.sch.uk

Unique Reference Number: 8863332

Local Authority: Kent

Reviewed:

October 2021

November 2021

January 2022

February 2022

The School was inspected on 16th November 2016. This section 8 inspection judged that the school continues to be good.

The recommendations were identified as:

- 1) For pupils to sustain substantial progress across the curriculum to lift achievement further and ensure that more most-able pupils reach the highest standards, including those that may also be disadvantaged
- 2) attendance is brought at least in line with national averages, especially for disadvantaged pupils and those who have special educational needs and/or disabilities.

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hartlip Endowed Church of England Voluntary Aided Primary School	
The Street, Hartlip, Sittingbourne, Kent, ME9 7TL	
Current SIAMS inspection grade	Outstanding
Diocese	Canterbury
Previous SIAS inspection grade	Good
Local authority	Kent
Date of inspection	8 March 2017
Date of last inspection	March 2012
Type of school and unique reference number	Endowed - Voluntary Aided - 118734
Headteacher	Tracey Jerome
Inspector's name and number	Pamela Draycott (161)

Areas to improve

- Embed recent changes to the school's religious education (RE) curriculum, so that approaches to learning based on enquiry and deep questioning consistently inform teaching and learning.
- Refine marking and assessment practices in RE so that pupils have a clear understanding of how well they are working and, specifically, of what they need to do in order to improve further.



School's Christian Vision

1. Vision and Leadership

- The overarching leadership and management objective is led and directed by the Christian Vision of the school.
- Ensure consistency in the standard of teaching, so that in all classes effective teaching ensures the majority of pupils make progress.

Have the recommendations from the previous SIAMS inspection been addressed?

All school policies

2. Wisdom, Knowledge and Skills

3. Character Development: Hope, Aspiration and Courageous Advocacy

4. Community and Living Well Together

5. Dignity and Respect

6. Impact of collective worship

7. The effectiveness of religious education

School Development plan

Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Develop new, effective policies to ensure that all members of the school community feel and are safe.

Develop a school, which outreaches to the community.

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Develop new, effective policies to ensure that all members of the school community feel respected.

Return to a daily routine whereby Collective Worship is the heartbeat of each and every day, addressing each child with meaning, relevance and understanding.

Ensure that Religious Education continues to be a core subject of school and poses the big questions that may be resonating with children in the current climate and from recent past experiences.



Monitoring Arrangements – How the School Plan will be monitored

<i>✓ To show when monitoring takes place</i>	Termly	Seasonally	Annually
Overall quality of teaching judgements formed from: Lesson Observations / Visits Planning Monitoring Book Scrutiny Assessment Moderation	✓		
Data capture and evaluation Pupil Progress Meetings	✓		
External Leadership Review			✓
External Teaching and Learning Review		✓	
Appraisal Cycle			✓
Pupil Voice	✓		
Governor Monitoring Visits	✓		
HT Reports to Governors		✓	
Subject Leader / Senior Leader Impact Reports		✓	
Attendance Monitoring & Reports to Governors	✓		
Learning Walks	✓		
LA Progress & Impact Meetings		✓	
Improvement Adviser Visits		✓	

Monitored by Headteacher (HT), Senior Leaders (SLT), Governors, (Govs), Local Authority (LA), School Collaboration (S2S), External Agency (EA)



Milestones

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Teaching and Learning: 75% Good or better 75% Good: achieved</p> <p>Progress 75% make expected progress 96% made expected progress: achieved</p> <p>Attainment: 30% at age expected attainment Y1: 58% achieved Y2: 31% achieved Y3: 0% Y4: 8% Y5: 38% achieved Y6: 36% achieved</p> <p>Attendance: 95% 95%</p>	<p>Teaching and Learning: 100% Good or better 75% Good</p> <p>Progress 80% make expected progress Year 1, 2, 3, 6: 100% expected Year 4: 93% Year 5: 81% reading, 44% writing and 38% maths</p> <p>Attainment: 35% at age expected attainment Y1: 69% achieved Y2: 31% Y3: 9% Y4: 17% Y5: 25% Y6: 36% achieved</p> <p>Attendance: 95.5% 94.23% Year to date: 94.6%</p>	<p>Teaching and Learning: 100% Good 25% Outstanding 100% Good 25% Outstanding</p> <p>Progress 85% make expected progress 90% writing 95% reading 84% maths</p> <p>Attainment: 40% at age expected attainment Y1: 71% Y2: 31% Y3: 9% Y4: 17% Y5: 25% Y6: 36% achieved</p> <p>Attendance: 96% 96.59% Year to date: 95.05%</p>	<p>Teaching and Learning: 100% Good 25% Outstanding Progress 90% make expected progress Attainment: 45% at age expected attainment Attendance: 96.3%</p>	<p>Teaching and Learning: 100% Good 50% Outstanding Progress 95% make expected progress Attainment: 50% at age expected attainment Attendance: 96.5%</p>	<p>Teaching and Learning: 100% Good 75% Outstanding Progress 100% make expected progress Attainment: 30% at age expected attainment Attendance: 97%</p>



Vision and Leadership

- **The overarching leadership and management objective is led and directed by the Christian Vision of the school.**
- **Ensure consistency in the standard of teaching, so that in all classes effective teaching ensures the majority of pupils make progress.**

What needs to happen to meet the outcome?

Success Criteria – What will success look like

- The School Christian Vision will be embedded in the life and breath of the school
- formative assessment will be used effectively in all classes to enable children to make accelerated progress
- Staff training and other individualised professional support, such as coaching, will be provided to focus on key issues identified.
- The expectation and development for quality first teaching and learning in every class as a non-negotiable.
- Teachers supported to cascade a new behaviour strategy
- Deep dives, including regular evaluative discussions with pupils, and pupil interviews, will provide evidence of how consistent the approach is across the school to restore learning behaviours and focus on foundational knowledge needed to address identified gaps.
- develop subject leaders in their responsibility for foundation subjects particularly in producing systematic progression, resulting in children remembering more over time.
- ensure subject leaders are confident in their strategic knowledge of their curriculum area across the school and that they can articulate this.
- To ensure subject leads are confident in making strategic judgements in regard to their subject through the evidence gathered from deep dives.
- To ensure progression documents are in place and that end points in learning are clear and adapted where needed for SEND and disadvantaged pupils
- A review of home learning to take place to determine maximum progress for learners.
- HT will provide seasonal evaluative reports to governors to show how agreed revisions to curriculum planning are impacting on teaching and learning.

- All members of the school community will be able to share the school vision and the day to day running of the school will reflect this.
- Children will close gaps that have arisen from the months of disruption and move towards age expected levels.
- Staff will be well equipped to carry out their duties and meet expectations
- The new behaviour policy will be in place. There will be a consistent approach throughout school and this will reflect the vision in action
- The headteacher will visit other schools who are able to showcase their systems in the development and execution of the foundation curriculum, using ideas to make a personalised curriculum for Hartlip School
- Home learning will support and rehearse the skills being learnt in school and as a result, children will close their gaps, moving towards age expected levels.
- The vast majority of children will reach a good level of development at the end of their foundation year.
- The Early Years curriculum will provide the foundational skills and knowledge for pupils in Key stage 1.



- The Early years team to be supported to ensure that the new curriculum is introduced and built upon from starting points
- Selection of the appropriate Government approved phonics scheme to support our school
- Introduce zones of regulation so that the well being of children can be monitored and addressed to ensure that barriers to learning are eliminated

- One identified scheme will provide the school fidelity and used as the sequencing directive.
- Happy learners will make at least good progress.

Working Document



Vision and Leadership

Term 1

The overarching leadership and management objective is led and directed by the Christian Vision of the school

Ensure consistency in the standard of teaching, so that in all classes effective teaching ensures the majority of pupils make progress.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
All stakeholders introduced to the Christian vision <i>Achieved</i>	Headteacher	September 2021		On going by all stakeholders and by all members of the community	The School Christian Vision should be evident running through every thread of school life	
Children to engage in a vision week to understand what this means relating to their daily school life and as members of the school. <i>Achieved</i>	Class teachers	6 th September 2021		All stakeholders should be able to speak about the School Christian Vision and what it means		



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				Who?	When?	What?
				in every area of life		
Staff to ensure that there is a consistent approach to assessment across the school in order to understand meeting the children at their starting points and progressing from here to make accelerated progress. <i>Achieved in core areas</i> <i>ACTION: Introduce to Foundation areas</i>	DHT		Dedicated staff meeting time	DHT	Seasonal term data inputs Monitoring cycle	Deep dives, including regular evaluative discussions with pupils, and pupil interviews
A CPD programme in place for the term to ensure that staff are equipped to meet the needs of the children, developing subject leaders in their responsibility for foundation subjects particularly in producing systematic progression, resulting in children remembering more over time. <i>The School Improvement Advisor to deliver a package of training to staff addressing the above: 10/11/21</i>	S	Term 1 10 th November	Dedicated staff meeting time Pm curriculum time £350	HT DHT Subject leaders	Staff meeting time Booked CPD	Staff are responsible for sharing with their colleagues the content of any training attended



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				Who?	When?	What?
<p>Subject leaders to be confident in their strategic knowledge of their curriculum area across the school and that they can articulate this.</p> <p>Continue to develop this in term 2. It is an ongoing piece of work and will be supported by the SIA</p>	Subject leaders	Ongoing	Hub release days	SLT		<p>Progression grids</p> <p>Skills matrixes</p> <p>Hub reports</p>
<p>Develop progression documents to detail clear end points in learning and adapted where needed for SEND and disadvantaged pupils</p> <p>Ongoing Completed. Move on in term 2 to determine the vision for each subject area.</p>	Subject leaders	Term 1	<p>Hub release days</p> <p>DHT time</p>	SLT		<p>Progression grids</p> <p>Hub reports</p>
<p>Map the wider curriculum, developing a curriculum policy detailing how it provides the opportunity to build on prior learning and recap learning</p> <p>Ongoing</p>			DHT time			



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				Who?	When?	What?
Completed Move on in term 2 to determine the vision for each subject area.						
An expectation for quality first teaching and learning in every class as a non-negotiable. 75% of teaching and learning has been Good this term. ACTION Ensure that that teaching and learning is consistently GOOD in every classroom at any one point in time	SLT	Term 1		Teachers and support staff	According to the monitoring timetable	Monitoring of: <ul style="list-style-type: none"> • Lessons • Learning environment • Assessments • Interventions
Training in the new behaviour strategy Staff have undergone training in the new behavior strategy. ACTION: Continue this piece of work and develop the new behavior policy, sharing it with all stakeholders.	HT	Term 1	Dedicated staff meeting time	Governors Parents Children Staff	New behavior strategy in place by end of term 1	Behaviour policy Implementation of the new strategy Evident on the website Workshop for parents



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Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
<p>Agree with staff arrangements for home learning to determine maximum progress for learners. This has been agreed. The documentation now needs formalising and shared with all stakeholders</p>	HT	Term 1		SLT Governors Parents	The policy to be in place by end of term 1	Results of the Friday showcasing. Data will detail that all children are making progress from starting points
<p>Early Years teacher to lead CPD on continuous provision Achieved ACTION: continuous provision to be evident in the setting</p>	Early Years Leader	September 2021		SLT	Monitoring cycle	Assessment information and quality first teaching
<p>Early years setting to be developed to provide continuous provision and evidence of providing the foundational skills for children in Key stage 1.</p>	Early Years Leader	End of term 1		SLT	Monitoring cycle	Assessment information and quality first teaching



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				Who?	When?	What?
This requires development. The outside area requires urgent address						
Phonics leader to select appropriate Government approved phonics scheme There has been much discussion around this. The EYFS lead is confident in the current approach. This is led by Letters and Sounds adding in a number of additional schemes and activities to meet the needs of learners. The leader does understand that school needs to select one scheme and show fidelity to that scheme.	Phonics leader	End of term 1		SLT	Monitoring cycle	Assessment information and phonics results
Teachers to ensure that there are reading books in classrooms that practice and apply decoding skills. Teachers are sending books home on a regular basis. Some classrooms are lacking the books to facilitate this. The online BUG Club however, does still meet this need and	Class teachers	End of term 1		Reading leader	Monitoring	Classroom environments, reading records and listening to children read.



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				Who?	When?	What?
needs to be promoted to rehearse skills at home. The reading leader is to review the teaching of Guided Reading in all classes and ensure that it is suiting all learners.						
Introduce zones of regulation so that the well being of children can be monitored and addressed to ensure that barriers to learning are eliminated <i>Achieved</i>	SENCo	September 2021	Staff meeting time	SLT QofE Governors	Monitoring progress	The well being of children impacting progress
Introduce the Happy Hartlip initiative and the Friday afternoon enrichment activities so that children understand the importance of work and play and are mindful of their well being <i>Achieved</i> The children have painted the school vision portrait as well as made their contribution to the border. This is displayed in the lobby. The	SLT	September 2021		SLT QofE Governors	Monitoring progress	The well being of children impacting progress



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				Who?	When?	What?
<p>focus of this term's happy Hartlip day was creativity.</p> <p>All of the growing boxes have now been cleared and children have planted strawberry plants.</p> <p>ACTION: A recycling area needs to be developed and continued work around school with the growing boxes</p>						
<p>Make the appropriate HNF applications and referrals for all children to have the opportunity to reach their full potential</p> <p>Achieved</p> <p>ACTION: appoint staff to support the successful HNF children.</p>	HT	1 st September		SENCo	SEN clinics as required Monitoring cycle	The impact of provision
<p>The headteacher to visit other schools who are able to showcase a foundation curriculum to personalize a bespoke curriculum for this school</p> <p>No visits yet undertaken</p>	HT	Ongoing		Governors	Ongoing	The bespoke foundation curriculum for Hartlip School



Vision and Leadership Term 2

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Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
<p>Staff to assess the foundation curriculum on target tracker, ensuring that there is a consistent approach to assessment across the school.</p> <p><i>This is due to start at the end of term 3</i></p>	DHT	End term 2	Dedicated staff meeting time	DHT	Seasonal term data inputs Monitoring cycle	Deep dives, including regular evaluative discussions with pupils, and pupil interviews
<p>A CPD programme to be delivered to ensure that staff are equipped to meet the needs of the children, developing subject leaders in their responsibility for foundation subjects particularly in producing systematic progression, resulting in children remembering more over time.</p> <p>CPD delivered</p> <p><i>The first subject leader progress meetings have taken place. This means that leaders are well placed for the next steps in their</i></p>	SIA	Term 2	£350	Ofsted Local Authority Governors	FGB Ofsted Inspection	Staff will have their systematic progression grids completed



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				Who?	When?	What?
monitoring, as well as to support staff in terms of what needs to be the focus in their classrooms and why.						
Subject leaders to be confident in their strategic knowledge of their curriculum area across the school and that they can articulate this. Subject leaders are owning their curriculum areas. They know exactly the next steps that they would like to take in their subjects and these are detailed in their action plans.	Subject leaders	Ongoing	Hub release days	SLT		Progression grids Skills matrixes Hub reports
Develop progression documents to detail clear end points in learning and adapted where needed for SEND and disadvantaged pupils Complete Move on to determine the vision for each subject area.	Subject leaders	Term 2	Hub release days	SLT		Progression grids Hub reports



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Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
The vision for each area has now been established. The curriculum lead is flexing that in the individual subjects and across the school						
Map the wider curriculum, developing a curriculum policy detailing how it provides the opportunity to build on prior learning and recap learning. Complete Move on to determine the vision for each subject area. The vision for each area has now been established. The curriculum lead is flexing that in the individual subjects and across the school						
Develop a vision for each subject area. How is each specific subject bespoke for our school? Add these to each subject's progression and map	Deputy Headteacher	Term 2	Staff meeting	Governors Quality of Education	QofE committee meeting	Curriculum subjects documentation



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				Who?	When?	What?
The vision for each area has now been established. The curriculum lead is flexing that in the individual subjects and across the school						
<p>Ensure that that teaching and learning is consistently GOOD in every classroom at any one point in time</p> <p>Teaching tends to be an overall average of good from every teacher. We need to evidence and witness at least good in every classroom at any one given point in the day.</p>	SLT	Term 2		SIA	Monitoring visits monitoring timetable	<p>Monitoring of:</p> <ul style="list-style-type: none"> • Lessons • Learning environment • Assessments • Interventions
<p>Hub leaders to take their subjects and drill down to what is the intent, implementation and impact specifically for our school. What do we want our learners to learn with our school Christian vision at the heart?</p> <p>Hub leaders are owning their areas, testing and flexing them</p>						



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Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
<p>Complete the training in the new behaviour strategy. Develop the new behavior policy, sharing it with all stake holders.</p> <p>Complete. Behaviour policy has been ratified by Governors and updated on the website. Cascade to parents in term 3 with the new Home Learning Policy and home school contracts. Term 3 identified to ensure maximum attention and return. Parent workshop at the time of sharing the documentation.</p>	HT	Term 2	Dedicated staff meeting time	Governors Parents Children Staff	New behavior strategy in place by end of term 2	Behaviour policy Implementation of the new strategy Evident on the website Workshop for parents
<p>Formalise the arrangements for home learning to determine maximum progress for learners.</p> <p>Staff have decided what this will look like. It will continue to rehearse the vital skills in reading, spelling and mathematics for showcasing. Additionally, it will support children in a number of activities to demonstrate the holistic and enquiry based learning, as well as the</p>	HT	Term 2		SLT Governors Parents	The policy to be in place by end of term 2	Results of the Friday showcasing. Data will detail that all children are making progress from starting points



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Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
<p>opportunity to Learn more and Remember more.</p> <p>A new home learning grid has been formulised and will be cascaded at the end of week 1. A new home learning policy also accompanies this and will be flexed during term 3. This is optional. The main area of concentration continues to be focused on the promotion and competence in key and vital skills.</p>						
<p>Early years setting to be developed to provide continuous provision and evidence of providing the foundational skills for children in Key stage 1.</p> <p>The area is developing. The EYFS leader is reflective in developing the environment. School has sought and assigned CPD to staff to support them in understanding the best possible provision for the children.</p>	Early Years Leader	End of term 2		SLT	Monitoring cycle	Assessment information and quality first teaching



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Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
<p>Select a phonics scheme in order to demonstrate fidelity. Complete: Little Wandle The scheme has been received in to school. The phonics leader is organizing for all staff to be trained appropriately to ensure a whole school approach.</p>	Phonics leader	End of term 2		SLT	Monitoring cycle	Assessment information and phonics results
<p>Ensure that all classrooms have decodable books. Reading leader to audit and source appropriately. Little Wandle has introduced in to classrooms decodable books. Teachers are confident that there are decodable books in classes.</p>	Reading Leader	End of term 2		SLT	Monitoring	Classroom environments, reading records and listening to children read.
<p>Promote the online BUG Club to rehearse skills at home. With the introduction of Little Wandle, staff have identified that as The Bug Club subscription is not well used, this will cease as of March. SLT will ensure that reading is</p>	Class teachers	Term 2	£2k/year	Reading leader	Termly	Reading engagement logs on Bug Club Reading data



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Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
supported to a high standard and a high level of engagement without this platform. Teachers have promoted this with parents and will continue to do so, until the subscription expires.						
It has been discovered that all Government approved phonics schemes, do not use cursive script. We will look at the impact of this on our writing policy and consider of we need to make changes This requires further exploration.	Phonics Leader	November 2021	Staff meeting time Writing leader time	SLT	Monitoring	Handwriting Presentation in books
The reading leader is to review the teaching of Guided Reading in all classes and ensure that it is suiting all learners. Reading Policy in place The Reading leader is keen for all classes to be teaching reading as a class. It has been noted that this is ideal for middle readers. Those struggling may be easily lost and the	Reading Leader	Term 2	Release time	SLT	End term 2	Teaching of reading policy in place and to be shared with stakeholders



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Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
gifted reader also. This will need to be looked at closely in terms of intervention, boosting and Greater Depth.						
Embed zones of regulation so that the well-being of children can be monitored and addressed to ensure that barriers to learning are eliminated Achieved Children use this well. It is particularly important for children to own, now that the Pastoral Assistant is no longer with us. How to replace her will need to be carefully considered in term 3	SENCo	September 2021	Staff meeting time	SLT QofE Governors	Monitoring progress	The well-being of children impacting progress
Plan for term 2 Happy Hartlip initiative. Continue Friday afternoon enrichment activities. The children made, wrote and sent Christmas cards to local care homes and hospices.	SLT	September 2021		SLT QofE Governors	Monitoring progress	The well-being of children impacting progress



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Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
<p>A recycling area needs to be developed and continued work around school with the growing boxes Recycling area has been painted This area is well used by children and parents. It is now ready for signage to go up.</p>						
<p>Appoint staff to support the successful HNF children. Complete We have lost a teaching assistant from Eagles Class and our Pastoral Assistant. SLT will be looking at the best way to support all learners and spend money wisely and show clear impact.</p>	HT	Beginning of term 2		SENCo	SEN clinics as required Monitoring cycle	The impact of provision
<p>The headteacher to visit other schools who are able to showcase a foundation curriculum to personalize a bespoke curriculum for this school This has been halted due to Covid</p>	HT	Ongoing		Governors	Ongoing	The bespoke foundation curriculum for Hartlip School



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Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
<p>Introduce floor books as appropriate to each curriculum area to show teaching and learning across the school and to be a point of focus children can talk about.</p> <p><i>A Music floor book has been introduced, as has a whole school floor book. Consideration to be given as to how extensive we make this across school and how we record what happens in school effectively.</i></p>	HT	Completed weekly to reflect teaching and learning	Weekly teacher time Costs of the books £12/book	SLT		Floor books and pupil voice.



Vision and Leadership Term 3

The overarching leadership and management objective is led and directed by the Christian Vision of the school

Ensure consistency in the standard of teaching, so that in all classes effective teaching ensures the majority of pupils make progress.

Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
<p>Ensure that all teachers are adopting a consistent approach to assessing their children. Agree what schemes are to be used and ensure that Assessment week is used efficiently. Staff used Testbase assessments in assessments week to assess their children.</p>	SLT	Term 3	Cost of test base	DHT	End of term 3	Data submitted to DHT to formulate the data report
<p>Hub leaders to identify where there are issues in classes in both attainment and progress. What needs to be placed to raise and accelerate attainment and progress Staff have had their hub leadership release times to allow them to scrutinise this data and place appropriate action plans and support.</p>	Hub leaders	Monitoring time allocated in term 3.	£100/week x 6 weeks = £600	SLT	End of term 3	Data submitted to DHT to formulate the data report
<p>Capitilise what can be gained from children being in school from 8.30am – 3.30pm. What interventions can be placed to accelerate</p>	SLT	Term 3		SLT QofE Governors FGB	Term 3	Accelerated progress and attainment of children. Children



Vision and Leadership Term 3

The overarching leadership and management objective is led and directed by the Christian Vision of the school

Ensure consistency in the standard of teaching, so that in all classes effective teaching ensures the majority of pupils make progress.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
attainment and progress. Maximise every available minute Every day from 8.30am, there are interventions in reading, phonics, times tables and the mastery of maths. The school has joined the National Breakfast scheme which means that children attending school from 8.30am can be offered a bagel and cereal breakfast						meeting the termly milestones.
Assess the foundation curriculum on target tracker, submitting the data. Currently taking place	DHT	End term 3	Dedicated staff meeting time	DHT	Seasonal term data inputs Monitoring cycle	Deep dives, including regular evaluative discussions with pupils, and pupil interviews
A CPD programme to be delivered to ensure that staff are equipped to meet the needs of the children. The priorities for the term are the training in Little Wandle, continuous provision,	Little Wandle SENco	Term 3	£2500	SLT Quality of Education Governors	QofE meetings	EYFS and phonics data



Vision and Leadership Term 3

The overarching leadership and management objective is led and directed by the Christian Vision of the school

Ensure consistency in the standard of teaching, so that in all classes effective teaching ensures the majority of pupils make progress.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
<p>unconscious bias and the interventions that were previously led by the pastoral assistant. The majority of staff have been trained in Little Wandle to at least module 4. The Early Years staff have completed the training. The Omicron outbreak and staffing issues slowed this a little, but all training should be complete by the end of term 3.</p> <p>The school has purchased on line training for unconscious bias and this will be scheduled for term 4, for all staff.</p> <p>Staff in classrooms are addressing the interventions previously led by the Pastoral Assistant. The headteacher and deputy headteachers lead interventions in bereavement support and the address of anti social behaviours.</p>	HT					



Vision and Leadership Term 3

The overarching leadership and management objective is led and directed by the Christian Vision of the school

Ensure consistency in the standard of teaching, so that in all classes effective teaching ensures the majority of pupils make progress.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
<p>Subject leaders to continue to ensure that they are owning and broadening their curriculum areas.</p> <p><i>Staff are flexing their curriculums, ensuring that they are fit for purpose and lost importantly meeting the needs of all learners.</i></p>	Subject leaders	Ongoing	Hub release days	SLT		<p>Progression grids</p> <p>Skills matrixes</p> <p>Hub reports</p>
<p>Subject leaders to ensure they are able to confidently articulate the common threads and concepts that run through their subjects to ensure the children build schemata, that they have monitored the provision for SEND pupils, can articulate how the curriculum progresses from EYFS and know how pupils are supported if they are falling behind.</p>	Subject leaders	Ongoing		SLT		<p>Monitoring</p> <p>Hub leader reports</p> <p>Staff meetings</p> <p>QofE meetings</p>
<p>Subject leaders to flex their curriculums to ensure that there are opportunities for and</p>	Subject leaders	Term 3	Unconscious bias training	SLT	Monitoring cycle	<p>Pupil voice</p> <p>Parent voice</p> <p>Teacher planning and delivery.</p>



Vision and Leadership Term 3

The overarching leadership and management objective is led and directed by the Christian Vision of the school

Ensure consistency in the standard of teaching, so that in all classes effective teaching ensures the majority of pupils make progress.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Learning about different cultures. How are we ensuring that the curriculum allows all learners to flourish						
Ensure that that teaching and learning is consistently GOOD in every classroom at any one point in time <i>Evidenced by SIA</i>	SLT	Term 3		SIA	Monitoring visits monitoring timetable	Monitoring of: <ul style="list-style-type: none"> • Lessons • Learning environment • Assessments • Interventions
Cascade to parents the arrangements for home learning to determine maximum progress for learners. <i>This has been well received and children are enjoying sharing their school learning</i>	HT	Term 3		SLT Governors Parents	The policy to be in place by end of term 2	Results of the Friday showcasing. Data will detail that all children are making progress from starting pints
Early years setting to be enhanced to provide continuous provision and evidence of providing the foundational skills for children in Key stage 1.	Early Years Leader	End of term 3		SLT	Monitoring cycle	Assessment information and quality first teaching



Vision and Leadership Term 3

The overarching leadership and management objective is led and directed by the Christian Vision of the school

Ensure consistency in the standard of teaching, so that in all classes effective teaching ensures the majority of pupils make progress.

Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Extensive work has been undertaken in the EYFS outside area and the SIA commented on the progress made.						
It has been discovered that all Government approved phonics schemes, do not use cursive script. We will look at the impact of this on our writing policy and consider if we need to make changes. Seek the views of LA The writing leader has reviewed schools policy on this and has written a draft for staff approval. This will involve not teaching cursive until KS2. Daily handwriting sessions will be an expectation	Phonics Leader		Staff meeting time Writing leader time	SLT	Monitoring	Handwriting Presentation in books
The reading leader lead, model, observe and support teaching reading as a class.	Reading Leader	Term 3	Release time	SLT	End term 2	Teaching of reading policy in place and to be shared with stakeholders



Vision and Leadership Term 3

The overarching leadership and management objective is led and directed by the Christian Vision of the school

Ensure consistency in the standard of teaching, so that in all classes effective teaching ensures the majority of pupils make progress.

Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
<p>Consider the structure of the school and the needs of the children having lost the support of the pastoral assistant. How can children best be supported in all areas of their school life?</p> <p>Staff in classrooms are addressing the interventions previously led by the Pastoral Assistant. The headteacher and deputy headteachers lead interventions in bereavement support and the address of anti social behaviours.</p>	SLT	January 2022	21 hours salary	Q of E committee FGB	January 2022	Appropriate appointments and allocation of staff
<p>Plan for term 3 Happy Hartlip initiative. Continue Friday afternoon enrichment activities.</p> <p>Under the Rainbow art exhibition</p>	SLT	February 2022		SLT QofE Governors	Monitoring progress	The well-being of children impacting progress



Vision and Leadership Term 3

The overarching leadership and management objective is led and directed by the Christian Vision of the school

Ensure consistency in the standard of teaching, so that in all classes effective teaching ensures the majority of pupils make progress.

Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
The headteacher to visit other schools who are able to showcase a foundation curriculum to personalize a bespoke curriculum for this school <i>Omicron outbreak prevented this from happening!</i>	HT	Ongoing		Governors	Ongoing	The bespoke foundation curriculum for Hartlip School
Introduce floor books as appropriate. How do we want to share and evidence learning? What is best placed as a valuable learning tool for the children? <i>Every class now has a class floor book. There is a music one, a school one and a Green Gang one. The SIA suggested that the music one detailed the year group evidenced. This has been completed.</i>	HT	Completed weekly to reflect teaching and learning	Weekly teacher time Costs of the books £12/book	SLT		Floor books and pupil voice.
Formally plan differing genres for reading Buddy sessions. This is to ensure that children are exposed to variety and develop their understanding	Reading leader	Week commencing 17 th January 2022		SLT Governors	Weekly	Reading with Buddy sessions



Vision and Leadership Term 3

The overarching leadership and management objective is led and directed by the Christian Vision of the school

Ensure consistency in the standard of teaching, so that in all classes effective teaching ensures the majority of pupils make progress.

Actions	Lead (<i>supported by as applicable</i>)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Train children to be able to support each other in reading Buddy sessions	Reading leader	Week commencing 17 th January 2022		SLT Governors	Weekly	Reading with Buddy sessions
Engage children in year 2 and 5 with Talk for Writing texts that will stimulate their enjoyment of writing	Mrs Ivatt Mrs Rogers	Term 3		Reading and writing leaders	Term 3	Data report and monitoring
Introduce a daily story telling time with texts of a higher standard than class reading ability to immerse children in rich language and vocabulary <i>Launched. Requires monitoring</i>	Reading leader	Week commencing 31 st January 2022		SLT Governors	Weekly	Reading with Buddy sessions



Vision and Leadership Term 4

The overarching leadership and management objective is led and directed by the Christian Vision of the school

Ensure consistency in the standard of teaching, so that in all classes effective teaching ensures the majority of pupils make progress.

Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Continue to timetable assessment week, when all teachers assess their children in accordance to consistent materials.	SLT	Term 4	Cost of test base	DHT	End of term 4	Data submitted to DHT to formulate the data report
Children are making good progress. There needs to be accelerated progress Hub leaders to identify where this support is required	Hub leaders	Monitoring time allocated in term 3.	£100/week x 6 weeks = £600	SLT	End of term 4	Data submitted to DHT to formulate the data report
Continue to capitalise what can be gained from children being in school from 8.30am – 3.30pm. What interventions can be placed to accelerate attainment and progress. Maximise every available minute. As Covid regulations lift, approach Governors to change the school day to a permanent 8.30am – 3.30pm to gain maximum impact in teaching and learning	SLT	Term 3		SLT QofE Governors FGB	Term 4	Accelerated progress and attainment of children. Children meeting the termly milestones.
A CPD programme to ensure that all staff have completed Little Wandle Training	Little Wandle	Start term 4	£2500	SLT	QofE meetings	EYFS and phonics data



Vision and Leadership Term 4

The overarching leadership and management objective is led and directed by the Christian Vision of the school

Ensure consistency in the standard of teaching, so that in all classes effective teaching ensures the majority of pupils make progress.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
<p>All staff to complete unconscious bias training</p> <p>Staff in classrooms are addressing the interventions previously led by the Pastoral Assistant.</p> <p>The headteacher and deputy headteachers lead interventions in bereavement support and the address of anti social behaviours.</p> <p>Science leader to complete science leadership training</p> <p>Maths leader to complete maths deep dive training</p> <p>EYFS and KS1 leader to continue Mastery of maths training</p>	<p>HT</p> <p>SENCo</p> <p>HT/DHT</p> <p>Science hub leader</p> <p>Maths Leader</p> <p>EYFS/KS1 Leader</p>			Quality of Education Governors		



Vision and Leadership Term 4

The overarching leadership and management objective is led and directed by the Christian Vision of the school

Ensure consistency in the standard of teaching, so that in all classes effective teaching ensures the majority of pupils make progress.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Writing leader to led training in changes to policy in the light of Little Wandle and the school's handwriting policy	Writing leader					
Phonics leader to deliver phonics training to parents on the eve of World Book day, in partnership with the Reading Leader. All staff to be present to support the initiative	Phonics Leader Reading Leader	2 nd March 7pm	Teacher time	Quality of Education	Term 4	Assessment and data report
Staff to attend Gateway moderation of writing to ensure that our judgements are in line with that of other schools	HT/Writing leader	24 th February 2022		Gateway Colleagues		Standards of writing to provide benchmarks
Subject leaders to continue to ensure that they are owning and broadening their curriculum areas and providing support to each other as required	Subject leaders	Ongoing	Hub release days	SLT		Progression grids Skills matrixes Hub reports
Subject leaders to ensure they are able to confidently articulate the common threads and concepts that run through their subjects to ensure the children build schemata, that they	Subject leaders	Ongoing		SLT		Monitoring Hub leader reports Staff meetings QofE meetings



Vision and Leadership Term 4

The overarching leadership and management objective is led and directed by the Christian Vision of the school

Ensure consistency in the standard of teaching, so that in all classes effective teaching ensures the majority of pupils make progress.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
have monitored the provision for SEND pupils, can articulate how the curriculum progresses from EYFS and know how pupils are supported if they are falling behind.						
Subject leaders to flex their curriculums to ensure that there are opportunities for and Learning about different cultures. How are we ensuring that the curriculum allows all learners to flourish	Subject leaders	Term 4	Unconscious bias training	SLT	Monitoring cycle	Pupil voice Parent voice Teacher planning and delivery.
Early years setting to continue to be enhanced to provide continuous provision and evidence of providing the foundational skills for children in Key stage 1.	Early Years Leader	Term 4		SLT	Monitoring cycle	Assessment information and quality first teaching
Plan for term 4 Happy Hartlip initiative. Continue Friday afternoon enrichment activities.	SLT	February 2022		SLT QofE Governors	Monitoring progress	The well-being of children impacting progress



Vision and Leadership Term 4

The overarching leadership and management objective is led and directed by the Christian Vision of the school

Ensure consistency in the standard of teaching, so that in all classes effective teaching ensures the majority of pupils make progress.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
The headteacher to visit other schools who are able to showcase a foundation curriculum to personalize a bespoke curriculum for this school	HT	Ongoing		Governors	Ongoing	The bespoke foundation curriculum for Hartlip School
Develop floor books. How do we want to share and evidence learning? What is best placed as a valuable learning tool for the children? Revisit them regularly with children and use them as a tool in pupil voice.	Class Teams HT	Completed weekly to reflect teaching and learning	Weekly teacher time Costs of the books £12/book	SLT		Floor books and pupil voice.
Formally plan differing genres for reading Buddy sessions. This is to ensure that children are exposed to variety and develop their understanding	Reading leader	Week commencing 17 th January 2022		SLT Governors	Weekly	Reading with Buddy sessions
Train children to be able to support each other in reading Buddy sessions	Reading leader	Week commencing 17 th January 2022		SLT Governors	Weekly	Reading with Buddy sessions



Vision and Leadership Term 4

The overarching leadership and management objective is led and directed by the Christian Vision of the school

Ensure consistency in the standard of teaching, so that in all classes effective teaching ensures the majority of pupils make progress.

Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Monitor daily story telling time with texts of a higher standard than class reading ability to immerse children in rich language and vocabulary	Reading leader	Week commencing 31 st January 2022		SLT Governors	Weekly	Reading with Buddy sessions
Reading Leader to lead World Book Day to raise the profile of reading	Reading Leader	3 rd March 2022		SLT		
PE leader to lead pancake races to raise the profile of sport and activity as well as an awareness of culture	PE leader	1 st March 2022		SLT		
Cascade Parent View to parents and analyse results. What is this telling us about our school?	HT	21 st February 2022		FGB		Results and what we need to do next
Mid-year Performance Management Reviews to take place and assess impact of targets to date and identify next steps	HT/DHT	March 2022		FGB/HT		Progress of meeting targets to date and setting next steps



Wisdom, knowledge and skills

- **Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.**

What needs to happen to meet the outcome?	Success Criteria – What will success look like
<ul style="list-style-type: none"> • The School Christian Vision will be embedded in the life and breath of the school • New initiatives such as T4W will be embedded and monitoring will identify that the attainment of pupils in writing has been raised • Children to make progress in foundation subjects and for this to be evidenced accordingly. • To ensure pupils make good progress (2 progress points) across all foundation subjects • To ensure pupils talents are nurtured and developed. (This may mean signposting to clubs etc.) • To ensure pupils can talk confidently about their learning over time. • To review curriculum policy to demonstrate the continuous opportunity to build on prior learning, and recap learning, • Develop the Early Years curriculum to ensure that it provides the foundational knowledge and skills for children in key stage 1. • New initiative of HeartSmart to be introduced to deliver the PSHE and RSHE curriculum • Happy Hartlip Days to be introduced • Forest visits to be reintroduced • A review of home learning to take place • The weaker foundation subjects to be addressed to ensure high quality teaching and learning across the board • The need of all learners to be appropriately addressed and met through appropriate quality first teaching, formative assessment and intervention 	<ul style="list-style-type: none"> • All stakeholders will know the vision of the school which underpins every day school life • The majority of children will make expected progress in their writing and close gaps, making accelerated progress towards age appropriate attainment • The majority of children to make progress in foundation subjects, giving the opportunity to shine in their own subjects • Heartsmart will show clear relation to the school's vision and values. • There will be an appropriate mix of academics and well-being, ensuring that all children flourish within the vision of the school. • Home learning will assist in children rehearsing vital skills in order to make progress. • Milestones will be met



- Introduce zones of regulation so that the well being of children can be monitored and addressed to ensure that barriers to learning are eliminated
- To consider how the knowledge of children can be showcased appropriately (multiplication check, how do we support learners to achieve their best...I pads, usb number pads, daily practice
- Address the new Early Years curriculum, developing continuous provision for Year 1 children. The focus to be on critical thinking
- Implement the baseline assessments and build on these starting points
- Selection of the appropriate Government approved phonics scheme to support our school
- Specialist teaching of phonics by phonics leader (20 mins/day) with year 1 children.
- The headteacher to visit other schools showcasing their foundation curriculum to share best practice at Hartlip School and create here own bespoke curriculum
- Develop the new Music Curriculum

An uplift on the 2021 results

The 2021 Multiplication tests detailed the following:

- 7% of children scored full marks (25)
- 27% of children scored 20 – 25
- 27% of children scored 15-20
- 27% of children scored 10- 15
- 13% of children scored 5 – 10
- 7% children scored 0 – 5%

GLD National target of 72%

Children to pass the phonics screening

Happy learners will make at least good progress.

Children to meet the National phonics level standard: 82%

Children to meet the National Standard for GLD

Hartlip's bespoke Foundation curriculum to be developed



Wisdom, knowledge and skills Term 1

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
All staff and stakeholders to be introduced to and directed to embed The School Christian Vision in the life and breath of the school Achieved	Headteacher	1 st September 2021 Week commencing 6 th September 2021		All stake holders and by all members of the community	On going	The School Christian Vision should be evident running through every thread of school life
New initiatives such as T4W will be embedded and monitoring will identify that the attainment of pupils in writing has been raised 95% children made expected progress in writing ACTION: Embed this to close the gap in learning lost and evidence children at age expected attainment	DHT	Ongoing		SLT	Monitoring cycle	Engagement in class Enjoyment of writing All learners making progress
A new maths initiative to be introduced in Early Years and KS1 96% children made expected progress in maths						



Wisdom, knowledge and skills Term 1

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
<p>Mastery of Number has just been introduced to the teachers.</p> <p>ACTION: Embed this to close the gap in learning lost and evidence children at age expected attainment. Use more manipulatives to help the children understand what they are learning.</p> <p>Use mathematical language</p>						
<p>Staff to be trained in the new New initiative of HeartSmart to deliver the PSHE and RSHE curriculum</p> <p>Training has taken place</p> <p>ACTION: Embed this</p>	DHT	Term 1	£350	SLT	Monitoring cycle	The delivery of the curriculum to fulfill statutory duty
<p>Happy Hartlip Days to be introduced. These will afford children with the opportunity to develop and nurture talents</p> <p>The first day has been a success. It explored creativity.</p> <p>ACTION:</p>	DHT	Term 1	PE allocated funding PTFA fundraising Children fundraising	SLT	Termly	The impact that the days have on the well being of the children and the courageous advocacy throughout school.



Wisdom, knowledge and skills

Term 1

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Plan for term 2.						
Develop a programme of extra-curricular activities for the term Achieved Plan for term 2	HT	Termly	Subsidised costs for each club to allow inclusion of all.	Pupils and parents	Termly Pupil voice	Pupil and parent voice
Forest visits to be reintroduced Achieved Core offer moving forward	HT	Termly	£600/term	SLT	Termly	The well-being of children Development of risk taking and resilience The ability to problem solve
Staff to agree a programme of home learning to be in place and support this with parents and learners to ensure that children have the best chance possible to make expected progress.	HT	Term 1		Teachers	Weekly	Results of Friday showcasing All children making progress



Wisdom, knowledge and skills Term 1

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
The programme has been agreed. It now needs to be formalized in to a working document and shared with all stakeholders.						
Staff to ensure that an intervention and support timetable is in place to meet the need of all learners In place. This needs to be reviewed and replaced for term 2 to meet the needs of all learners.	SENco	1 st September		SENco Paired Governor Parents	Termly	Provision plan review Effectiveness of intervention Children making progress in line with peers
Staff to consider and source resources to showcase children's learning appropriately, such as Ipads, usb number pads incorporating these in to daily practice. Achieved. ACTION Ipads to be used Assess timetables termly using the ipads.	Maths leader	Term 1	TBA	SLT Paired Governor QofE committee	Seasonal term	Children have the resources to showcase their ability. Their ability is accurately reflected
Train staff to provide professional support in the early years curriculum Achieved	EYFS leader	September 2021		SLT QofE	Seasonal term	Children to reach a GLD



Wisdom, knowledge and skills Term 1

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
ACTION: Embed the new Early Years Curriculum.						
The outside area for Early Years to be revamped and totally restructured. Needs urgent address	EYFS leader	Term 1		SLT QofE	Termly	Well-being of children All children making progress Outstanding provision
Select and resource the appropriate Government approved phonics scheme to support our school Needs urgent address Complete: Little Wandle	Phonics leader	Term 1	TBA	English leader SLT	End of term 1	Phonics data to be in line with National
Place appropriate staff to provide appropriate support to children to ensure that everyone reaches their full potential Employ additional staff member to support HNF application	SLT	1 st September		SLT QofE	Termly	Provision Plans Data reports All children to make expected progress
Music leader to develop the Music curriculum The music leader has started to formalize the music curriculum. ACTION: Assess music	Music leader	On going	£27/hour	SLT QofE	Termly	All children to make expected progress



Wisdom, knowledge and skills

Term 1

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Teachers to include the tracking of foundation subjects in their data submissions <i>For term 2</i>	Subject leaders	Alternate terms		SLT Governors	Alternate terms	Hub reports
All leaders of learning to research and commence the production of progression and skills grids for their area of responsibility <i>Ongoing</i>	Subject leaders			SLT Governors		
All curriculum maps to be updated on the website <i>Achieved</i> <i>ACTION: upload term 2 medium term plans and share with parents.</i>	HT	Ongoing		Paired Governor for website	Each FGB	Content of the website against the criteria set.
Opportunities sought to join sport tournaments and festivals, providing children with the opportunity to develop and nurture their talents <i>Children have attended a football and tag rugby tournament</i>	PE leader	Ongoing	Teacher release time to accompany children and cover for those not attending.	Paired Governor	Monitoring cycle	Tournament timetables, match reports and pupil voice.



Wisdom, knowledge and skills Term 1

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
<p>Introduce zones of regulation so that the well being of children can be monitored and addressed to ensure that barriers to learning are eliminated</p> <p><i>This has been well received by the children and beneficial for teachers addressing any issues and barriers to learning. Support can be swiftly allocated.</i></p>	SENCo	September 2021	Staff meeting time	SLT QofE Governors	Monitoring progress	The well-being of children impacting progress
<p>Develop the Friday afternoon curriculum to be full of enrichment.</p> <p><i>This has developed well. The teachers take their PPA on a Friday afternoon. This affords 4.5 full days of teaching and learning and the opportunity for enrichment and responsibility on a Friday with Green Gang! School Council and Worship Council. The children also learn French with a native French speaker.</i></p>	HT	September 2021	Staff meeting time	SLT QofE Governors	Monitoring progress	The well-being of children impacting progress



Wisdom, knowledge and skills Term 2

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
<p>T4W to continue to be embedded to afford the opportunity for 100% children to make expected progress. The GD targets to be extended and the attainment gap to close.</p> <p>GD targets have been reviewed and extended</p> <p>100% expected progress in Years:1, 2,3, 4</p> <p>44% in Year 5</p> <p>91% Year 6</p> <p>T4W well received in all classes until upper KS2. This requires attention moving forward.</p>	DHT	Ongoing		SLT	Monitoring cycle	Engagement in class Enjoyment of writing All learners making progress
<p>Staff to attend continued training in the Mastery of number. 100% children to make expected progress. The GD targets to be extended and the attainment gap to close.</p> <p>In process</p> <p>A TA to lead mastery in number has been identified.</p> <p>Teachers in EYFS and KS 1 are receiving training.</p> <p>100% 100% expected progress in Years:1, 2,3, 4 and 6</p>	Maths leader	Ongoing		SLT Governor monitoring pair	Termly	Delivery of maths teaching and the maths learning environment.



Wisdom, knowledge and skills Term 2

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
38% in year 5.						
Embed HeartSmart to deliver the PSHE and RSHE curriculum <i>This is being well received and the termly topic provides the children with valid insight and develops good skills.</i>	DHT	Term 2	£350	SLT	Monitoring cycle	The delivery of the curriculum to fulfill statutory duty
Plan Happy Hartlip Day term 2. ACHIEVED	DHT	Term 2	PE allocated funding PTFA fundraising Children fundraising	SLT	Termly	The impact that the days have on the well being of the children and the courageous advocacy throughout school.
Develop term 2 programme of extra-curricular activities for the term <i>All Star Performers</i> <i>Mindfulness in Madness</i> <i>Art and Craft</i> <i>All Sports</i> ACHIEVED	HT	Termly	Subsidised costs for each club to allow inclusion of all.	Pupils and parents	Termly Pupil voice	Pupil and parent voice



Wisdom, knowledge and skills Term 2

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Plan term 2 Forest visit. A Christmas celebration Christingle in the Forest ACHIEVED	HT	Termly	£600/term	SLT	Termly	The well-being of children Development of risk taking and resilience The ability to problem solve
Formalise the home learning policy and share with all stakeholders. Staff have decided what this will look like. It will continue to rehearse the vital skills in reading, spelling and mathematics for showcasing. Additionally, it will support children in a number of activities to demonstrate the holistic and enquiry based learning, as well as the opportunity to Learn more and Remember more. The home learning grids have been developed and are ready to be cascaded in term 3.	HT	Term 2		Teachers	Weekly	Results of Friday showcasing All children making progress



Wisdom, knowledge and skills Term 2

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Term 1 intervention timetables reviewed and term 2 created to meet the needs of all learners <i>Complete</i> <i>ACHIEVED</i>	SENco	1 st September		SENco Paired Governor Parents	Termly	Provision plan review Effectiveness of intervention Children making progress in line with peers
Introduce the use of the Ipad to carry out the maths times table assessments. Encourage the children to do likewise at home. <i>A times table maths breakfast Booster club to be introduced in term 3 for this purpose. The Ipads are ready to be used.</i>	Class teacher	Term 2	TBA	Maths leader SLT Paired Governor QofE committee	Seasonal term	Children have the resources to showcase their ability. Their ability is accurately reflected
Embed the new Early Years Curriculum, ensure that continuous provision and child initiated provision is in evidence and children reach a good level of development. <i>Still some work to be done. Writing and reading sheds are all in place. Areas developing well. Staff require CPD to strengthen delivery and facilitation</i>	EYFS leader	November 2021		SLT QofE	Seasonal term	Children to reach a GLD



Wisdom, knowledge and skills Term 2

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
The outside area for Early Years to be revamped and totally restructured. <i>Continued work in progress.</i>	EYFS leader	Term 2		SLT QofE	Termly	Well-being of children All children making progress Outstanding provision
Select and resource the appropriate Government approved phonics scheme to support our school <i>Complete: Little Wandle</i> <i>This has arrived in school. Staff to be trained and parental workshops supported.</i>	Phonics leader	Term 2	TBA	English leader SLT	End of term 1	Phonics data to be in line with National
Employ additional staff member to support HNF application <i>Complete</i> <i>We have now lost the Pastoral Assistant and a Teaching Assistant.</i>	SLT	1 st November		SLT QofE	Termly	Provision Plans Data reports All children to make expected progress
Teachers to include the tracking of foundation subjects in their data submissions <i>Term 3</i>	Subject leaders	Alternate terms		SLT Governors	Alternate terms	Hub reports



Wisdom, knowledge and skills Term 2

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
All leaders of learning to research and commence the production of progression and skills grids for their area of responsibility <i>Complete</i>	Subject leaders			SIA SLT Governors	November 2021	
Hub leaders to take their subjects and drill down to what is the intent, implementation and impact specifically for our school. What do we want our learners to learn with our school Christian vision at the heart? Complete: History Music English Maths On the website <i>All areas have now been enhanced and are on the website.</i>	Subject leaders			SIA SLT Governors	November 2021	Curriculum documents
updated Term 2 medium plans on the website on the website and share with all stakeholders. <i>Complete</i>	HT	Ongoing		Paired Governor for website	Each FGB	Content of the website against the criteria set.



Wisdom, knowledge and skills Term 2

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
<p>Introduce floor books as appropriate to each curriculum area to show teaching and learning across the school and to be a point of focus children can talk about.</p> <p><i>Music and whole school in place. Discussions about how these can be best placed in other curriculum areas.</i></p>	HT	Completed weekly to reflect teaching and learning	Weekly teacher time Costs of the books £12/book	SLT		Floor books and pupil voice.
<p>Opportunities sought to join sport tournaments and festivals, providing children with the opportunity to develop and nurture their talents</p> <p><i>Sadly the basketball was cancelled.</i></p>	PE leader	Ongoing	Teacher release time to accompany children and cover for those not attending.	Paired Governor	Monitoring cycle	Tournament timetables, match reports and pupil voice.



Wisdom, knowledge and skills Term 3

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Writing leader to support year 2, 5 and 6 in T4W. Where are the barriers in terms of the children not making progress. How can this be improved? <i>Monitoring taking place</i>	DHT	Term 3		DHT		
Teachers in EYFS and KS 1 to attend continued training in the Mastery of number. 100% children to make expected progress. <i>Week 6</i>	Maths leader	Ongoing		SLT Governor monitoring pair		
A TA to lead mastery intervention in KS2, both in breakfast boosters and also in maths lessons. A particular focus is year 5, where there is 38% children making progress in term 3. <i>In place. Assess data report to review impact.</i>	Maths leader	Ongoing		SLT Governor monitoring pair		



Wisdom, knowledge and skills

Term 3

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Plan Happy Hartlip Day term 3 <i>Under the Rainbow</i>	DHT	Term 3		SLT		
Develop term 3 programme of extra-curricular activities. <i>Olympia Boxing</i> <i>Art and Craft</i> <i>Kingsquad</i> <i>Multi Sports</i>	HT	Termly	Subsidised costs for each club to allow inclusion of all.	Pupils and parents		
Plan term 3 Forest visit. <i>Tuesday 8th February: Eagles and Blackbirds</i> <i>Tuesday 9th February: Peacocks and Robins</i>	HT	Termly	£600/term	SLT		
Cascade the home learning policy <i>Well received</i>	HT	Term 3		Teachers		
Term 2 intervention timetables reviewed and term 3 created to meet the needs of all learners <i>In place. Assess impact</i>	SENco	4 th January 2022		SENco Paired Governor Parents		



Wisdom, knowledge and skills Term 3

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Hub leaders to flex their curriculums and teachers to flex their planning to ensure that learning about different cultures is included throughout	Subject leaders Class teachers	Term 3		SLT Q of E Governors		
A times table math breakfast Booster club to be introduced in term 3 for year 4. <i>In place and this is now supported by Ipads,</i>	Class teacher	Term 3		Maths leader SLT Paired Governor QofE committee	Data submission	Timestables data
Broaden the new Early Years Curriculum, ensuring that continuous provision and child initiated provision is in evidence and children reach a good level of development. CPD for staff to strengthen delivery and facilitation <i>Staff have all undertaken CPD in Little Wandle and continuous Provision</i>	EYFS leader	January 2022		SLT QofE		



Wisdom, knowledge and skills Term 3

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Complete the outside area for Early Years to provide high quality continuous provision. <i>The Outside area has been rapidly developed upon and commented on favourably by the SIA</i>	EYFS leader Care taker	Term 3		SLT QofE		
Staff to be trained in Little Wandle and parental workshops facilitated. <i>Staff have all completed training to module 5. Early Years staff have completed the training. The pace has been halted by Omicron outbreak.</i>	Phonics leader	Term 3	£2500	English leader SLT		
Review the staffing structure to ensure that we can close the gaps for those that we have lost. How can we provide high levels of provision for our children most effectively? <i>Achieved</i>	SLT	January 2022		SLT QofE		
Renew Testbase to provide consistent end of unit and also end of term assessments <i>Achieved</i>	SLT	January 2022		QofE	End term 3	Data report



Wisdom, knowledge and skills Term 3

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Teachers to include the tracking of foundation subjects in their data submissions <i>Taking place</i>	Subject leaders	Alternate terms		SLT Governors		
Update Term 3 medium plans on the website and share with all stakeholders. <i>Achieved</i> Staff to use the new formats which direct and focus on the end points that we are working towards <i>In place</i>	HT	4 th January 2022		Paired Governor for website		
Discuss how floor books can be utilized to showcase the learning and be a useful tool for pupils both in starting and end points and engagement. <i>Achieved</i>	HT	Completed weekly to reflect teaching and learning	Weekly teacher time Costs of the books £12/book	SLT		
Facilitate swimming sessions so that children can learn to swim a distance of 25 metres. <i>Achieved. One parent refused for child to go due to Covid.</i>	HT	January – March 2022	£1000 committed from budget.. Likely to be			



Wisdom, knowledge and skills Term 3

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
			a considerable variance			
Seek opportunities to join sport tournaments and festivals, providing children with the opportunity to develop and nurture their talents <i>None available this term</i>	PE leader	Ongoing	Teacher release time to accompany children and cover for those not attending.	Paired Governor		
Review the play and lunchtime provision. Staff time is allocated from the PE budget. Ensure that a programme is developed to teach skills and engage in competition. <i>In place. There is a rota of activity and equipment each day. There is an expectation that staff engage in activity with the children</i>	PE leader	Term 3		PE Governor	Termly	
Formally plan differing genres for reading Buddy sessions. This is to ensure that children	Reading leader	Week commencing		SLT Governors	Weekly	Reading with Buddy sessions



Wisdom, knowledge and skills Term 3

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
are exposed to variety and develop their understanding		17 th January 2022				
Train children to be able to support each other in reading Buddy sessions	Reading leader	Week commencing 17 th January 2022		SLT Governors	Weekly	Reading with Buddy sessions
Introduce a daily story telling time with texts of a higher standard than class reading ability to immerse children in rich language and vocabulary <i>In place. Requires monitoring</i>	Reading leader	Week commencing 31 st January 2022		SLT Governors	Weekly	Reading with Buddy sessions



Wisdom, knowledge and skills

Term 4

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Teachers in EYFS and KS 1 to attend continued training in the Mastery of number. 100% children to make expected progress.	Maths leader	Ongoing		SLT Governor monitoring pair		
A TA to continue to lead mastery intervention in KS2, both in breakfast boosters and also in maths lessons.	Maths leader	Ongoing		SLT Governor monitoring pair		
Plan Happy Hartlip Day term 4	DHT	Term 3		SLT		
Develop term 4 programme of extra-curricular activities. Olympia Boxing Art and Craft Kingsquad Multi Sports	HT	Termly	Subsidised costs for each club to allow inclusion of all.	Pupils and parents		
Plan term 4 Forest visit.	HT	Termly	£600/term	SLT		



Wisdom, knowledge and skills

Term 4

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Term 3 intervention timetables reviewed and term 4 created to meet the needs of all learners	SENco	21 st February 2022		SENco Paired Governor Parents		
Hub leaders to flex their curriculums and teachers to flex their planning to ensure that learning about different cultures is included throughout	Subject leaders Class teachers	Term 4		SLT Q of E Governors		
Continue to broaden the new Early Years Curriculum, ensuring that continuous provision and child initiated provision is in evidence and children reach a good level of development. CPD for staff to strengthen delivery and facilitation	EYFS leader			SLT QofE		
Continue to broaden the provision of high quality continuous provision.	EYFS leader Care taker	Term 4		SLT QofE		
Phonics leader to lead a parent workshop in Little Wandle and early reading	Phonics leader Reading leader	Term 4	£2500	English leader SLT		



Wisdom, knowledge and skills Term 4

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Induct new staff and task accordingly to ensure that we can close the gaps	DHT	Term 4		SLT QofE		
Update Term 4 medium plans on the website and share with all stakeholders. Staff to use the new formats which direct and focus on the end points that we are working towards	HT	21 st February 2022		Paired Governor for website		
Continue to develop floor books to showcase the learning and be a useful tool for pupils both in starting and end points and engagement.	HT	Completed weekly to reflect teaching and learning	Weekly teacher time Costs of the books £12/book	SLT		
Continue swimming sessions so that children can learn to swim a distance of 25 metres.	HT	January – March 2022	£1000 committed from budget.. Likely to be a considerable variance			



Wisdom, knowledge and skills Term 4

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Seek opportunities to join sport tournaments and festivals, providing children with the opportunity to develop and nurture their talents	PE leader	Ongoing	Teacher release time to accompany children and cover for those not attending.	Paired Governor		
Continue to develop and monitor the play and lunchtime provision. Staff time is allocated from the PE budget. Ensure that a programme is developed to teach skills and engage in competition.	PE leader	Term 4		PE Governor	Termly	
Formally plan differing genres for reading Buddy sessions. This is to ensure that children are exposed to variety and develop their understanding	Reading leader	Week commencing 17 th January 2022		SLT Governors	Weekly	Reading with Buddy sessions
Train children to be able to support each other in reading Buddy sessions	Reading leader	Week commencing 17 th January 2022		SLT Governors	Weekly	Reading with Buddy sessions



Wisdom, knowledge and skills Term 4

- Develop the school's rich, broad and deep curriculum to ensure that the vast majority of pupils make progress towards their individual learning goals.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Monitor the daily story telling time with texts of a higher standard than class reading ability to immerse children in rich language and vocabulary	Reading leader	Week commencing 31 st January 2022		SLT Governors	Weekly	Reading with Buddy sessions
Robust CPD program to continue to upskill teachers and leaders (see leadership) Weekly staff meetings to do likewise and share best practice	HT	Term 4				
Promote Learning to Live! Living to Learn! Through the themes of: Promote this term's themes of: <ul style="list-style-type: none"> • Forgiveness • Problem-solving • Don't hold on to what is wrong • Tolerance 	All staff	Term 4		HT		Behaviour logs Parental feedback Pupil Voice



Character, Development: Hope, aspiration and courageous advocacy

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

What needs to happen to meet the outcome?	Success Criteria – What will success look like
<p>The School Christian Vision will be embedded in the life and breath of the school</p> <p>A curriculum offer will be accessible to all and allow every member of the school community to flourish</p> <p>Develop a school, which outreaches to the community, shaped by the experiences of lockdown</p> <p>Establish a Worship Council to lead and model the courageous advocacy of the school.</p> <p>Launch Happy Hartlip which is a one day a term initiative. Classes will deliver an event to support the wider community</p> <p>Children to have the opportunity to shine in subjects that interest them</p> <p>Place a programme of extra-curricular activities each day after school, Monday – Thursday every term.</p> <p>Build a programme of attendance at Sports Tournaments so that children can apply their learning and skills to competitive sport.</p>	<p>The School Christian Vision runs through every vein of school. It is the beating heart and can be evidenced in our very existence and all practice.</p> <p>Every child will have a curriculum that they can access. They will flourish and excel</p> <p>The school will be outward facing and serve the community.</p> <p>The worship council will be active shepherds in school</p> <p>The school is at the centre of the community</p> <p>All children will know that they have a talent at something</p> <p>Children will have the opportunity to both socialise for longer with their friends, as well as experience, develop and learn new skills.</p> <p>Children will see meaning to their learning, develop sportsmanship and competitive skills as well as understand the importance of training to get better.</p>



Character, Development: Hope, aspiration and courageous advocacy Term 1

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
All staff and stakeholders to be introduced to and directed to embed the School Christian Vision in the life and breath of the school <i>Achieved</i>	HT	September 2021		Governors Trustees The wider community	Ongoing	The presentation and behaviours of school
Vision week to launch the meaning to children <i>Achieved.</i> The children spent a week learning about what the school Christian vision is and what this means for the school community. At the end of the week, they share their learning with all stake holders.	HT	6 th – 10 th September		Governors Trustees The wider community	Ongoing	The presentation and behaviours of school
Launch the first Happy Hartlip Day. Each class to plan and deliver their event <i>Achieved</i> The first Happy Hartlip Day focused on creativity. All children were involved in creating the vision mural and border. It shows the belonging of every child.	DHT	19 th and 20 th October		SLT Governors Community		The projects delivered and the benefits for the community



Character, Development: Hope, aspiration and courageous advocacy Term 1

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Share the vision with parents <i>Achieved</i>	HT	6 th September 10 th September				
Launch and train staff and all stake holders in the New behavior strategy <i>Achieved</i> Training has taken place. The new policy now needs to be formalized and shared with all stakeholders.	HT	Term 1	Staff meeting time	Governors Parents	Ongoing	Behaviour policy Behaviour strategy in action
Establish the Worship Council <i>Achieved</i> The Worship Council successfully led the Harvest Celebrations	HT	Term 1	HT time to meet weekly	Worship Governor Canterbury Diocese	ongoing	The activity of the school council
Establish the school council <i>Achieved</i> The school council are coming up with ideas to improve their school community	HT	Term 1	HT time to meet weekly	Wider school Parents	ongoing	The impact of the school council
Establish a green gang <i>Achieved</i>	HT	Term 1	HT time to meet weekly	Wider school	ongoing	The impact of the Green gang



Character, Development: Hope, aspiration and courageous advocacy Term 1

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
The Green Gang have cleared all of the growing boxes. They have planted strawberry plants						
Develop Friday afternoons to concentrate on areas of outreach and of benefit to the wider community and environment	HT	Term 1	HT Friday afternoon allocations	Wider school	ongoing	Pupil voice
Train staff in and develop the Heart smart curriculum <i>Achieved.</i>	DHT	Term 1	£350	SLT QofE committee	Ongoing	Monitoring cycle. Meeting the statutory requirements
Support a charity for Harvest <i>Achieved</i>	Worship council	1st October 2021		SLT	1 st October	Support for the charity Community support
Consider how school can support wider world concerns, such as the Afghanistan crisis/Covid etc... <i>Achieved</i> <i>Toilet twinning all sourced and displayed.</i>	Worship Council	Term 1		SLT		Community support
The headteacher to visit other schools showcasing their foundation curriculum to	HT	Ongoing		Governors		Report from HT regarding the learning



Character, Development: Hope, aspiration and courageous advocacy Term 1

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
share best practice at Hartlip School and create here own bespoke curriculum <i>Advised that Herne Infants is a good place to visit</i>						undertaken and how this will have an impact on the development of the curriculum at Hartlip.
Opportunities sought to join sport tournaments and festivals, providing children with the opportunity to develop and nurture their talents <i>Achieved Football and Tag Rugby Tournaments</i>	PE leader	Ongoing	Teacher release time to accompany children and cover for those not attending.	Paired Governor	Monitoring cycle	Tournament timetables, match reports and pupil voice.
Develop a programme of extra-curricular activities for the term <i>Achieved: All stars Performers, Art and Craft, Science and ukulele club.</i>	HT	Termly	Subsidised costs for each club to allow a wide	Pupils and parents	Termly Pupil voice	Pupil and parent voice



Character, Development: Hope, aspiration and courageous advocacy Term 2

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Plan term 2 Happy Hartlip Day. ACHIEVED	DHT	TBC		SLT Governors Community		The projects delivered and the benefits for the community
Formalise the behavior policy and share with all stake holders Complete. Behaviour policy has been ratified by Governors and updated on the website. Cascade to parents in term 3 with the new Home Learning Policy and home school contracts. Term 3 identified to ensure maximum attention and return. Parent workshop at the time of sharing the documentation. ACHIEVED	HT	Term 2	Staff meeting time	Governors Parents	Ongoing	Behaviour policy Behaviour strategy in action
Worship Council to meet weekly. Plan Founders Day, Remembrance, Love in a Box, and Children in Need	HT	Term 2	HT time to meet weekly	Worship Governor Canterbury Diocese	ongoing	The activity of the school council
school council to meet weekly. Consider how we can reach the community and also improve our school. Founders Day Fireworks prep	HT	Term 2	HT time to meet weekly	Wider school Parents	ongoing	The impact of the school council



Character, Development: Hope, aspiration and courageous advocacy Term 2

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Led Children in Need initiative, decorating cakes etc.... £206.80						
Green gang to meet weekly. Tend the growing boxes, establish a recycling centre and care for plants Recycling centre painted	HT	Term 2	HT time to meet weekly	Wider school	ongoing	The impact of the Green gang
Embed Heart smart curriculum Well received	DHT	Term 2	£350	SLT QofE committee	Ongoing	Monitoring cycle. Meeting the statutory requirements
Support charity: Love in a Box, Children in Need, Royal British Legion Ovarian Cancer, Family Trust	Worship council	Term 2		SLT	1 st October	Support for the charity Community support
Consider how school can support wider world concerns, such as the Afghanistan crisis/Covid etc... Shoe box appeal Uganda	Worship Council	Term 2		SLT		Community support
The headteacher to plan to visit other schools showcasing their foundation curriculum to share best practice at Hartlip School and create here own bespoke curriculum	HT	Ongoing		Governors		Report from HT regarding the learning undertaken and how this will have an impact on the development of



Character, Development: Hope, aspiration and courageous advocacy Term 2

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Advised that Herne Infants is a good place to visit						the curriculum at Hartlip.
Opportunities sought to join sport tournaments and festivals, providing children with the opportunity to develop and nurture their talents Basketball Cancelled	PE leader	Ongoing	Teacher release time to accompany children and cover for those not attending.	Paired Governor	Monitoring cycle	Tournament timetables, match reports and pupil voice.
Develop a programme of extra-curricular activities for the term All Star Performers Mindfulness in Madness Art and Craft All Sports	HT	Termly	Subsidised costs for each club to allow a wide outreach	Pupils and parents	Termly Pupil voice	Pupil and parent voice



Character, Development: Hope, aspiration and courageous advocacy Term 3

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Plan Happy Hartlip Day <i>Under the Rainbow</i>	DHT	8 th and 9 th February		SLT Governors Community		The projects delivered and the benefits for the community
Worship Council to lead projects <i>Non this term</i>	HT	Term 3	HT time to meet weekly	Worship Governor Canterbury Diocese	ongoing	The activity of the school council
Flex all areas of our Learning to Live Vision. Are we reaching all children culturally, celebrating who they are and celebrating role models whom they can aspire to? Does our school and classroom environment celebrate this?	School Community	Term 3		Pupil voice Parent voice		
Green Gang to develop the recycling centre <i>Complete</i>	HT	Term 3	HT time to meet weekly	Wider school	ongoing	The impact of the Green gang
Consider how school can support and liaise better with the children sponsored in Uganda.	Worship Council	Term 3		SLT		Community support



Character, Development: Hope, aspiration and courageous advocacy Term 3

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
The headteacher to visit other schools showcasing their foundation curriculum to share best practice at Hartlip School and create here own bespoke curriculum <i>Omicron outbreak prevented this</i>	HT	Ongoing		Governors		Report from HT regarding the learning undertaken and how this will have an impact on the development of the curriculum at Hartlip.
Opportunities sought to join sport tournaments and festivals, providing children with the opportunity to develop and nurture their talents <i>Non this term</i>	PE leader	Ongoing	Teacher release time to accompany children and cover for those not attending.	Paired Governor	Monitoring cycle	Tournament timetables, match reports and pupil voice.
Develop a programme of extra-curricular activities for the term <i>Art and Craft, Boxing, Kigsquad and Multi Sports</i>	HT	Termly	Subsidised costs for each club to allow a wide	Pupils and parents	Termly Pupil voice	Pupil and parent voice



Character, Development: Hope, aspiration and courageous advocacy

Term 4

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Promote this term's themes of: <ul style="list-style-type: none"> • Forgiveness • Problem-solving • Don't hold on to what is wrong • Tolerance 	All staff	Term 4				
Plan Happy Hartlip Day Problem solving	DHT	29 th and 30 th March		SLT Governors Community		The projects delivered and the benefits for the community
Worship Council to lead projects Comic Relief Day Downs Syndrome Awareness Day Lent Projects	HT	Term 4	HT time to meet weekly	Worship Governor Canterbury Diocese	ongoing	The activity of the school council
Flex all areas of our Learning to Live Vision. Are we reaching all children culturally, celebrating who they are and celebrating role models whom they can aspire to? Does our school and classroom environment celebrate this?	School Community	Term 4		Pupil voice Parent voice		
Green Gang to start planting and creating pleasant areas of growth around school	HT	Term 4	HT time to meet weekly	Wider school	ongoing	The impact of the Green gang



Character, Development: Hope, aspiration and courageous advocacy Term 4

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Consider how school can support and liaise better with the children sponsored in Uganda. Raise money for these children during Lent	Worship Council	Term 4		SLT		Community support
The headteacher to visit other schools showcasing their foundation curriculum to share best practice at Hartlip School and create here own bespoke curriculum	HT	Ongoing		Governors		Report from HT regarding the learning undertaken and how this will have an impact on the development of the curriculum at Hartlip.
Opportunities sought to join sport tournaments and festivals, providing children with the opportunity to develop and nurture their talents	PE leader	Ongoing	Teacher release time to accompany children and cover for those not attending.	Paired Governor	Monitoring cycle	Tournament timetables, match reports and pupil voice.
Develop a programme of extra-curricular activities for the term	HT	Termly	Subsidised costs for	Pupils and parents	Termly Pupil voice	Pupil and parent voice



Character, Development: Hope, aspiration and courageous advocacy Term 4

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Art and Craft, Boxing, Kigsquad and Multi Sports			each club to allow a wide			

Working Doc



Community and Living Well together

Develop new, effective policies to ensure that all members of the school community feel and are safe.

Develop a school, which outreaches to the community.

What needs to happen to meet the outcome?	Success Criteria – What will success look like
<p>Familiarise all stakeholders with the school’s vision and values.</p> <p>Cascade new behaviour strategy</p> <p>Develop a school, which outreaches to the community, shaped by the experiences of lockdown</p>	<p>The School Christian Vision runs through every vein of school. It is the beating heart and can be evidenced in our very existence and all practice.</p> <p>All members of the school community will understand that we all have different needs at different times and there are reasons behind behaviours. School is trusted and respected for the way in which behaviour is managed</p> <p>The school will be outward facing and serve the community. The school is at the centre of the community</p>



Community and Living Well together Term 1

Develop new, effective policies to ensure that all members of the school community feel and are safe.

Develop a school, which outreaches to the community.

Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
All staff to receive their updated safeguarding training <i>Achieved</i>	HT	1 st September 2021		Safeguarding Governor	September 21	All processes and procedures in place.
All staff and stakeholders to be introduced to and directed to embed the School Christian Vision in the life and breath of the school <i>Achieved</i>	HT	6 th – 13 th September		Canterbury Diocese	On going	School reflecting the vision in daily life in every practice and every behavior
Vision week to launch the meaning to children <i>Achieved</i>	HT	6 th – 13 th September				
Train all staff in the new behaviour strategy. Introduce to all stakeholders and implement accordingly. <i>Achieved</i> ACTION: <i>Formalise policy</i>	HT	Term 1		Governors Parents	Ongoing	There will be rare major instances of inappropriate behaviours. There will be no exclusions
Ensure that there is a consistent approach to behaviour management	HT	Term 1				



Community and Living Well together Term 1

Develop new, effective policies to ensure that all members of the school community feel and are safe.

Develop a school, which outreaches to the community.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Achieved Will inform the policy						
Review all policies to reflect the Christian Vision of the school. Steadily reviewing all policies. As these are completed, they are uploaded to Governor Hub so that Governors can start the review process,, with view to ratification at the next FGB meeting	HT	Ongoing		Governors	Ongoing	Revise policy documentation for ratification
Launch the first Happy Hartlip Day. Each class to plan and deliver their event Achieved	DHT	19 th and 20 th October		SLT Governors Community		The projects delivered and the benefits for the community
Train staff in the new Heartsmart curriculum and implement in classrooms Achieved	DHT	Term 1	£350	SLT QofE	Monitoring cycle QofE meetings	HeartSmart curriculum Proof that school is fulfilling its statutory duty



Community and Living Well together Term 1

Develop new, effective policies to ensure that all members of the school community feel and are safe.

Develop a school, which outreaches to the community.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Establish the Worship council <i>Achieved</i>	HT	Term 1	HT time Friday afternoons	Governors	Ongoing	The quality of worship in school
Establish a Well-being/school council <i>Achieved</i>	HT	Term 1	HT time Friday afternoons			
Appoint house leaders <i>Achieved</i>	HT	Term 1		School community		Leading the team effectively
Support the needs of the community and wider world in identified initiatives <i>Achieved</i>	Worship council School council	Ongoing		SLT		Effective outreach to others
Represent school at community events <i>Achieved</i>	HT			Community Governors		The engagement and respect of school in the wider community



Community and Living Well together Term 2

Develop new, effective policies to ensure that all members of the school community feel and are safe.

Develop a school, which outreaches to the community.

Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
<p>Formalise behaviour policy Complete. Behaviour policy has been ratified by Governors and updated on the website. Cascade to parents in term 3 with the new Home Learning Policy and home school contracts. Term 3 identified to ensure maximum attention and return. Parent workshop at the time of sharing the documentation.</p>	HT	Term 2		Governors Parents	Ongoing	There will be rare major instances of inappropriate behaviours. There will be no exclusions
<p>Steadily review all policies. As these are completed, they are uploaded to Governor Hub so that Governors can start the review process, with view to ratification at the next FGB meeting Reading Health and Safety Behaviour</p>	HT	Ongoing		Governors	Ongoing	Revise policy documentation for ratification



Community and Living Well together Term 2

Develop new, effective policies to ensure that all members of the school community feel and are safe.

Develop a school, which outreaches to the community.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Curriculum Attendance Complaints Equality Exclusion Feedback and marking policy Homelearning Governor monitoring Code of Conduct Writing						
Plan and deliver term 2 Happy Hartlip Day ACHIEVED	DHT			SLT Governors Community		The projects delivered and the benefits for the community
Embed new Heartsmart curriculum and implement in classrooms Well received	DHT	Term 1	£350	SLT QofE	Monitoring cycle QofE meetings	HeartSmart curriculum Proof that school is fulfilling its statutory duty



Community and Living Well together Term 2

Develop new, effective policies to ensure that all members of the school community feel and are safe.

Develop a school, which outreaches to the community.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Meet weekly with Worship council ACHIEVED	HT	Term 1	HT time Friday afternoons	Governors	Ongoing	The quality of worship in school
Meet weekly with school council Regularly	HT	Term 1	HT time Friday afternoons			
Support the needs of the community and wider world in identified initiatives Ugandan children	Worship council School council	Ongoing		SLT		Effective outreach to others
Represent school at community events Christmas Serenade	HT			Community Governors		The engagement and respect of school in the wider community



Community and Living Well together Term 3

Develop new, effective policies to ensure that all members of the school community feel and are safe.

Develop a school, which outreaches to the community.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Continue to Steadily review all policies. As these are completed, they are uploaded to Governor Hub so that Governors can start the review process, with view to ratification at the next FGB meeting <i>In progress</i>	HT	Ongoing		Governors	Ongoing	Revise policy documentation for ratification
Flex our curriculum, our worship and our daily life in school to ensure that we are allowing children to flourish and experience life in all its fullness. How do we celebrate culture and let all our children know that they are loved and valued. How about the wider school community?	All staff	Term 3		Pupil Voice Parent voice		



Community and Living Well together Term 3

Develop new, effective policies to ensure that all members of the school community feel and are safe.

Develop a school, which outreaches to the community.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Plan and deliver term 3 Happy Hartlip Day <i>Under the Rainbow</i>	DHT			SLT Governors Community		The projects delivered and the benefits for the community
Embed new Heartsmart curriculum and implement in classrooms <i>Let love in</i>	DHT	Term 1	£350	SLT QofE	Monitoring cycle QofE meetings	HeartSmart curriculum Proof that school is fulfilling its statutory duty
Meet weekly with Worship council <i>Omicron outbreak prevented</i>	HT	Term 1	HT time Friday afternoons	Governors	Ongoing	The quality of worship in school
Meet weekly with school council <i>Omicron outbreak prevented</i>	HT	Term 1	HT time Friday afternoons			
Support the needs of the community and wider world in identified initiatives	Worship council School council	Ongoing		SLT		Effective outreach to others



Community and Living Well together Term 3

Develop new, effective policies to ensure that all members of the school community feel and are safe.

Develop a school, which outreaches to the community.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Represent school at community events Omicron outbreak prevented	HT			Community Governors		The engagement and respect of school in the wider community
Arrange for police to come in to school and lead a PSHE lesson on anti-social behavior and the age of criminal responsibility, given recent incidents in school.	HT	11 th February 2022	HT time	Parents Staff Governors	Term 4	No further incidents of ant social behaviours and exclusions



Community and Living Well together Term 4

Develop new, effective policies to ensure that all members of the school community feel and are safe.

Develop a school, which outreaches to the community.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Continue to Steadily review all policies. As these are completed, they are uploaded to Governor Hub so that Governors can start the review process, with view to ratification at the next FGB meeting	HT	Ongoing		Governors	Ongoing	Revise policy documentation for ratification
Flex our curriculum, our worship and our daily life in school to ensure that we are allowing children to flourish and experience life in all its fullness. How do we celebrate culture and let all our children know that they are loved and valued. How about the wider school community?	All staff	Term 4		Pupil Voice Parent voice		
Plan and deliver term 4 Happy Hartlip Day Problem Solving	DHT			SLT Governors Community		The projects delivered and the benefits for the community



Community and Living Well together Term 4

Develop new, effective policies to ensure that all members of the school community feel and are safe.

Develop a school, which outreaches to the community.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Embed new Heartsmart curriculum and implement in classrooms. This term's theme: Don't Hold on to what is wrong Forgiveness	DHT	Term 4	£350	SLT QofE	Monitoring cycle QofE meetings	HeartSmart curriculum Proof that school is fulfilling its statutory duty
Meet weekly with Worship council	HT	Term 4	HT time Friday afternoons	Governors	Ongoing	The quality of worship in school
Meet weekly with school council. Ask them to complete Pupil Voice with their class	School Council Reps	Term 4	HT time Friday afternoons			
Support the needs of the community and wider world in identified initiatives	Worship council School council	Ongoing		SLT		Effective outreach to others
Represent school at community events	HT			Community Governors		The engagement and respect of school in the wider community



Dignity and Respect

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Develop new, effective policies to ensure that all members of the school community feel respected.

What needs to happen to meet the outcome?	Success Criteria – What will success look like
<p>Embed the school vision</p> <p>Robust performance management is supportive and challenges with dignity and respect, in accordance to the school vision</p> <p>Adopt new behaviour strategy</p> <p>Challenge, discussion and debate involving all stakeholders is respectful and a powerful tool for improvement</p> <p>Pupils feel safe at all times</p>	<p>The school vision will be evident in every aspect of school life! It is our heartbeat.</p> <p>All members of staff are committed to the School Plan and Vision of the School and this is evidenced in the outcome and delivery of their appraisal targets.</p> <p>All members of the school community will understand the new behaviour strategy and in its implementation, understanding that it reflects the Christian school vision.</p> <p>All business undertaken and policies agreed happen in accordance to the School Christian Vision</p> <p>Pupil voice will demonstrate that pupils feel safe at all times.</p>



Dignity and Respect Term 1

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Develop new, effective policies to ensure that all members of the school community feel respected.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
All staff to receive their updated safeguarding training <i>Achieved</i>	HT	1 st September 2021		Safeguarding Governor	September 21	All processes and procedures in place.
Conduct performance management reviews for all members of staff. <i>Achieved</i> All Performance management has taken place, reflecting the priorities of the school plan	HT/DHT/OM	October 2021		Finance and resources committee	October 2021	Appeals
All staff and stakeholders to be introduced to and directed to embed the School Christian Vision in the life and breath of the school <i>Achieved</i>	HT	6 th – 13 th September		Canterbury Diocese	On going	School reflecting the vision in daily life in every practice and every behavior



Dignity and Respect Term 1

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Develop new, effective policies to ensure that all members of the school community feel respected.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Vision week to launch the meaning to children <i>Achieved</i>	HT	6 th – 13 th September				
Launch and train staff and all stake holders in the New behavior strategy <i>Achieved</i> <i>Policy to be formalized</i>	HT	Term 1	Staff meeting time	Governors Parents	Ongoing	Behaviour policy Behaviour strategy in action
Review all policies to reflect the Christian Vision of the school. <i>Steadily reviewing all policies.</i> <i>As these are completed, they are uploaded to Governor Hub so that Governors can start the review process,, with view to ratification at the next FGB meeting</i>	HT	Ongoing		Governors	Ongoing	Revise policy documentation for ratification



Dignity and Respect Term 2

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Develop new, effective policies to ensure that all members of the school community feel respected.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
<p>Formalise behavior policy Complete. Behaviour policy has been ratified by Governors and updated on the website. Cascade to parents in term 3 with the new Home Learning Policy and home school contracts. Term 3 identified to ensure maximum attention and return. Parent workshop at the time of sharing the documentation.</p>	HT	Term 2	Staff meeting time	Governors Parents	Ongoing	Behaviour policy Behaviour strategy in action
<p>Steadily review all policies. As these are completed, they are uploaded to Governor Hub so that Governors can start the review process, with view to ratification at the next FGB meeting</p>	HT	Ongoing		Governors	Ongoing	Revise policy documentation for ratification



Dignity and Respect Term 2

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Develop new, effective policies to ensure that all members of the school community feel respected.

Actions	Lead (<i>supported by as applicable</i>)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Behaviour policy Reading Policy Health and safety Policy Curriculum Policy Attendance Complaints Equality Exclusion Feedback and marking policy Homelearning Governor monitoring Code of Conduct Writing						



Dignity and Respect Term 3

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Develop new, effective policies to ensure that all members of the school community feel respected.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Steadily review all policies. As these are completed, they are uploaded to Governor Hub so that Governors can start the review process, with view to ratification at the next FGB meeting <i>In progress</i>	HT	Ongoing		Governors	Ongoing	Revise policy documentation for ratification
Ensure that all members of our school community feel valued and respected. How can we ensure that everyone is flourishing and experiencing life in all its fullness?	HT	Term 3		Staff Hub leaders	Term 3	to attend training flex their curriculums to ensure that there are opportunities and learning for all cultures to be widely acclaimed and celebrated



Dignity and Respect Term 3

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Develop new, effective policies to ensure that all members of the school community feel respected.

Actions	Lead (<i>supported by as applicable</i>)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Arrange for police to come in to school and lead a PSHE lesson on anti-social behavior and the age of criminal responsibility, given recent incidents in school.	HT	11 th February 2022	HT time	Parents Staff Governors	Term 4	No further incidents of ant social behaviours and exclusions
Arrange unconscious Bias training for term 4						



Dignity and Respect Term 4

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Develop new, effective policies to ensure that all members of the school community feel respected.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Steadily review all policies. As these are completed, they are uploaded to Governor Hub so that Governors can start the review process, with view to ratification at the next FGB meeting	HT	Ongoing		Governors	Ongoing	Revise policy documentation for ratification
Ensure that all members of our school community feel valued and respected. How can we ensure that everyone is flourishing and experiencing life in all its fullness?	HT	Term 3		Staff Hub leaders	Term 3	to attend training flex their curriculums to ensure that there are opportunities and learning for all cultures to be widely acclaimed and celebrated



Dignity and Respect Term 4

Embed the Christian Vision, which dictates the school that we were, are and continue to be.

Develop new, effective policies to ensure that all members of the school community feel respected.

Actions	Lead (<i>supported by as applicable</i>)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Deliver unconscious Bias training for term 4						

Working D



The Impact of Collective Worship

Return to a daily routine whereby Collective Worship is the heartbeat of each and every day, addressing each child with meaning, relevance and understanding.

What needs to happen to meet the outcome?

Success Criteria – What will success look like

Collective worship **MUST** be the heartbeat of the school day. There should be:

- Careful and meaningful planning and evaluation
- Involve children in the planning and leading
- Provide the space to reflect and think
- Opportunity to ask big questions
- Celebrate difference, encourages respect and diversity

Further develop the role of the Worship Council to take an active lead and involvement in daily worship

Focus on the school grounds and school environment and how worship can be reflected in all areas of school life.

GOVERNORS:

Monitor Collective Worship, ensuring that it meets statutory requirements and all of the above intentions

Children report that Collective Worship is the heartbeat of their school and the general atmosphere around school and the environment itself oozes this.

Logs will demonstrate that children have been actively involve and pupil voice will evidence that Collective Worship serves the purpose stated

Members of the worship council will have records of each evaluated worship which staff will collectively consider at staff meetings and note feedback

The worship council can self-direct their planning and leading of Worship and other events around school.

Worship will be reflected throughout the entire school including specific areas in the school grounds.

Governors will be welcome and regular attendees at Worship, providing feedback to leaders.



The Impact of Collective Worship

Term 1

Return to a daily routine whereby Collective Worship is the heartbeat of each and every day, addressing each child with meaning, relevance and understanding.

Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Develop a weekly timetable for Collective Worship <i>Achieved</i>	DHT	September 2021		Governors		The delivery and impact of collective worship
Embed the Heatsmart collective worship materials in to the programme <i>Achieved</i>	DHT	Term 1		Governors		The delivery and impact of collective worship
Develop a timetable whereby Collective Worship can now be more in person together <i>Achieved</i> <i>This takes place outside on a Monday and Wednesday: teacher led on weekly theme</i> <i>In the hall in key stages on a Tuesday: Praise through Music</i> <i>On zoom on Thursday: celebration with invited parents</i> <i>In church on Friday</i>	DHT	Term 1		Governors		The delivery and impact of collective worship



The Impact of Collective Worship

Term 1

Return to a daily routine whereby Collective Worship is the heartbeat of each and every day, addressing each child with meaning, relevance and understanding.

Actions	Lead (<i>supported by as applicable</i>)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Establish the worship council and encourage them to take a regular lead as well as monitor daily worship activities <i>Achieved</i>	HT	Term 1 Meet weekly on a Friday afternoon		Governors		The delivery and impact of collective worship



The Impact of Collective Worship Term 2

Return to a daily routine whereby Collective Worship is the heartbeat of each and every day, addressing each child with meaning, relevance and understanding.

Actions	Lead (<i>supported by as applicable</i>)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Worship council to plan and lead worship once a week Children often participate in the leadership of Collective Worship, but do not specifically lead themselves.	HT	Term 2 Meet weekly on a Friday afternoon		Governors		The delivery and impact of collective worship
Attended Collective Worship Training	HT and DHT	8 th November		Governors		The delivery and impact of collective worship



The Impact of Collective Worship Term 3

Return to a daily routine whereby Collective Worship is the heartbeat of each and every day, addressing each child with meaning, relevance and understanding.

Actions	Lead (<i>supported by as applicable</i>)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Worship council to plan and lead worship once a week Leader of worship Council planning and delivering worship weekly	HT	Term 3 Meet weekly on a Friday afternoon		Governors		The delivery and impact of collective worship
Continue to share the weekly themes on class dojo and twitter	HT	Weekly				
See the themes covered in worship underpin children's conduct around school and inform their understanding of how to live with each other in unity.	HT	Daily				



The Impact of Collective Worship

Term 4

Return to a daily routine whereby Collective Worship is the heartbeat of each and every day, addressing each child with meaning, relevance and understanding.

Actions	Lead (supported by as applicable)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Worship council to plan and lead worship once a week. Starting this term with the HeartSmart: Let go of what's wrong	HT	Term 4 Meet weekly on a Friday afternoon		Governors		The delivery and impact of collective worship
Continue to share the weekly themes on class dojo and twitter	HT	Weekly				
See the themes covered in worship underpin children's conduct around school and inform their understanding of how to live with each other in unity.	HT	Daily				
Worship Council to lead: Lenten projects World Down Syndrome Day Red Nose Day	HT	Term 4				
Revise the way on which Collective Worship is monitored. Perhaps Worship	HT and worship Council	Weekly term 4				



The Impact of Collective Worship Term 4

Return to a daily routine whereby Collective Worship is the heartbeat of each and every day, addressing each child with meaning, relevance and understanding.

Actions	Lead (<i>supported by as applicable</i>)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Council seeks the views of each class regarding how we can worship together						
Plan a Mother's Day Celebration	HT	25 th March 2022				

Working



The Effectiveness of Religious Education

Ensure that Religious Education continues to be a core subject of school and poses the big questions that may be resonating with children in the current climate and from recent past experiences.

What needs to happen to meet the outcome?	Success Criteria – What will success look like
<p>Teaching is consistently good or better</p> <p>Embed Understanding Christianity</p> <p>Ensure that RE is a high profile, core curriculum subject</p> <p>As a church of England Primary School, ensure that RE is a subject of excellence and ready to demonstrate outstanding delivery at a SIAMs deep dive</p> <p>Develop assessment</p>	<p>The same standards of teaching and learning are evident across the school in all subject areas</p> <p>Children demonstrate a deep understanding of Christianity</p> <p>Staff treat RE as equal importance to the other core areas of learning</p> <p>Monitoring will evidence that RE is at least good in all classrooms if not outstanding</p> <p>Assessment accurately reflects the children’s knowledge and informs next steps in action plans.</p>



GOVERNORS:

Monitor RE ensuring that it meets statutory requirements and all of the above intentions

Paired Governor will monitor RE with the subject lead and be able to speak confidently about the strengths and weaknesses within school.

Working Document



The Effectiveness of Religious Education

Term 1

Ensure that Religious Education continues to be a core subject of school and poses the big questions that may be resonating with children in the current climate and from recent past experiences.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Ensure that teaching is consistently good or better <i>Achieved 100% Good</i>	HT	Term 1		HT Governor pair	Termly	Environment Lessons
Embed Understanding Christianity <i>Work in progress Teachers enjoy teaching the units. Friezes need to be apparent in all classrooms and the hall. Perhaps also around school</i>	HT	Term 1		HT Governor pair	Termly	Environment Lessons Pupil Voice
Ensure that RE is a high profile, core curriculum subject <i>Friday morning after church is the allocated weekly delivery of RE. Non negotiable.</i>	HT	Term 1		HT Governor pair	Termly	Environment Lessons Pupil Voice



The Effectiveness of Religious Education

Term 1

Ensure that Religious Education continues to be a core subject of school and poses the big questions that may be resonating with children in the current climate and from recent past experiences.

Actions	Lead (<i>supported by as applicable</i>)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Consider assessment of RE and how this is going to be undertaken	HT	Term 1		HT Governor pair	Termly	Environment Lessons Pupil Voice

Working Document



The Effectiveness of Religious Education Term 2

Ensure that Religious Education continues to be a core subject of school and poses the big questions that may be resonating with children in the current climate and from recent past experiences.

Actions	Lead (<i>supported by as applicable</i>)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Ensure that teaching is consistently good or better <i>Specifically, in RE 100% good</i>	HT	Term 2		HT Governor pair	Termly	Environment Lessons
Source Understanding Christianity friezes. They need to be apparent in all classrooms and the hall. Perhaps also around school <i>Researched this and it is available in a downloadable PDF. Teachers to print and place on wall.</i>	HT	Term 2		HT Governor pair	Termly	Environment Lessons Pupil Voice
Assess RE for all learners <i>Term 3</i>	HT	Term 2		HT Governor pair	Termly	Environment Lessons Pupil Voice



The Effectiveness of Religious Education Term 3

Ensure that Religious Education continues to be a core subject of school and poses the big questions that may be resonating with children in the current climate and from recent past experiences.

Actions	Lead (<i>supported by as applicable</i>)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Outstanding teaching of RE to be evident in 50% classrooms <i>Monitoring week 6</i> This was curtailed due to attending a PSHE lesson led by the police. I did monitor some classes and will provide feedback.	HT	Term 3		HT Governor pair	Termly	Environment Lessons
Teachers to print understanding Christianity friezes and place on wall. <i>Monitoring week 6</i> As above	HT	Term 3		HT Governor pair	Termly	Environment Lessons Pupil Voice
Gain pupil voice to evidence that RE is posing the big questions that are resonating with children in the current climate and from recent experiences. <i>Monitoring week 6</i>						



The Effectiveness of Religious Education Term 3

Ensure that Religious Education continues to be a core subject of school and poses the big questions that may be resonating with children in the current climate and from recent past experiences.

Actions	Lead (<i>supported by as applicable</i>)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
I managed some pupil voice in KS2. I will feed this back to the teachers and update Action Plan						
Assess RE for all learners Monitoring week 6 See above	HT	Term 3		HT Governor pair	Termly	Environment Lessons Pupil Voice



The Effectiveness of Religious Education Term 4

Ensure that Religious Education continues to be a core subject of school and poses the big questions that may be resonating with children in the current climate and from recent past experiences.

Actions	Lead <i>(supported by as applicable)</i>	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Outstanding teaching of RE to be evident in 50% classrooms. Provide feedback to teachers re whole school RE monitoring so that there are building blocks for this term.	HT	Term 4		HT Governor pair	Termly	Environment Lessons
Ensure that there are understanding Christianity friezes on all walls.	HT	Term 4		HT Governor pair	Termly	Environment Lessons Pupil Voice
Gain pupil voice to evidence that RE is posing the big questions that are resonating with children in the current climate and from recent experiences.						
Assess RE for all learners	HT	Term 4		HT Governor pair	Termly	Environment Lessons Pupil Voice



The Effectiveness of Religious Education Term 4

Ensure that Religious Education continues to be a core subject of school and poses the big questions that may be resonating with children in the current climate and from recent past experiences.

Actions	Lead (<i>supported by as applicable</i>)	Date	Costs / Resources	Monitoring & Evaluation		
				Who?	When?	What?
Evidence floor books in all classrooms with RE entries	HT	Term 4				

Working Doc

