

Checkendon School Development Plan October 2016

Summary of priorities for improvement	
Leadership and management	<p>1. To promote effective leadership throughout school community including CTs, HT, administrative staff, TAs, governors, parents <i>Lead teacher: Gillian Seymour Designated school staff member: Sarah Doherty Lead governor: Tim Lowth</i></p>
	<p>2. To improve the learning environment including outdoor learning, promotion of independent learning, re-decoration and plans to join Owlet classroom to the main school building <i>Lead teacher: Gillian Seymour Designated school staff member: Amy Fisher Lead governor: Pete Schmidt</i></p>
	<p>3. To develop a 3 year strategy for the creation and implementation of an exciting relevant inspiring school curriculum which goes beyond statutory obligations (Year 2) <i>Lead teacher: Gillian Seymour Lead governor: Vanessa Potter</i></p>
	<p>4. To address SIAMs areas for development: (1) Enhance the contribution religious education (RE) makes to pupils' personal and cultural development by ensuring consistently well-informed links are made between Christianity and other religions (2) Increase opportunities for pupils to plan and lead collective worship to further enhance their enjoyment and understanding of worship <i>Lead teacher: Gillian Seymour Designated school staff member: Sue Todd Lead governor: Richard Castle</i></p>
Teaching, learning and assessment	<p>1. To improve teaching and learning in writing including spelling and handwriting <i>Lead teacher: Alison Martin Designated school staff member: Jackie Griffin Lead governor: Catherine Rennie</i></p>
	<p>2. To improve teaching and learning in maths including at greater depth <i>Lead teacher: Bill Boyer Designated school staff member: Sara Walker Lead governor: Tim Lowth</i></p>
	<p>3. To improve teaching and learning in science including marking and feedback <i>Lead teacher: Alison LeCorgne/ Katy Brereton Lead governor: Kevin Davies</i></p>
	<p>4. To develop growth mindset and independent learning including to greater depth <i>Lead teachers: Pedagogy Innovators Alison Martin and Alison LeCorgne/ Katy Brereton Designated school staff member: Claire Hyman Lead governor: Clive Selby</i></p>
	<p>5. To improve teaching and learning in geography history and computing including to greater depth <i>Lead teacher: Curriculum Innovators Bill Boyer and David Lane Designated school staff member: Olivia Richardson Lead governor: Graham Littlewood</i></p>
	<p>6. To interrogate the enjoyment rating data from pupil comments in annual reports 2016 and implement an action plan based on findings <i>Lead teacher: Gillian Seymour Designated school staff member: Julie Lamping Lead governor: Pete Schmidt</i></p>
Personal development, behaviour and welfare	<p>1. To improve teaching and learning in PSHE including revising PSHE policy and reviewing mental health and well-being <i>Lead teacher: Gillian Seymour Designated school staff member: Gill Peeling Lead governor: Jackie Griffin</i></p>
	<p>2. To improve behaviour including at break and lunchtimes including revising SMSC policy, anti-bullying policy and behaviour policy and embedding the school values in all aspects of the life of the school <i>Lead teacher: Gillian Seymour Designated school staff member: Sarah Tarbox Lead governor: Charlie Von Schmieder</i></p>
Outcomes for pupils	<p>1. To raise standards to meet EYFS/NC expectations across the curriculum for children in all year groups so that, on average % of pupils reaching age related expectations matches national figures. <i>Lead teacher: Gillian Seymour/ Ali Martin Lead governor: Duncan Brown</i></p>

SDP Priority: LM (1) STAR Action Plan Autumn 1 2016-17

Lead staff member: Gillian Seymour

Lead governor: Tim Lowth

Situation	Task	Action	Results	
<p>Whole school responsibility for pupil progress has improved (Audit evidence for professional culture (CTs) 3% in 2015, 75% 2016) but not yet at highest level.</p> <p>Sustainable drive for school improvement beyond Ofsted needs active involvement of all stakeholders.</p> <p>Management of workload for HT and CTs requires distributed leadership at all levels. As part of managing HT workload, governors are committed to distributed leadership of Health and Safety to administrative staff and designated TAs.</p> <p>Ofsted Report June 2016: <i>Subject leaders do not have enough responsibility for improving teaching in their areas</i></p> <p>FGB 2016-17 includes new governors and new chairs of FGB, Resources and Achievement</p>	<p>To promote effective leadership throughout the school community including CTs, HT, administrative staff, TAs, governors, parents</p>	<p>Term 1</p> <ul style="list-style-type: none"> • CPD for BB and AM Aspiring to Primary Leadership Team Programme • Curriculum and Pedagogy Innovators: new procedures in place • PDM meetings for all TAs with HT • Increased distributed leadership for SD including for Health and Safety • Sports leader tutor job description: CH • School Sports Coordinator job description: SW • First Aid Coordinator job description <i>draft</i>: ST 	<p>Term 1</p> <p>All staff members have been given opportunities to talk about their professional development with HT. <i>Evidence: PDM meetings</i></p> <p>BB and AM attended first session of leadership course <i>Evidence: staff meeting records</i></p> <p>BB and AM have completed leadership skills audit <i>Evidence: Partnership Project Records</i></p> <p>DL mentored by BB in role as Curriculum Innovator <i>Evidence: SDP TLA(5)</i></p> <p>At Appraisal meetings for all staff members, SMART targets set to include an action to address this priority, revised job descriptions in place <i>Evidence: Appraisal records</i></p>	
		<p>Success criteria</p>		<p>Term 2</p> <p>Governors new to their roles are booked on appropriate training</p>
		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Audit evidence for professional culture shows that it has improved <input checked="" type="checkbox"/> Leadership has been more effectively distributed <input checked="" type="checkbox"/> Subject leaders have more responsibility for improving teaching in their areas <input checked="" type="checkbox"/> Governors are more effective including in providing leadership 		

SDP Priority: LM (2) STAR Action Plan Autumn 1 2016-17

Lead staff member: Gillian Seymour

Lead governor: Pete Schmidt

Situation	Task	Action	Results	
<p>Outdoor learning is effective in Owllet Class but not used regularly in other classes</p> <p>Adult expectations of children's independent learning skills are inconsistent.</p> <p>Classroom environments are not organised to promote independent learning</p> <p>Decoration in some areas of the school is showing signs of wear and does not provide the high quality learning environment we would like for our pupils.</p> <p>It is not possible to make best use of resources (physical and human) with one classroom separated from the rest of the school community.</p>	<p>To improve the learning environment including outdoor learning, promotion of independent learning, re-decoration and plans to join Owllet classroom to the main school building</p>	<p>Term 1</p>	<p>Term 1</p> <p>Owl Class is using outdoor learning regularly <i>Evidence: daily learning walk observations, pupil voice, planning</i></p> <p>Adults in school have shared expectations about children's independent learning skills. <i>Evidence: daily learning walk observations, pupil voice, Pedagogy Innovators STAR reports</i></p> <p>Classroom environments are organised to promote independent learning. <i>Evidence: daily learning walk observations, Pedagogy Innovators STAR reports</i></p> <p>Term 2</p> <p>Feasibility studies of a re-decoration project and a building project have been started. <i>Evidence: FGB minutes, Resources minutes, email chain</i></p>	
	<p>Success criteria</p>	<ul style="list-style-type: none"> Better links between Owllet and Owl Class and better use of Owl Class outdoor learning area (BB teaches in Owllet Class one day weekly) Pedagogy Innovators action shared expectations in all classes 		
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Outdoor learning is effective in all classes <input checked="" type="checkbox"/> Adult expectations of children's independent learning skills are consistent. <input checked="" type="checkbox"/> Classroom environments are organised to promote independent learning 	<ul style="list-style-type: none"> Pedagogy Innovators action improvements in teaching and learning strategies (HOW2s) to promote development of independent learning skills 		
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> There is a high quality learning environment for all pupils. <input checked="" type="checkbox"/> Pupils of all ages are part of the built environment of the school community. 	<ul style="list-style-type: none"> Pedagogy Innovators action re-organisation of classroom environments to promote independent learning GS with Resources Committee (CS) investigates building project to link Owllet Class with main school building 		
		<p>Term 2</p>		<ul style="list-style-type: none"> GS with Resources Committee (PS) investigates priorities, costs and feasibility of re-decoration

SDP Priority: LM (3) STAR Action Plan Autumn 1 2016-17

Lead staff member: Gillian Seymour

Lead governor: Vanessa Potter

Situation	Task	Actions	Results
<p>The new National Curriculum (2014) promotes an individualised curriculum tailored to school context. The reduction in specified statutory content (what is taught) allows more flexibility about the ways learning opportunities are fostered (how). In addition, the programme of academisation continues as a feature of the educational landscape.</p>	<p>To develop a 3 year strategy for the creation and implementation of an exciting relevant inspiring school curriculum which goes beyond statutory obligations (Year 2)</p> <p><i>Year 1: Identify key features for the Checkendon Curriculum</i></p> <p>Year 2: Explore options for structuring the curriculum</p>	<p>Term 2</p> <ul style="list-style-type: none"> • Establish an FGB working group to explore possible options for academisation • Selected features (identified in Y1) trialled in some classes 	<ul style="list-style-type: none"> ▪ Interim reports to FGB and staff as part of INSET Sept 2017: GS and FGB working group ▪ Selected features are key to teaching and learning in all classes ▪ Staff are confident about the new structure ▪ Parent and pupil feedback is positive ▪ Pupil outcomes, including those for vulnerable groups are at least in line with national expectations
	<p>Success Criteria</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Selected features are key to teaching and learning in all classes <input checked="" type="checkbox"/> Staff are confident about the new structure <input checked="" type="checkbox"/> Parent and pupil feedback is positive <input checked="" type="checkbox"/> Pupil outcomes are at least in line with national expectations 	<p>Spring Term 2017</p> <ul style="list-style-type: none"> • HT with Curriculum Innovators produces options for structuring the curriculum to include consideration of Cambridge Primary Review • Selected features trialled in all classes 	

SDP Priority: LM (4) STAR Action Plan Autumn 1 2016-17

Lead staff member: Gillian Seymour

Lead governor: Richard Castle

Situation	Task	Actions	Results
<p>SIAMs May 2016: <i>The extent to which teaching enables pupils' to make informed links between Christianity and the beliefs and practices of other religions varies. It depends on the depth of subject knowledge of the teacher. Visits to places of worship or visiting speakers as part of the planned curriculum is recognised by the school as an area for development.</i></p> <p>SIAMs May 2016: <i>The values ambassadors and older children regularly assist with worship. The school has identified the need to increase opportunities for child led worship. Pupils would welcome this responsibility.</i></p>	<p>To address SIAMs areas for development: (1) Enhance the contribution religious education (RE) makes to pupils' personal and cultural development by ensuring consistently well-informed links are made between Christianity and other religions (2) Increase opportunities for pupils to plan and lead collective worship to further enhance their enjoyment and understanding of worship</p>	<p>Term 1</p>	<p>Term 1</p>
		<ul style="list-style-type: none"> Appoint School Values Ambassadors for 2016-17 	<p>SVAs appointed, meetings held, ideas collected <i>Evidence: SVA Records</i> Pupils lead Harvest Service <i>Evidence: Service sheets</i></p>
		<ul style="list-style-type: none"> HT meets regularly with SVAs SVAs contribute ideas for developing School Values including planning and leading worship 	<p>Planned Results Term 2 Improvement review arranged <i>Evidence: Meeting notes</i> SVA Action (1) complete <i>Evidence: dependent on action</i> Planning audited <i>Evidence: audit report</i> Pupil led worship twice weekly <i>Evidence: Worship File</i></p>
	<p>Success criteria</p>	<p>Term 2</p>	<p>Planned Results Term 3 Programme of visits and visitors in place, CTs have good understanding of expectations <i>Evidence: RE plans</i></p>
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enhanced contribution of RE to pupils' personal and cultural development by well-informed links between Christianity and other religions 	<ul style="list-style-type: none"> Audit RE planning for the year to identify opportunities for visits and visitors 	
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Increased opportunities for pupils to plan and lead collective worship to further enhance their enjoyment and understanding of worship 	<ul style="list-style-type: none"> Agree expectations and timetable visits and visitors 	
	<ul style="list-style-type: none"> Arrange meeting with Anne Andrews (RE Advisor ODBE) to review improvement strategies School Values Ambassadors monitor worship: pupil enjoyment and understanding 		

SDP Priority: TLA (1) Ali Martin STAR Action Plan Autumn 1 2016-17

Lead staff member: Ali Martin
Lead governor: Catherine Rennie

Situation	Task	Action	Results
<p>Attainment in writing doesn't match that of other subjects</p> <p>Spelling is weak in many cohorts</p> <p>There is a significant minority of pupils with dyslexic type difficulties</p> <p>Ofsted June 2016: <i>Teachers do not always use their knowledge of pupils' prior learning well enough to plan suitably challenging activities for pupils.</i></p> <p>Ofsted June 2016: <i>Pupils do not have enough opportunities to improve their spelling.</i></p>	<p>To improve teaching and learning in writing including spelling and handwriting</p> <p>To collect accurate information about attainment in composition, handwriting, grammar, spelling. To introduce changes to teaching and learning to improve standards.</p>	<p>Term 1</p> <ul style="list-style-type: none"> Monitor feedback and marking in Panda Class to support NQT 	<p>Term 1</p> <p>Marking in Panda Class has improved and now follows Marking and Feedback Essentials</p>
		<ul style="list-style-type: none"> Assess whole school spelling 	<p>Teaching of spelling in Panda Class has improved and strategies for learning spellings are explicitly taught (using No Nonsense Spelling as in Owl Class) There are more timetabled opportunities to practice spellings</p>
		<ul style="list-style-type: none"> Start EMI spelling 	<p>Pupil Progress Meetings were used to identify key actions for individual named focus pupils</p>
		<p>Collect ideas on writing innovations from CTs and discuss to prepare for implementation in T2</p>	
	<p>Success Criteria</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> attainment in writing more closely matches that of other subjects <input checked="" type="checkbox"/> strategies for teaching and learning writing are better matched to cohorts and individuals <input checked="" type="checkbox"/> the teaching of writing has improved <input checked="" type="checkbox"/> % of pupils attaining at ARE in spelling has improved <input checked="" type="checkbox"/> targets set for improved pupil outcomes in spelling for each cohort are achieved <input checked="" type="checkbox"/> strategies for teaching and learning spelling are better matched to individual profiles <input checked="" type="checkbox"/> the teaching of spelling has improved 	<p>Term 2</p> <ul style="list-style-type: none"> Review effectiveness of No Nonsense spelling resource Review weekly writing home learning tasks with individual targets Y2 -6 Feedback and marking - spelling Review effectiveness of EMI spelling 	<p>Term 2</p> <p>More pupils are on track for attaining expected ARE in writing compared to cohort tracking Summer 2016</p> <p>More pupils are on track for attaining greater depth ARE in writing compared to cohort tracking Summer 2016</p> <p><i>Evidence: data tracking T2</i></p> <p>Pupils have become more successful spellers.</p> <p><i>Evidence: Youngs spelling scores</i></p>
		<ul style="list-style-type: none"> Plan actions for Spring Term based on evaluation of findings so far 	
		<p>Term 3</p> <ul style="list-style-type: none"> Implement Dyslexia advice 	
		<ul style="list-style-type: none"> Review Big Write/ extended write 	
		<ul style="list-style-type: none"> Whole school Writing Week 	

Priority: TLA (2) Bill Boyer STAR Action Plan Autumn 1 2016-17

Lead staff member: Bill Boyer

Lead governor: Tim Lowth

Situation	Task	Action	Results
<p>In Y1,Y2 and Y3 % of children working at greater depth in mathematics is less than in science and reading.</p> <p>In Y3 and Y6 % of children working at greater depth in mathematics is less than in reading.</p> <p>Overall, % of children working at greater depth in mathematics is less than the overall percentages in science and reading.</p> <p>Different strategies for teaching maths are used across the school.</p> <p>In some cohorts one or two children without SEN have started Year 6 significantly below age related expectations.</p> <p>Ofsted June 2016: <i>Teachers do not always use their knowledge of pupil's prior learning well enough to plan suitably challenging activities for pupils.</i></p>	<p>To improve teaching and learning in maths including at greater depth</p>	<p>Term 1</p>	<p>Planning and TA deployment has improved in Panda Class</p> <p>Whole school Big Maths audit complete: decided not to extend this to Panda Class at this time, but to consider it for intervention</p> <p>Greater Depth activities are now provided for pupils in Y3 and Y4</p> <p>Mastery Progression sheets have provided evidence of pupils working at GD in Owl Class</p> <p><i>End of year Evidence of children working at greater depth in books.</i></p> <p><i>Improved percentages of children working at greater depth in all year groups.</i></p> <p><i>Effective whole school strategy for teaching maths (from reception to Year 6)</i></p> <p><i>Accurate assessment of borderline children so that needs are identified and effective interventions are in place well before the child reaches Year 6.</i></p>
	<p>Success Criteria</p>	<ul style="list-style-type: none"> Investigate planning and teaching of Big Maths in Panda class. Ensure some greater depth activities are included on all maths planning. 	
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> attainment at GD in maths Y1 and Y2 more closely matches that of science <input checked="" type="checkbox"/> strategies for teaching and learning maths are better matched to cohorts and individuals <input checked="" type="checkbox"/> the teaching of maths has improved <input checked="" type="checkbox"/> % of pupils attaining at GD in maths has improved <input checked="" type="checkbox"/> targets set for improved pupil outcomes in maths for each cohort are achieved <input checked="" type="checkbox"/> strategies for teaching and learning at GD are used effectively across the school 	<ul style="list-style-type: none"> Trial mastery progression sheets in Owl Class Consult teachers about current strategies and resources used in maths and their effectiveness. 	
		<p>Term 2</p>	
		<ul style="list-style-type: none"> Strategy in place for maths teaching across the whole school by end of term Audit GD activities in KS2 	
		<ul style="list-style-type: none"> Ensure marking is effective with next steps that the children are responding to in all classes 	
		<ul style="list-style-type: none"> Check that number of children on track for the expected standard at data point 2 meets national figures. 	

SDP Priority: TLA (3) Alison LeCorgne/Katy Brereton STAR Action Plan Autumn 1 2016-17

Lead staff member: Alison LeCorgne

Lead governor: Kevin Davies

Situation	Task	Action	Planned Result
<p>Marking and feedback in science is not as good in science as in other core subjects.</p> <p>Attainment in science, particularly at greater depth does not match that of maths.</p> <p>Coverage of the NC is insecure.</p> <p>Ofsted June 2016: <i>Teachers do not always use their knowledge of pupils' prior learning well enough to plan suitably challenging activities for pupils.</i></p>	<p>To improve teaching and learning in science including marking and feedback</p> <p>Autumn term focus on KS2</p> <ol style="list-style-type: none"> To understand more about the current situation as a starting point for further actions. To improve marking and feedback, attainment and coverage in science. To improve attainment in science so that it better matches that of maths. To ensure that coverage of NC is secure. 	<p>Term 1</p> <ul style="list-style-type: none"> Audit timetabling, annual overview and CT subject knowledge for science. Carry out a book scrutiny with HT 	<p>Term 1</p> <p>There is a clear shared understanding (HT, CTs) of the current situation; focus for KS2 actions identified.</p>
	<p>Success Criteria</p>		<p><i>Results: end of year</i></p> <p><i>Evidence: the quality of marking and feedback in science matches other core subjects.</i></p> <p><i>Evidence: planned coverage of NC across the year is secure.</i></p>
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Marking and feedback in science matches other core subjects. <input checked="" type="checkbox"/> strategies for teaching and learning science are better matched to cohorts and individuals <input checked="" type="checkbox"/> Attainment at GD in science in Y5 and Y6 more closely matches that of maths. <input checked="" type="checkbox"/> Coverage of the NC, including <i>working scientifically</i>, is secure. 		

SDP Priority: TLA (4) Pedagogy Innovation STAR Action Plan Autumn 1 2016-17

Lead staff member: Pedagogy Innovators Alison LeCorgne, Ali Martin

Lead governor: Clive Selby

Situation	Task	Action	Result
<p>Children are not independent, active learners.</p> <p>Children don't access own tools for learning.</p> <p>Children are not always actively engaged.</p> <p>Children need to gain greater depth</p>	<p>To develop growth mindset and independent learning including to greater depth</p> <p>Success Criteria</p> <p><input checked="" type="checkbox"/> Almost all children are independent, active learners.</p> <p><input checked="" type="checkbox"/> All children access own tools for learning.</p> <p><input checked="" type="checkbox"/> Children in observed lessons are actively engaged in their learning</p> <p><input checked="" type="checkbox"/> More children are learning at greater depth in a range of subjects including maths, writing and science</p>	<p>Week 1</p> <ul style="list-style-type: none"> CTs have resources accessible and labelled, teach pupils where to access resources, stress expectations of class procedures 	<p>Week 1 Result</p> <p>YR, Y1, Y2, Y4 children accessing resources independently less secure in Y3 Rhino Class: pupils in Y6 now access independent maths tasks rather than saying What shall I do?</p>
		<p>Week 2</p> <ul style="list-style-type: none"> AM and ALC trial https://app.teachinghow2s.com/ido-with-c3b4me to see if it works as a whole school strategy. All class teachers finish labelling and continue to secure Week 1 expectations 	<p>Week 2 Result</p> <p>How2: C3b4me trialled effectively in Owlet Class. Classroom resources labelled. CTs Rhino Class and Owl Class no longer answering procedural questions. Y3 some continue to require teacher support to access what they need.</p>
		<p>Week 3</p> <ul style="list-style-type: none"> AM trials C3B4Me in other subjects, provides opportunities for children to teach others. ALC trials using paper sheets as maps – do pupils gain something from their learning once they are trained? DL produces visual mini-poster of things needed for each lesson individuals in class. 	<p>Week 3 Result</p> <p>How2: C3b4me found to be a useful strategy</p>
		<p>Week 4</p> <ul style="list-style-type: none"> Trialled Practise the Behaviours You Want How 2 as a strategy to support establishing routines for independent learning. Flow charts are produced in classes so children are clear what routines are and can practise getting quicker at them. 	<p>Week 4 Result</p> <p>Classroom routines are established. Children know them and they are quick.</p>
		<p>Week 5</p> <ul style="list-style-type: none"> Trialled Flow Bubble How 2 as a strategy to support sequencing of reading. 	<p>Week 5 Results</p> <p>Children starting to plan and sequence work across the curriculum-</p>

SDP Priority: TLA (5) Curriculum Innovation STAR Action Plan Autumn 1 2016-17

Lead staff member: Curriculum Innovators Bill Boyer, David Lane

Lead governor: Graham Littlewood

Situation	Task	Action	Result
<p>Proportion of children working at greater depth in geography, history and computing less than in other subjects.</p> <p>Coverage of National Curriculum computing objectives is insecure.</p> <p>Ofsted June 2016: <i>Teachers do not always use their knowledge of pupils' prior learning well enough to plan suitably challenging activities for pupils.</i></p>	<p>To improve teaching and learning in geography, history and computing including to greater depth.</p>	<p>Term 1 Focus: Computing</p> <ol style="list-style-type: none"> 1. Ensure that planning for NC is in place 2. Ensure that assessment is effective 	<p>Term 1 More computing lessons taught in Rhino Class compared with this time last year with some high quality outcomes <i>Evidence: HT lesson outcomes observation</i></p>
	<p>Success Criteria</p>	<p>Week 1</p> <ul style="list-style-type: none"> • Match Rising Stars units to topics across the 2 year cycle for Panda class 14/09: Panda topic planners changed. 	<p>Planned coverage is secure <i>Evidence: Rolling programme has been created</i></p>
	<p><input checked="" type="checkbox"/> more children are learning at greater depth in a range of subjects including geography, history and computing</p> <p><input checked="" type="checkbox"/> coverage of the NC in geography, history and computing is secure</p> <p><input checked="" type="checkbox"/> planning and assessment against NC objectives in geography, history and computing is secure</p>	<p>Week 2</p> <ul style="list-style-type: none"> • Match Rising Stars units to topics across the 2 year cycle for Rhino class 21/09 This was investigated and because the Year 6 units are a sequence it was decided to keep Year 5 units in Year 1 and Year 6 units in Year 2. 	<p>Assessment resources audit complete: KS1 has small mismatches; largest mismatches in KS2 <i>Evidence: Audit of assessment grids matched to Rising Stars completed</i></p>
	<p><input checked="" type="checkbox"/> strategies for teaching and learning geography, history and computing are better matched to cohorts and individuals</p>	<p>Week 3</p> <ul style="list-style-type: none"> • Cross check assessment grids with Rising Stars assessment grids and national curriculum objectives 28/09 started this but issues identified with mismatches between Focus Swipe Grids and Rising Stars 	<p>Term 2 <i>Evidence: swipe sheets show that children are assessed at greater depth</i> <i>Evidence: % of children working at greater depth matches other subjects more closely than before</i></p>
	<p><input checked="" type="checkbox"/> objectives on STAR plan for development of Checkendon Curriculum (Y2) have been achieved (SPD LM:3)</p>	<p>Week 6</p> <ul style="list-style-type: none"> • Check end of unit assessments for all classes and highlighter sheets 14/10 supported CTs to complete Switched On Computing assessments and Focus Swipe grids for T1 tracking 	

SDP Priority: PDBW (1) STAR Action Plan Autumn 1 2016-17

Lead staff member: Gillian Seymour

Lead governor: Jackie Griffin

Situation	Task	Action	Planned Results
<p>Well-being of children and young people in UK is poor compared to other countries.</p> <p>Teaching and learning in PSHE is not well integrated with teaching values</p> <p>Teaching and learning in PSHE is not well linked to behaviour management and expectations</p>	<p>To improve teaching and learning in PSHE including revising PSHE policy and reviewing mental health and well-being</p>	<p>Term 2</p>	<p>Term 2 Evidence from a range of sources inform a report on current teaching and learning in PSHE <i>Evidence: report on Governor hub</i></p> <p>Term 3 Draw up a set of actions for 2016-17 based on evidence from T2 and current research</p>
		<ul style="list-style-type: none"> Review current planning and resources for teaching and learning in PSHE 	
	<p>Success Criteria</p>	<ul style="list-style-type: none"> Pupil voice: current teaching and learning in PSHE 	
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PSHE Policy has been updated and implemented <input checked="" type="checkbox"/> PSHE Policy and teaching reflects current guidance about good practice <input checked="" type="checkbox"/> Staff, pupils and parents understand links between PSHE, behaviour and values <input checked="" type="checkbox"/> There is evidence that actions have been taken to improve the well-being of pupils 	<ul style="list-style-type: none"> Parent voice: current teaching and learning in PSHE 	
		<ul style="list-style-type: none"> Revise policy in the light of current research and findings 	

Priority: PDBW (2) STAR Action Plan Autumn 1 2016-17

Lead staff member: Gillian Seymour

Lead governor: Charlie Von Schmieder

Situation	Task	Action	Planned Results
<p>Two parents and members of staff have raised playtime behaviour as a focus for improvement.</p> <p>School Values are not yet fully embedded in all aspects of school life</p> <p>Some</p>	<p>To improve behaviour including at break and lunchtimes including revising SMSC policy, anti-bullying policy and behaviour policy and embedding the school values in all aspects of the life of the school</p>	<p>Term 2</p> <ul style="list-style-type: none"> • Audit effectiveness of current Good Behaviour Policy • Talk to children, staff and parents about behaviour to inform the revised policy • Involve School Values Ambassadors • Draft revised policy 	<p>Term 2</p> <p>New improved Good Behaviour Policy linked to school values is drafted</p> <p><i>Evidence: newsletter</i></p> <p>New Good Behaviour Policy ratified at FGB</p> <p><i>Evidence: FGB minutes, school website</i></p>
	<p>Success Criteria</p>	<ul style="list-style-type: none"> • Audit effectiveness of current SMSC Policy 	
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Revised Good Behaviour Policy has focus on school values 	<ul style="list-style-type: none"> • Talk to children, staff and parents about behaviour to inform the revised policy • Draft revised policy 	
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reviewed SMSC Policy has focus on school values 	<ul style="list-style-type: none"> • Ensure that supply teachers, coaches and PPA cover teachers are using the new Good Behaviour Policy 	
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Revised Anti-bullying Policy has focus on school values 		
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> These policies are being implemented by all adults in school 		