



Principal - Mrs Claire Byron

Vice Principals - Mrs Angela Aitken & Mr James Hollingsworth

Academy Improvement Plan

September 2021 – July 2022



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ACADEMY VISION AND VALUES

Vision: Developing well rounded, conscientious and successful learners who aspire to achieve their personal best. We are nurturing and welcoming community where relationships are at the forefront of everything we do.

Values: PRIDE - *Passion, Responsibility, Independence, Determination and Enjoyment*

DISTINCTIVE CHARACTERISTICS (SEPT 2021)

Number of children on roll	557	Percentage of children eligible for pupil premium	24%	Percentage of children with statement of special educational needs (SEN) and with education, health and care (EHC) plan	SEN: 20% EHCP: 2%
Percentage of children with English as an additional language (EAL)	50%	Percentage of children with welfare or child protection support plans (34 children)	EHA 2.5% CIN 2.7% CP 0.9%	Percentage of children who are identified as Looked After (LAC)	0.2%
Overall absence (2020-2021)	5.8%	Persistent absence (2020-2021)	13.5%	Most recent OFSTED grade	Requires Improvement
Number of children who left during term time: 2018-19 58 2019-20 36 2020-21 58		Number of children who joined during term time: 2018-19 95 2019-20 74 2020-21 59		The academy is located in an area of high deprivation, it is grouped with the most deprived schools nationally; Idaci pupil base quintile 5	

ATTAINMENT OUTCOMES 2019 – NO DATA COLLECTED FOR 2020 & 2021 DUE TO COVID 19

EYFS Good Level of Development Cohort 56% National 72%		Year 1 Phonics Screening Cohort 70% National 83%		Year 2 Phonics Screening Cohort 81% National 93%	
Year 2 Reading (teacher assessment) Cohort EXP 58% Cohort GDS 16% National EXP 75% National GDS 27%		Year 2 Writing (teacher assessment) Cohort EXP 55% Cohort GDS 9% National EXP 69% National GDS 17%		Year 2 Maths (teacher assessment) Cohort EXP 67% Cohort GDS 12% National EXP 76% National GDS 23%	
Year 2 combined (RWM) Cohort EXP 52% Cohort GDS 7% National EXP 65% National GDS 11%		Year 2 Science (teacher assessment) Cohort 63% National 82%			
Year 6 Reading Test Cohort EXP 69% Cohort GDS 20% National EXP 74% National GDS 29%		Year 6 Writing (teacher assessment) Cohort EXP 76% Cohort GDS 17% National EXP 78% National GDS 22%		Year 6 Maths Test Cohort EXP 72% Cohort GDS 25% National EXP 79% National GDS 25%	
Year 6 GPS Test Cohort EXP 64% Cohort GDS 30% National EXP 78% National GDS 35%		Year 6 Combined (RWM) Cohort EXP 58% Cohort GDS 9% National EXP 65% National GDS 11%		Year 6 Science (teacher assessment) Cohort EXP 74% National 83%	

POSITION STATEMENTS - SEPT 2021

The current position of the academy has been identified using the outcomes from a range of external and internal monitoring, as follows:

- Actions from OFSTED April 2019
- Challenge Partner Whole School Reviews Jan 2020 and Feb 2021
- External consultation support from; Roade English Hub, Enigma Maths Hub, DfE Behaviour Hub Programme and TLIF Aspire consultancy
- Internal monitoring

Strengths:

Quality of Education	<ul style="list-style-type: none">• Teachers have secure subject knowledge• Teaching assistants are deployed well• The quality of teaching is improving. Children, including those who are disadvantaged, are making improving progress• Outcomes are improving• The school provides a broad and balanced curriculum that is enhanced very well by a wide range of extra-curricular opportunities. The overarching structure has been refreshed and revised in order to provide further time for exploration of foundation subjects
Behaviours and Attitudes	<ul style="list-style-type: none">• Relationships are positive. There is an ethos of mutual respect• Children behave well at all times of the school day. They have good manners• Staff use consistent approaches to managing behaviour
Personal Development	<ul style="list-style-type: none">• Staff promote pupils' personal development very well• Children are taught to have increasingly high aspirations for themselves• Children know and understand the school's values well. Pupils are taught to be respectful of each other
Leadership and Management	<ul style="list-style-type: none">• Leaders are improving standards. They are establishing a culture of higher expectations• Leaders have acted on the findings of external and school reviews. The current plan is focused and additional teaching support is carefully targeted to meet pupils' needs• Over the last year, the academy improvement plan has been refocused to place greater emphasis on the importance of an appropriate and engaging curriculum. The Principal has enacted a model of distributed

	<p>leadership in which responsibility for core subjects and phases is held by members of the senior team. This has helped to promote clarity of role and purpose across various areas of the school</p> <ul style="list-style-type: none"> • Leaders ensure that the pupil premium is used to increasingly good effect to improve the progress and raise the attainment of disadvantaged pupils, as well as improving their attendance
Quality of Education in EYFS	<ul style="list-style-type: none"> • Children make good progress from their starting points in the early years. • Teaching is strong in the early years • Teachers and adults are enthusiastic. They use questioning skills well to develop children's thinking and support their development and independence

Key Areas for Development

Quality of Education	<ul style="list-style-type: none"> • Use information about children's learning more effectively to adapt teaching, address pupils' misconceptions and more carefully match work to children's abilities • Have high expectations of the accuracy of children's spelling, grammar and punctuation • Teach children, including those who speak English as an additional language, to understand and use important vocabulary in different subjects • More carefully plan sequences of learning in all subjects that build pupils' learning over time • Support teachers further to develop meta-cognitive strategies designed to signpost next steps in learning • More effectively teach children to apply their phonics and reading skills in their writing
Behaviours and Attitudes	<ul style="list-style-type: none"> • Teach children to understand themselves as learners and to use the language of behaviours for learning to achieve this
Personal Development	<ul style="list-style-type: none"> • Teach children to speak confidently about themselves as learners
Leadership and Management	<ul style="list-style-type: none"> • Leaders further develop their initiatives and ensure that they are applied consistently by all staff. This includes; The Write Stuff approach to writing and SPAG, the teaching of reading across KS2 and the Love of Reading across the academy • Leaders strengthen systems of governance to better hold leaders to account, including for the impact of additional funding • Leadership of discrete areas of the curriculum were more precisely defined, such as clear expectations for preparation of documentation, quality assurance and professional development, including mapping of the wider curriculum.
Quality of Education in EYFS	<ul style="list-style-type: none"> • To continue to refine and embed approaches for the development of language and communication, reading and writing

Response to Covid-19

Quality of Education	<ul style="list-style-type: none"> Ensure that children who have fallen behind due to Covid19 make accelerated progress
Behaviours and Attitudes	<ul style="list-style-type: none"> Maximise the attendance of pupils to assist in raising pupil outcomes
Personal Development	<ul style="list-style-type: none"> To further enhance and support the mental health of staff and pupils
Leadership & Management	<ul style="list-style-type: none"> To continue to refine and embed approaches for the development of pedagogy, including; Oracy, metacognition and AfL

PRIORITIES IDENTIFIED FOR 2021-2022

The priorities for the academic year 2021-2022 are based on the areas for development identified in the position statements and are those considered to having the most impact on the offer to children at Oakway and their outcomes. They are as follows:

	OFSTED Areas	Key Priority Area	Key Priority Focus
1	Quality of Education	Continue to construct a curriculum that is ambitious and well designed	Ensure Writing, Geography, History and Science curriculum intent and implementation are embedded consistently across the Academy
2		Ensure all children read widely and often, with fluency and comprehension	Develop children's motivation to read for pleasure and purpose. Secure consistent approaches to teaching comprehension in KS2
3	Leadership & Management	Ensure all children gain the knowledge and skills they need to achieve well	Ensure that children who are entitled to PPG and / or have fallen behind due to Covid19 make accelerated progress
4		Embed pedagogical approaches to enhance the teaching of the curriculum	To continue to refine and embed approaches for the development of pedagogy, including; Oracy, Metacognition and Behaviours for Learning
5		Further enhance and support the mental health of staff and pupils	To develop and implement a strategy for supporting emotional wellbeing and mental health of pupils and staff

KEY PRIORITY 1 – CONTINUE TO CONSTRUCT A CURRICULUM THAT IS AMBITIOUS AND WELL DESIGNED

What are we focussing on?

Ensuring Writing, Geography, History, Science and Art curriculum intent and implementation are embedded consistently across the Academy

Rationale: Oakway Academy's curriculum design brought together Writing, the Humanities and Science as connected subjects in 2020-2021. Teachers and subject leaders have evaluated and adapted these sequences of learning in readiness for 2021/2022. We need to ensure the intended curriculum is implemented for all subjects, including; coverage of objectives; progression of skills, and; understanding of concepts and knowledge secured by all children.

Funding and Resources:
 £2000 subject knowledge CPD for teachers
 £2000 subject leadership coaching
 £2000 subject leadership development days
 £1200 subject resources
 £3000 Challenge Partners external review

Key People:
Claire Byron – Curriculum Leader
 Kerry Brewer – Writing Leader
 Kirstin Jones – Science Leader
 Sarah Walker – History Leader
 Caroline Bellham – Geography Leader
 Jane Liddington – Art Leader

Success Criteria	Who	Actions	RAG Rate	Evaluation
1.1 Planning will be well sequenced, cohesive and the planning process will ensure teachers can create, adapt	CBy KB KJ CB SW	1. Planning groups will be established to enable subject leaders to support teachers planning their subjects and to develop consistency and expertise in planning each subject 2. Subject planning monitoring will take place regularly to ensure planning is closely linked to content of the subject progression documents which are mapped against the National Curriculum	AUT	
			SPR	

and share plans with ease.			SUM	
1.2 High-quality resources and practical equipment will be used to support lessons.	KB KJ CB SW	<ol style="list-style-type: none"> 1. The use of knowledge organisers will be developed for every History, Geography and Science sequence of learning and will be used as a teaching tool by children 2. Subject leaders will provide an overview of resources to avoid unnecessary repetition and ensure that content builds in complexity 3. Subject leaders will ensure resources are available to enhance the delivery of the curriculum across each sequence of learning 	AUT	
			SPR	
			SUM	
1.3 The delivered curriculum will be regularly reviewed to ensure consistency and to identify adaptations and	CBy KB KJ CB SW	<ol style="list-style-type: none"> 1. Subject leaders will develop comprehensive action plans to drive forward improvements within their subject 2. Subject leaders will monitor and evaluate their subject curriculum areas each term, using a range of evidence 3. Subject leaders will attend and be actively engaged in subject specific CPD, coaching sessions and subject leadership days 4. Subject leaders will be actively involved in Cross MAT development sessions 	AUT	
			SPR	

changes needed to improve it further.		5. Subject leaders will gather exemplification for each unit taught to aid teacher assessment and carry out moderation activities to ensure consistency of use of assessment 6. Subject leaders will identify and provide relevant CPD for identified staff, including providing subject knowledge support	SUM	
1.4 There will be a consistent and systematic approach implemented for the teaching of SPAG and writing skills, using The Write Stuff and Spelling Shed	KB	1. The Write Stuff approach to be embedding this into Years 2-6. (Y1/EY later in the academic year) 2. Pupil voice will be gathered evidencing that children have an increased enthusiasm when writing 3. Children will be to write confidently across the range of genres detailed in the genre progression documentation 4. A varied range of writing will be mapped carefully throughout a child's journey through the Academy 5. Monitoring will identify Staff who require additional training and support e.g. through team teaching 6. Thorough monitoring of lessons and books will be planned to demonstrate impact of The Write Stuff and monitor the quality of feedback provided to children 7. Subject leader CPD will be provided for teachers planning Writing 8. Children's writing tasks will be mapped to the appropriate level for their year group in line with the National Curriculum, as detailed in the Writing progression document 9. Spelling Shed overview will be used to ensure a consistent and progressive coverage of age appropriate spelling rules	AUT	
			SPR	
			SUM	

1.5 Children will be able to demonstrate a good understanding of key concepts and knowledge in each subject	KB KJ CB SW	<ol style="list-style-type: none"> 1. Pupil Voice will be gathered in each subject across the year and will include their ability to talk about the key concept / knowledge learned in each sequence of learning 2. Regular AfL activities and retrieval practice will be planned to provide children with opportunities to recall key concepts and knowledge learned in each sequence of learning 3. FFT and other summative assessments will be used to evidence children's outcomes in each subject 4. Recorded learning will be monitored regularly in each subject and will provide evidence of children's understanding of the key concepts & knowledge in each sequence of learning 	AUT	
			SPR	
			SUM	
1.6 Writing units will be planned to closely link to each Humanity or Science sequence of learning	KB	<ol style="list-style-type: none"> 1. Provide whole-school guidance to implement initial curriculum for Autumn Term and throughout academic year 2. Writing outcome overview will be created and used by all teachers to ensure coverage of genres and close links to sequence of learning units 3. Writing sequences will be evaluated & adapted writing where necessary to ensure a broad and balanced curriculum is delivered 4. Leaders to monitor to ensure the writing units cover age related expectations along with wider curriculum objectives through experience days and knowledge lessons 5. Children to be tracked and assessments to be carried out after each hot write, so that progress can be monitored 	AUT	
			SPR	
			SUM	

		6. Ensure consistency in the quality of teaching & learning, across the Academy through creating a rigorous approach to monitoring, coaching and supporting		
1.7 Artsmark Award will be successfully applied for	JL	1. Subject leader will develop comprehensive action plans to drive forward improvements within their subject 2. Subject leader will monitor and evaluate their subject curriculum areas each term, using a range of evidence 3. Subject leader will attend and be actively engaged in subject specific CPD, coaching sessions and subject leadership days 4. Subject leader will be actively involved in ArtsMark development sessions to ensure all evidence required for award is gathered and the application process is completed 5. Subject leader will identify and provide relevant CPD for identified staff, including providing subject knowledge support	AUT	
			SPR	
			SUM	

KEY PRIORITY 2 – ENSURE ALL CHILDREN READ WIDELY AND OFTEN, WITH FLUENCY AND COMPREHENSION

What are we focussing on?

Developing children's motivation to read for pleasure and purpose. Secure consistent approaches to teaching comprehension in KS2.

Rationale:

We recognise that being able to read well is a key life skill for children, whatever their background. We believe that every child can learn to read with the right teaching and support. In KS2 we need to continue to develop a consistent approach to teaching reading, which includes explicitly teaching; knowledge about authors and books; the language of books and reading stamina alongside word reading and comprehension skills. We also acknowledge that not all children will have had the opportunity to develop a love of reading at home, so this has to be taught and encouraged at the Academy. We will achieve this by developing a coherent whole-school strategy for promoting reading for pleasure.

Funding and Resources:

£5000 develop reading environment
 £200 to develop reading champions
 £250 to develop reading outside at lunch and break times
 £1000 PIXL membership
 £500 consultancy support
 £500 coaching for reading leader

Key People:

Angie Aitken – Reading Leader
 Kerry Taylor – Phonics Leader
 Rebecca Hawker – Deputy reading Leader

Success Criteria	Who	Actions	RAG Rate	Evaluation
2.1 Children targeted for Reading interventions make accelerated progress	AA	<ol style="list-style-type: none"> 1. Targeted children are identified at the earliest opportunity 2. Leadership ensure training and support is high quality and consistent 3. Interventions are specific to the child's needs based on assessment and prior outcomes 4. Regular monitoring focuses on quality of intervention and impact 	AUT	
			SPR	
			SUM	
2.2 All groups of children make good progress in reading	AA	<ol style="list-style-type: none"> 1. Children identified as making slow progress are targeted for reading 1-to-1 with an adult three times weekly 2. A range of assessments are used to monitor the progress of children 3. Catch Up Literacy is used to support those significantly behind their peers 4. Tuition is provided for those who need additional support to make good progress 	AUT	
			SPR	

			SUM	
2.3 Children enjoy books and read for pleasure	AA RH KT	<ol style="list-style-type: none"> 1. Time is allocate to discuss 'children as readers' 2. Increasing numbers of children join the 'Millionaire's Club' 3. Pupil voice on reading attitudes is collated and analysed 4. Daily picture books (KS1) or class novels (KS2) are read to the children 5. Library is open at lunchtimes (attended by children) and after school (attended by families) 6. Author and poetry studies are incorporated across the year to widen the reading experiences of children 7. Children read for pleasure on the playgrounds 8. Reading Champions are established and promote the love of reading 9. The Academy environment and Library is developed to promote the love of reading for all children 	AUT	
			SPR	
			SUM	
2.4 Reading lessons improve reading stamina and	AA	<ol style="list-style-type: none"> 1. Fast Reading is part of daily lessons to improve stamina and fluency 2. Fluency (words per minute) is tracked throughout the year 	AUT	

reading comprehension skills		3. Reading journals are used effectively to record the reading journey 4. Comprehension skills are taught in small steps and follow a sequence of learning 5. PiXL comprehension skills are used to ensure a wide coverage of age appropriate skills are taught 6. CPD is provided to improve subject knowledge of teachers' planning Reading	SPR	
			SUM	

KEY PRIORITY 3 – ENSURE ALL CHILDREN GAIN THE KNOWLEDGE AND SKILLS THEY NEED TO ACHIEVE WELL

What are we focussing on?

Ensuring that children in receipt of PPG and Recovery funding make accelerated progress

Rationale:

In 2019 58% of all pupil attaining the expected standard or above compared to 47% disadvantaged pupils in combined KS2 outcomes. We recognise that this combined attainment for all pupils must further increase to bring attainment levels closer to national outcomes. In order to achieve this, the gap between disadvantaged and non-disadvantaged needs to diminish and any children falling behind due to COVID 19 need to catch up, ensuring all pupils achieve well.

Funding and Resources:

£40,000 Catch-up funding
£250,000 PPG funding
£1000 CPD for developing effective T&L strategies and approaches
£1000 external coaching
£1000 provision map software

Key People:

Claire Byron - Principal
Angela Aitken – Vice Principal
James Hollingsworth – Vice Principal
Rebecca Owen – Assistant Principal
Vicky Lochridge – EY and Year 1 Leader
Kerry Brewer – Writing Leader
Kerry Taylor – Phonics Leader

Success Criteria	Who	Actions	RAG Rate	Evaluation
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3.1 Where children are identified as having fallen behind during lockdown effective plans are in place to support best progress	AA JH RO VL	<ol style="list-style-type: none"> 1. Provide whole-school guidance to implement initial curriculum for Autumn Term that supports relationships/ routines, 'We are Unique' sequence of learning 2. Review & adapt curriculum expectations, following a baseline assessment, so that pre-requisite knowledge and skills are developed in core areas, e.g. phonics 3. Targets established taking into account prior attainment, and aspirational national benchmarks so that progress can be monitored 4. Ensure consistency in the quality of teaching & learning, across the Academy through creating a rigorous approach to monitoring, coaching and supporting 	AUT	
			SPR	
			SUM	
3.2 The academy PPG and Recovery plan makes highly effective use of the additional funding provided and maximum support is given to the more vulnerable and disadvantaged pupils to ensure	AA JH CB	<ol style="list-style-type: none"> 1. Review & refine provision for vulnerable and disadvantaged children adapting to changes & budget to ensure equity within outcomes 2. Consider, develop and implement an appropriate PPG and Recovery Programme so that pupils are well supported in making rapid progress towards current year group ARE standards 3. PPG and Recovery Plan includes: <ul style="list-style-type: none"> ○ Rapid Identification of children to be targeted for intervention and tuition ○ High quality tuition and intervention is provided to support those who require additional support to catch-up ○ A range of assessment is used to closely monitor progress and regular reviews are provided to maximise impact 	AUT	
			SPR	
			SUM	

that they make rapid progress towards current year group ARE standards in RWM		<ul style="list-style-type: none"> ○ Quality First Teaching is strengthened through CPD and support for teachers, including improving subject knowledge and pedagogy ○ Attendance and punctuality support for persistently absent PPG and other vulnerable children 		
3.3 Staff are clear on where children are and what their gaps in learning are	AA JH RO VL KB	<ol style="list-style-type: none"> 1. Introduce the use of FFT assessment data so that there is rigorous data tracking from a baseline measure as well as previous attainment outcomes 2. Ensure the use of assessment knowledge, is utilised effectively by staff so that they plan next steps carefully to ensure rapid progress and close any gaps which exist. 3. Provide termly pupil progress meetings to between phase leaders and year group teachers will provide opportunities to discuss children's progress and plan next steps to secure best progress 4. Increase opportunities for moderation (both in-house and externally) for all year groups to develop staff knowledge of expected standards in all areas of learning (Inc. noncore) 5. Monitor, adapt & develop the quality/range of interventions across the school in order to ensure that they target the most important elements and that they demonstrate the greatest impact 	AUT	
			SPR	
			SUM	

KEY PRIORITY 4 – EMBED PEDAGOGICAL APPROACHES TO ENHANCE THE TEACHING OF THE CURRICULUM

What are we focussing on?

To continue to refine and embed approaches for the development of pedagogy, including; Oracy, AfL, Metacognition and Behaviours for Learning

Rationale: It is our belief that the quality of teaching and learning can be improved through a well-thought-out pedagogical approach. Using a few strategies consistently well our goal is to help children build on prior learning and develop skills and attitudes needed to succeed and help teachers to develop multiple strategies to teach the same concepts and knowledge and to understand the misconceptions children are likely to have. The approaches we are establishing aim to; inspire metacognition; help children become more articulate and independent learners, and; broaden the feedback a teacher can give.		Funding and Resources: £500 Pedagogy CPD – Steven Horsley £500 Behaviours for Learning displays £2500 play equipment		Key People: Claire Byron - Principal Angela Aitken – Vice Principal James Hollingsworth – Vice Principal Rebecca Owen – Assistant Principal Laura Mutlow – Assistant Principal Vicky Lochridge – EY and Year 1 Leader Laura Marshall – PD Leader Jacinta Gordon – SENCO Jane Liddington – LTS Leader	
Success Criteria	Who	Actions	RAG Rate	Evaluation	
4.1 All Academy staff have consistently high expectations of commonly understood behaviour and attitudes towards learning; in classes, around site and across the curriculum.	CB JH RO VL LM JL JG	<ol style="list-style-type: none"> Review behaviour policy and agree appropriate amendments. Share with staff on September training days Plan opportunities at the start of term to introduce staff and children to the Behaviours for Learning approach and associated rewards and consequences to establish a whole-academy approach Review, develop & embed procedures for play and lunchtimes so that pupils play harmoniously and safely Leaders to monitor behaviour in their phases; swift support provided to staff/ children as necessary Leaders to complete regular learning walks / behaviour audits to identify further training needs and source appropriate support/ training Regular assemblies and PHSE lessons are planned to remind and reinforce expectations, celebrate success and embed PRIDE values and behaviours for learning on all aspects of academy life Ensure bespoke behaviour plans, based on staff expertise, are followed consistently by all staff 	AUT		
			SPR		
			SUM		

4.2 Embed ABC oracy skills across the Academy to support the development of children who are articulate and confident within all subjects	AA JH RO VL	<ol style="list-style-type: none"> 1. Subject leaders will ensure oracy skills are included in all progression documents across all year groups and all subjects 2. Subject leaders will monitor and evaluate the coverage of oracy skills within their subject area each term 3. Senior leaders will monitor the implementation of the ABC approach to oracy as part of their ongoing cycle of learning walks and quality of T&L monitoring activities 4. Subject leaders will identify and provide relevant CPD for identified staff 5. Oracy club will be established targeting PPG children 6. Senior leaders will ensure resources are available to enhance the teaching & learning of oracy 7. Oracy assemblies will be established weekly in every class from Year 1-6 with progressive skills being focused on using Voice 21 resources 8. Teachers will display ABC supports in the classroom and will take all opportunities for children to practise the ABC approach when engaging in discussion 	AUT	
			SPR	
			SUM	
4.3 Assessment for Learning strategies will be developed in order that children understand and can talk about what it means to successful learners and what they need	AA JH RO VL CB KB	<ol style="list-style-type: none"> 1. Feedback Policy will be reviewed and amended, changes communicated with teachers on September training days 2. Monitoring books will ensure written feedback is being provided consistently and in line with the policy expectations 3. Phase leaders to support teachers who are identified as needing further CPD, including ECF teachers and new teachers as part of induction to ensure feedback provided is consistent across the Academy 4. One Page Marking monitoring will provide evidence of assessment of learning and will identify misconceptions children have 5. Pupil voice will be gathered by senior leaders during learning walks to understand how well children are able 	AUT	
			SPR	
			SUM	

to do to get there		to talk about their what they are learning; their own strengths and areas for development		
4.4 Embed Metacognition strategies across the Academy in order to help children to reflect on the their own learning processes	AA JH RO VL CB	<ol style="list-style-type: none"> 1. Senior leaders will monitor the implementation of the Metacognition approaches and strategies as part of their ongoing cycle of learning walks and quality of T&L monitoring activities 2. Senior leaders will identify and provide relevant CPD for identified staff, including referring staff to the videos available on the Metacognition stages of learning document as reminders of the key strategies to be used at each key stage 3. Senior leaders will ensure resources are available to enhance the teaching & learning of Metacognition 4. Senior leaders will gather pupil voice to evaluate how successfully children can reflect on their learning 5. Teachers will embed strategies shared in CPD in their classrooms in all lessons to enable children to reflect on their learning 	AUT	
			SPR	
			SUM	

KEY PRIORITY 5 – FURTHER ENHANCE AND SUPPORT THE MENTAL HEALTH OF STAFF AND PUPILS

What are we focussing on?

Develop and implement a strategy for supporting emotional wellbeing and mental health of pupils and staff

Rationale: It is our belief that the quality of pupil and staff wellbeing and mental health can improved through a well-thought-out strategic approach. Using high quality diagnostic assessments our goal is to identify needs of staff and pupils and to use this to develop a range of strategies and support mechanisms to address these needs.		Funding and Resources: £500 Pedagogy CPD – Wellbeing and Anxiety workshops for staff £3000 assessment and external SEMH support for identified children		Key People: Claire Byron – Principal Laura Marshall – PD Leader Kate Pettier – Mental Health First Aider at work Jacinta Gordon – Mental Health Lead
Success Criteria	Who	Actions	RAG Rate	Evaluation
5 Wellbeing at Schools Award will be successfully applied for	LMa KP JG	1. Leaders will evaluate pupil / parents and staff wellbeing surveys (completed April 21) to determine a baseline and to identify gaps and needs 2. Action plan will be put in place to address the needs identified in surveys 3. Leaders will provide resources and support materials to enable pupils and staff supported to manage their own wellbeing 4. Leaders will signpost staff to appropriate support provisions and services to meet their needs 5. Staff and pupil voice will be gathered and actions identified will be considered 6. Senior leaders will meet with key people regularly to support the implementation of the action plan	AUT	
			SPR	
			SUM	