



GWINEAR SCHOOL
School Improvement Plan 2022- 2023



Context for Gwinear School (Based on data 11.10.22)

Class Structures.

Class Teacher	Class size	Year	Total	Boys	Girls	PP (CIC)	SEN EHC (Alert)	EAL
Class 1 B Barber	19	Foundation	16	7	9	0	0	1
		Year 1	3	2	1	2	3	1
Class 2 H Eustice K Austin	29	Year 1	13	4	9	3	1 (1)	1
		Year 2	16	7	9	2	4 (1)	1
Class 3 P Gilroy	29	Year 3	16	10	6	3	2 (3)	0
		Year 4	13	6	7	0	3 (2)	0
Class 4 R Haddy	32	Year 5	16	8	8	1	1 4 (2)	0
		Year 6	16	9	7	4	1 4 (3)	0
Totals	109		109	53	56	15 14%	23 21% (12) (11%)	4%

- The school is a local authority school, is part of Penwith Education Trust and works in partnership with the other member schools of the trust
- The school's last Ofsted report was in October 2017 when the school was judged as Good in all areas.
- The NOR is 109 which represents a significant increase in numbers since 2015 (82).
- As such the school has established a sustainable four class structure with split year groups a two-year rolling programme of study
- The majority of children attending the school (86% in 2019) are in the bottom 40% of areas of deprivation based on the Indices of Multiple Deprivation with the majority (69%) in the most deprived 30-40% bracket.
- The catchment of the school tends to have high levels of mobility; 22 (20%) of the children currently on roll have joined through in year transfer.
- A period of restructuring began in 2015 and further delegation of responsibilities following the OFSTED inspection in 2017 which has led to a strong team with a shared vision and a structure of distributive leadership.
- The staff are highly experienced with most teachers close to the top of the pay scale. Two classes having 4-1 job shares and two classes full time teachers.
- TA's are also highly skilled; three have QTS, two are completing foundation degrees with the intention of attaining QTS and all have received bespoke training to ensure that they are effective in their roles and their areas of responsibility.
- 23 children (21%) are on the SEN register with two children having EHC plans. A further 12 children (11%) have been identified as being close to the threshold of SEN support so almost a third of the school population (32%) have additional needs. Many children that have recently joined the school have additional needs and parents of the children wanted to move because of the school's outdoor and inclusive ethos. Two in particular have complex needs and the SENCO is currently in the process of applying for further EHCPs



SCHOOL IMPROVEMENT PLAN PRIORITIES

2022/23	
PRIORITY 1: English PRIORITY 2: Maths PRIORITY 3: Science PRIORITY 4: SEN PRIORITY 5: EYFS PRIORITY 6: Humanities	
2023-24	2024-25
PRIORITY 1: English PRIORITY 2: Maths PRIORITY 3: DT PRIORITY 4: SEN PRIORITY 5: ICT	PRIORITY 1: English PRIORITY 2: Maths PRIORITY 3: RE/PSHE PRIORITY 4: SEN PRIORITY 5: Creative arts
2022+ Longer Term Improvement Issues <ul style="list-style-type: none"> • Sustainable development – Global Citizenship • Coomunity Involvement • Networking within Penwith Educational Trust - MAT 	



Priority 1: Raising Standards in English (KS1 focus)

PRIORITY LEADER: Polly Gilroy
LINK GOVERNOR: Cathy Woolcock

TARGET 1: Raise standards and progress in reading.

Attainment in reading at KS1 and KS2 is in line with national averages or above
AND/OR

All children make expected progress i.e. Those 'At' in KS1 are 'At' in KS2 or better. GDS in KS1 are GDS in KS2

KEY ASPECTS:

- Pupils to show and express a love of reading
- Consistently Good or Outstanding teaching
- Supportive reading environments in all classes and library
- Effective use of available books, curating and promoting
- Extension of reading books to recommended and requested reads
- Effective teaching of reading comprehension to Key Performance Indicators
- Appropriate reading books linked to phonic class teaching
- Effective story/novel study approach with group and guided approaches
- Effective whole class book reader by teacher
- Appropriate coverage of different genre
- Effective use of handwriting and spelling skills via Nelson resources
- Effective use of ICT
- Expectations of quantity and frequency of reading, response to reading
- Effective marking and revising of work where appropriate

Completed

Started

To repeat



Success Criteria Intent	Actions Implementation	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Impact How? Who? When?
PHONICS						
KS1 Pupil's reading books match well to their reading stage.	Ensure books match sounds children are learning in phonics.	PG/ KS1 staff	Autumn to July 2022-23	Phonics reading books	PG will listen to lower 20% readers in KS1 to check their reading books match their reading ability.	Lowest 20% of readers will have closely matched books/ditties to boost reading progress. All children on RWI scheme will be rigorously assessed and grouped accordingly halftermly.
Ensure RWI scheme is delivered effectively and consistently.	PG to carefully monitor, support and coach reading teachers in RWI.	PG	Autumn to July 2022-23	Ensure RWI resources are maintained effectively.	PG will monitor teaching and train staff.	Teachers teaching RWI scheme will feel confident. Teaching of RWI scheme will be outstanding and children will make expected progress.
Targeted support intervention is immediately provided for all children who fall behind in phonics.	Carefully monitor the use of 'keep up not catch up' targeted intervention for children on the RWI scheme.	PG/LG/ KS1 staff	Autumn to July 2022-23	Ongoing assessment in phonics resources. Training for intervention staff.	Meeting with KS1 staff (PG/LG)	Children who are not making expected progress in phonics are immediately identified and catch up interventions are provided. These children then make progress.



READING						
Each class reading corner has a selection of high quality 'sharing books'. Stimulating and interesting picture books including diversity.	PG will ensure a selection of high quality picturebooks are added to each class book corner.	PG/MJ/ KS1 staff	Autumn to July 2022-23	Picture books	PG and MJ to purchase picture books for each class book corner.	Children on the RWI scheme will be enthusiastic about reading because they will have high quality picture books shared with them.
KS2 children reading comprehension is improved in SATS	PG will analyse some of the previous year 6 SATS papers to identify areas that need further support. Ensure children are using VIPERS skills and are very explicit in their reading comprehension answers – supported with evidence from the text.	PG/LG	Autumn to July 2022-23	Analysis of KS2 SATS paper.	PG and RH to ensure reading comprehension skills are further embedded.	Children in KS2 will show improved results in Reading Comprehension assessments.
WRITING						
Ensure the spellings learnt in Read Write Inc match the national curriculum spellings to be learnt in year 1 and 2	PG will evaluate spellings on RWI scheme to ensure they match NC.	PG	Autumn to July 2022-23		PG to evaluate spelling.	Spelling schemes will match NC



<p>To improve KS2 attainment in spelling.</p>	<p>To carefully evaluate the nelson spelling scheme in KS2 to ensure it is taught effectively and that it is the right scheme to link with RWI.</p>	<p>PG</p>	<p>Autumn to July 2022-23</p>		<p>PG to evaluate spelling in KS2. PG and RH Monitor spelling in KS2 and devise half termly monitoring tool for spelling teaching and assess children half termly.</p>	<p>Increase in spelling attainment in KS2 SATS. Improved spelling in children's independent writing and children are able to use spelling strategies taught through RWI to spell unfamiliar words.</p>
<p>To ensure KS2 children are well prepared for requirements of NC GPS expectations.</p>	<p>To carry out a question analysis of SATS tests questions to identify types of questions and gaps in children's grammar knowledge in KS2. Evaluate teaching of grammar in each year group using work analysis</p>	<p>PG and RH</p>			<p>PG to analyse SPAG data and to ensure there is a clear skills progression in grammar teaching throughout y1-6. Termly assessments of progress towards grammar expectations for KS2 year groups</p>	<p>Improved attainment in GPS assessments at the end of KS2.</p>



Priority 2: Raising standards in mathematics

PRIORITY LEADER: Rose Haddy
LINK GOVERNOR: Jack Tessayman

TARGET: All children make progress in line with their age related standardised score.
Children that are working below age expectations close the gap between their current standardised score and 100

KEY ASPECTS

Consistently Good or Outstanding teaching
Supportive learning environments including working walls
Cyclic pattern for teaching important number facts, including with the use of technology
Use of investigations and/or applied maths
Focus on fluency and being 'ready to progress'
Focus on Key Stage 1 use of maths hub and NCETM number materials
Challenge for more able
Effective use of ICT
Expectations of presentation and productivity
Effective marking feedback and revisiting of work
Parents involved in children's learning
Children enjoy the subject

Completed

Started

To repeat



Success Criteria	Actions	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Evaluation and evidence of impact How? Who? When?
At KS2 min at expected Greater level of development based on KS1 results. At KS1 min at expected standard based on prior attainment.	Keep termly track on children using internal tracking and particularly focus on borderline children. Continue to carry out diagnostic case study assessments on borderline children and feedback to children where the gaps.	RH All teachers	Termly	Internal tracking excel grids	Meetings with all teachers to feedback on findings Moderation meetings	End of year evaluation of data
Progress at both Key Stages at least to match the national average	Regular monitoring of evidence of learning in books.	RH	September-July	In house training	Half termly discussions	SATs results
Key Stage 1 pupils and appropriate intervention pupils to use NCETM number materials from the maths hub.	Pupils to have a firm foundation in subitising and using numbers below ten. Years one and two to use rekenreks to aid number fluency.	RH Key stage 1 teachers	Half termly	Feedback from teachers on progress. Drop in on teaching session.	Half termly discussion in staff meeting	Progress in Key Stage One – data from assessments in NCETM materials and classwork.



The lowest attaining 20% of pupils make confident learning gains	Define lower 20% of each year group and plan support. Identify key learning points to support progress.	All teachers	ongoing	RH Numeracy governor Pupil conferencing	Data from formal and informal assessments Feedback from teachers and teaching assistants delivering intervention Pupil conferencing	RH Numeracy governor Pupil conferencing
Teachers are aware of evidence needed to be able to accurately assess children against requirements of the NC	Work monitoring termly. Pupil conferencing. KS1 to use NCETM mastery materials from the maths learning hub to inform progress in number. Pupils are familiar with a regular testing format to allow for progress recognition and development. Key fluency learning identified for each class.	RH All teachers	Termly	half day supply cover spring/summer term	All teachers to use White Rose assessment materials to continuously inform assessment of children. NCETM ready to progress documents used as a tool to ensure building blocks are in place. record embedded key fluency facts for each year group as an indicator of progress. Continue to use NFER and SAT materials.	End of year moderation
Continue to provide daily lessons that are scheme assisted by White Rose Maths and enriched with a wide selection of	All lessons have a rich diet of varied and deep maths activities rooted in embedded fluency and have an extension activity.	RH	Half termly	Book look time	Book look Planning overviews	Book look Link governor report



sources e.g. nrich, NCETM						
Continue to strive for greater familiarity, speed and recall of times tables in addition to the times tables band progression.	Pupils can further improve their multiples use and knowledge and their progress can be tracked over time. Pupils can access the activity at home and challenge each other. Pupils can gain a Rockstar avatar and choose different ways to practise and perform.	All staff	Ongoing	TT Rockstars subscription	On line overview of participation and progress. Pupils show engagement, progress and enjoyment with the program. Pupils show increasing speed and accuracy in times table recall and use, using this in assessments and problem solving. Celebration assembly focus on engagement and progress.	Assessment question analysis.
Continue to ensure the presentation of mathematical skills should be to a high standard	Children have pride in the presentation of their work. All graphs, charts and coordinate maps should be created following a success criteria to ensure consistent presentation and accuracy	All children and staff	Autumn term	None	Book scrutiny	Book scrutiny



Math intervention are delivered to a high standard in order to fill the gaps created through lockdown	TAs to receive training and provided with resources to be able to deliver intervention either on the same day or as a course of learning steps, for example, pre teaching.TA to have access to NCETM key stage 1 number resources e.g. rekenreks and subitising animations. Use materials from White Rose Maths 'Ready to Progress Mapping'.	RH	Spring term	TA intervention timetable and related costs. Training on White Rose and NCETM resources.	TA / teacher feedback moves learning forward. Pupil conferencing	End of year data
Reinforce the use of maths working walls to remind, consolidate, embed and record learning,	All classes have effective working walls based on fluency, reasoning and problem - solving	RH	Termly set up in all classes	Learning walk time	Learning wall pupil conferencing	Working wall share agreed principles and are used by staff and pupils effectively.
Celebrate mathematics, involve parents.	Have a special maths day i.e. NSPCC number day 3 rd November, world multiplication day 7 th October.	RH and all teachers.	Twice yearly.	Preparation time.	Learning walk.	Pupil feedback Report via website and newsletter



Priority 3: Raising Standards in Science.

PRIORITY LEADER: Hannah Eustice

LINK GOVERNOR: Kate Myers

TARGET: All children make progress in line with or exceeding their age-related expectations

KEY ASPECTS:

Consistently Good or Outstanding teaching

Supportive learning environments

AfL successfully identifying and addressing misconceptions

Strong emphasis (50% min) on AT1

Summative assessment tracking progress and attainment across each year group

Subject is well resourced and resources are well managed

Challenges for more able children

Effective use of ICT

Expectations of presentation and productivity

Effective marking and revisiting of work

Completed

Started

To repeat



Success Criteria	Actions	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Evaluation How? Who? When?
<p>Differentiation is consistently used to</p> <ul style="list-style-type: none"> Support all children to access the science curriculum Ensure that low ability in reading and writing do not impinge on a child's ability to enjoy or succeed in science 	<p>Three access levels to be provided for all children for each science activity (not applicable to EYFS).</p> <p>Where appropriate, responses to be annotated by an adult.</p> <p>Photos and floor books are used in EYFS to record learning.</p>	HE	September 22/ July 23	STEM assment records can be used to plan activities for those children working towards, at and exceeding expected levels.		
<p>Challenge opportunities for more able pupils.</p>	<p>Lesson plans to include a 'Magic Maths' style challenge opportunity based on reasoning and applying skills, to show a greater depth of understanding.</p> <p>E.g. <i>How could you test...? This experiment is being done... what questions are</i></p>	HE	April 2022	<p>Explorify challenges.</p> <p>Seesaw responses to individual/ group challenges.</p>	<p>More able pupils in science to be identified in each year group.</p> <p>Book scrutiny/ pupil conferencing to identify where these opportunities have been provided and</p>	<p>Summative assessment results</p> <p>Book scrutinty – HE</p> <p>Pupil conferencing – link governor.</p>



	<p><i>the scientists trying to answer? How do you know? Here is a set of results.. what was being tested? Always, sometimes, never...'</i></p> <p>Pupils explain their thinking using stem sentences (presented in maths CPD by ES.)</p>			<p>Nexus opportunities</p> <p>.</p>	<p>responded to for those pupils.</p>	
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Priority 4: Improving the effectiveness of interventions throughout the school.

PRIORITY LEADER: Bethany Lynes

LINK GOVERNOR: Jenny Tovey

TARGET: All children receiving interventions make progress which is clearly monitored, resulting in a positive impact. Monitored specifically by SENDCo observations, providing relevant support.

KEY ASPECTS:

Clear timetable of Wave 3 intervention
Consistent First Quality teaching.
Effective interventions – impact towards SMART target.
Interventions closely monitored using APDR process.
Monitoring of delivery and impact of interventions.
Regular intervention drop ins and observations. Providing relevant CPD.
Pupil progress meetings and reviews.
Pupil conferencing.
EHCP reviews, requests/appeals.

Completed

Started

To repeat



Success Criteria	Actions	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Evaluation and evidence of impact How? Who? When?
Ensure children with barriers to reading fluency, decoding and comprehension receive effective RWI tuition, which has a positive impact on need and results in rapid progress.	<p>Lesson observations, minimum termly, to ensure first quality teaching of KS1 RWI daily sessions.</p> <p>Intervention observations, minimum termly to ensure effectiveness. Where not fully effective – inset timetabled to upskill staff. (Observations to focus on behaviours for learning. Enthusiastic, pacey and multi-sensory approach to teaching).</p> <p>Half termly assessments to monitor progress made and impact provision by effective grouping and support.</p> <p>Regular weekly RWI intervention 'keep up not catch up' (4x weekly, 10 mins) – monitored half</p>	<p>PG -RWI lead.</p> <p>LG BL Class Teachers</p>	<p>Half termly assessments.</p> <p>Termly observations /drop ins.</p>	<p>Leadership time.</p> <p>RWI whole school training and resources.</p> <p>Half termly assessment tracking sheet.</p> <p>Intervention timetable and record keeping to monitor progress.</p> <p>Appropriate CPD.</p>	<p>PG LG BL Teachers</p> <p>RWI lesson and tuition observations - ensuring quality first teaching.</p> <p>BL termly intervention observations – providing relevant training/support.</p> <p>Monitoring of Progress using RWI assessment materials.</p> <p>Staff collaboration/communication – fluidity of groupings when monitoring progress in sessions.</p> <p>Pupil conferencing</p>	<p>PG BL & LG</p> <p>Effective intervention timetabling set up – which children monitored half termly. Grouped and provision impacted accordingly.</p> <p>All staff to be effectively trained and provided with relevant resources to support learning. (relevant CPD)</p> <p>Intervention observations to take place termly. Monitoring effectiveness and action taken to ensure rapid progress.</p> <p>RWI reading band colours – progressing</p>



	<p>termly, progress tracked and provision impacted.</p> <p>Carefully monitor daily RWI groupings, (on alert and spotlight children). Flexible intervention system half termly – adding/removing children where necessary.</p>					in line with RWI expectations.
<p>Ensure children with SLCNs receive effective intervention which has a positive impact on need.</p> <p>(Especially in response to COVID 19 and missed school time).</p>	<p>All classrooms to use visual support systems – i.e. visual timetables. (now and next, as required and visual targets).</p> <p>Quality first teaching incorporating visual and tactile approaches / careful seating arrangements / thinking time to respond etc.</p> <p>Staff to use visual prompt cards (on lanyard where appropriate) and non verbal gestures to support what they are saying.</p>	<p>LG FT BL All staff</p>	<p>Half termly assessment and children rotation.</p> <p>Termly intervention observations.</p>	<p>Leadership time.</p> <p>Talk boost training and resources.</p> <p>Half termly – 6 week block assessment tracking sheet.</p> <p>Intervention timetabling.</p> <p>SALT Elaine Adams</p>	<p>LG FT BL All staff</p> <p>Talk boost intervention observation– BL minimum termly.</p> <p>Regular liaison between Pastoral lead and SENDCo – monitoring SLCN and fluidity /effectiveness of groupings and progress.</p> <p>Half termly monitoring of</p>	<p>Effective intervention timetabling set up – which children monitored half termly. Grouped and provision impacted accordingly.</p> <p>Intervention observations to take place termly. Monitoring effectiveness and action taken to ensure rapid progress.</p> <p>Pupil conferencing.</p> <p>Teacher/parent</p>



	<p>Children to receive weekly 'Talk Boost' intervention – to support speech/understanding/ language/listening /attention and social skills. (Interventions to be timetabled half termly, monitored to show progress and impact on provision).</p> <p>Intervention observations, minimum termly to ensure effectiveness. Where not fully effective – inset timetabled to upskill staff. (Observations to focus on behaviours for learning. Enthusiastic, pacey and multi-sensory approach to teaching).</p> <p>Refer to SALT when necessary. After time 'on alert' and the necessary interventions have taken place. (All staff to be aware of goals set and</p>				<p>progress. (FT BL)</p>	<p>feedback.</p>
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	incorporate these into lessons and interventions).					
Ensure catch up maths intervention is targeted effectively to overcome misconceptions and/or barriers to progress. Focusing on number/place value and calculation.	<p>Intervention observations, minimum termly to ensure effectiveness. Where not fully effective – inset timetabled to upskill staff. (Observations to focus on behaviours for learning. Enthusiastic, pacey and multi-sensory approach to teaching).</p> <p>Intervention timetables in place – targeting RoN children, as well as those 'on alert'. Assessed half termly – monitoring progress closely and impacting provision.</p> <p>Maths interventions to use explicit and systematic teaching, showing clear progression of skill. (SENDCO observations and upskilling where necessary</p>	<p>LG RH BL</p> <p>All staff</p>	<p>Half termly monitoring of target setting and goals met.</p> <p>Termly observations / drop ins.</p> <p>Termly intervention file/book scrutiny.</p>	<p>Leadership time.</p> <p>Progressive intervention planning – 6 week block, focusing on targets and progression.</p> <p>Effective physical resources for intervention time.</p> <p>Effective ICT resources.</p> <p>Half termly assessment tracking sheet.</p> <p>Intervention</p>	<p>RH BL LG</p> <p>All staff.</p> <p>BL termly intervention observations – providing relevant training/support.</p> <p>Half termly monitoring of progress, using tracking sheets.</p> <p>Pupil conferencing.</p> <p>Book scrutiny.</p>	<p>Effective intervention timetabling set up – which children monitored half termly. Grouped and provision impacted accordingly.</p> <p>All staff to be effectively trained and provided with relevant resources to support learning. (relevant CPD)</p> <p>Intervention observations to take place termly. Monitoring effectiveness and action taken to ensure rapid progress.</p>



	to support).			timetable and record keeping to monitor progress. Appropriate CPD.		
Ensure children with continued significant need receive appropriate external support to progress towards individual targets. Including maintaining, amending and requesting EHCP.	<p>Set time and date for EHC annual review – inviting appropriate professionals.</p> <p>Complete all relevant paperwork, including parents and child to be reviewed externally.</p> <p>Liase with class teachers to ensure pupil`s individual provision map reflect EHC targets.</p> <p>Liase with external agencies to provide necessary specialist support. (Including SLA)</p> <p>Parent meetings at least</p>	<p>LG</p> <p>BL</p> <p>HS</p> <p>RH</p> <p>PG</p>	<p>At least termly reviews.</p> <p>Half termly target setting. (or as needed if sooner).</p> <p>External specificialists as required.</p> <p>Annual reviews.</p> <p>Focused Adult support time - 8 and</p>	<p>Leadership time</p> <p>ASD team</p> <p>BLOOM</p> <p>CAMHS</p> <p>S&L therapists (Elaine Adams)</p> <p>Educational psychologist (Bob Smith)</p> <p>1:1 support adult</p>	<p>LG BL</p> <p>HS</p> <p>PG RH</p> <p>Child`s parents.</p> <p>Annual review</p> <p>Termly reviews and half termly target setting.</p> <p>Intervention observations.</p> <p>Teacher and staff feedback, observations of pupils.</p>	<p>EHC review</p> <p>Progress towards individual targets.</p> <p>Pupil conferencing</p> <p>Case studies</p> <p>Observations</p>



	termly to review progress.		7 hours per week. (Additional Adult support during lunch hour).	Sensory, kinaesthetic and visual resources – based on individual need.	Academic progress/tracking.	
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Priority 5: Developing EYFS practice environment

PRIORITY LEADER: Mrs Barber
LINK GOVERNOR: Jenny Tovey

TARGET 1: To raise outcomes in writing.
TARGET 2: To continue to implement and embed the new EYFS framework.
TARGET 3: To raise outcomes in reading.

KEY ASPECTS:

Effective use of baseline assessments
Effective use of observations and assessments to implement planning
Awareness of the changes to the statutory framework
Data collection
Develop consistent pre-writing skills to raise achievement in writing.

Effective enhancements in all areas of continuous provision
Raise awareness with parents on the effectiveness of reading at home
Ensure new facilities provide an enabling environment
Effective, pacy phonic lessons
Enhancements in the continuous provision to support early writing
Development of the outdoor area

Completed
Started
To repeat



Success Criteria Intent	Actions Implementation	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Evaluation and evidence of impact How? Who? When?
<p>Develop the skills for early writing.</p>	<p>Staff are confident in the Supporting children to develop their skills in early writing.</p> <p>All staff to be trained in RWI. Using this skills daily in sessions and small group interventions, having a positive impact on progress.</p> <p>All staff to actively promote, support and assess fine and gross motor skill activities.</p> <p>All staff to be aware of 'stages pencil grip' and Physical development. Implementing in provision.</p>	<p>All EYFS staff – BB to lead EYFS training.</p> <p>External training.</p>	<p>January</p>	<p>Development matters. Statutory framework. Birth to 5 document.</p> <p>Specialist RWI resources and materials.</p> <p>Gross and fine motor equipment.</p> <p>Use of outdoor learning environment to embed learning.</p>	<p>Staff meeting and reflection time.</p> <p>Visits to schools.</p> <p>Termly assessments, monitoring early writing progress.</p> <p>Summative assessment – using continuous provision to continually assess and impact provision.</p>	



<p>Use of baseline assessments to inform continuous provision planning.</p>	<p>Staff to make relevant observations based on the Prime areas of learning.</p> <p>EYFS regular meetings to discuss observations, assessments and progress.</p> <p>Regular assessments and professional discussions to impact provision and any additional intervention/targeted provision needed for individual children.</p>	<p>All EYFS staff.</p> <p>BB to carry out Statutory Baseline Assessment</p>	<p>Sept</p>	<p>Statutory Baseline Assessment Development matters</p>	<p>Staff meeting – reflection time.</p>	<p>Mrs Barber –</p>
<p>All staff to be confident using the online learning journeys.</p>	<p>Staff to use ipads to make online observations effectively.</p> <p>Regular EYFS meetings to support use of online journeys and effective observations/assessments.#</p> <p>Staff to liase with parents as/when necessary through online learning joureys to</p>	<p>All EYFS staff</p> <p>BB to lead training.</p>	<p>Sept - Dec</p>	<p>Tapestry Examples – Moderation meetings with other schools in PET.</p>	<p>Staff training Online training</p>	<p>Mrs Barber to monitor.</p>



	work together to support children.					
Implement effective data collection.	<p>Teachers effectively gather data that informs planning.</p> <p>All staff use daily observations to summatively assess children`s progress.</p> <p>Class teacher to use summative assessments to effectively monitor progress. Tracking progress and data termly.</p>	Mrs Barber	Sept - July	External training – moderation meetings	Staff training	Mr Gardiner to monitor.
Raise outcomes in children`s early reading.	<p>All staff to be trained in RWI. Using this skills daily in sessions and small group interventions, having a positive impact on progress.</p> <p>All staff to model a `love for reading` culture – with resources, classroom environment and behaviours for learning.</p> <p>All staff to monitor</p>	Mrs Barber Mrs Gilroy Mrs Souch Literacy hub	Oct 2021	<p>External training</p> <p>RWI online training sessions</p> <p>Classroom environment.</p> <p>Range of reading materials available.</p> <p>Use of outdoor</p>		Mrs Gilroy to monitor. Link governor to be invited.



	<p>children`s reading at home and support parents as/when necessary.</p> <p>Staff to monitor reading progress and implement 1:1/small group targeted reading provision where needed.</p> <p>Summative assessments through observations to impact planning and embed reading within continuous provision activities.</p>			environment/resources.		
Effective activities linked to fine motor skills	<p>All staff to continue to support the development stages of emergent writing.</p> <p>All staff to be aware of children`s physical development and the stages of pencil grip.</p> <p>Summative assessments and observations to impact planning – targeted and continuous provision.</p>	All EYFS staff		Online resources	Staff training -	Staff to monitor effectiveness through observation and assessments.

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	All staff to utilise inside and outdoor environment to support development of fine motor skills.					
Develop the outdoor area following new classroom.	Mrs Barber to visit schools in PET. External training.	Mr Gardiner and Mrs Barber	Feb - July	External training.		



Priority 6: Humanities

PRIORITY LEADER: Lee Gardiner

LINK GOVERNOR: Georgie Watson

TARGET 1: Geography and History are taught in progressive frameworks within the school's topic based curriculum

Target 2: Teaching of Geography and History is at a high standard and there are high expectations for all in all year groups

KEY ASPECTS:

Excellent subject knowledge informs high quality teaching of humanities

Trips and visits linked to enrich the subjects and maximise the potential offered by Cornwall heritage and outdoor environments.

Use of three locations for 'Outdoor School'

Exciting and meaningful learning experiences

Effective risk assessments

Links to previous learning in both subjects

Subject identity within a topic framework

Subject specific skills developed alongside conceptual learning.

Both subjects well resourced linked to units being taught

Online resources History and Geography Association membership



Success Criteria	Actions	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Evaluation and evidence of impact How? Who? When?
Teachers make use of the many educational sites available in Cornwall and use them to enhance topics and give first hand learning experiences	Ensure all teachers and support staff are given planning afternoons and sit in on as many as possible. Expectation for at least one visit linked to each topic in addition to the periodic visits to 'Outdoor School'. Deliver INSET on use of Assessnet and ensure all teachers are able to correctly identify risks and put into place appropriate control measures	LG Teachers	Start of each term	List of possible sites to be stored on server	LG and GW to monitor termly plans and ensure trips are included. Attendance of RA training	Evidence in Outdoor Learning Book – Su Kent/F Tate Examples of work resulting from visits LG to collate. Evaluate RA's with health and safety governor
Teachers have the necessary subject knowledge to understand what makes effective geography and history lessons	Revisit Geography INSET delivered last year together with Outdoor Learning slides that are relevant. Deliver History INSET (if possible with expert from PET). Include tour of History Association support resources and signpost other useful sites	LG Teachers	Autumn Term	Geography And History Association publications and resources online	Ask for examples of how subject knowledge developed using online resources	Teachers evaluations of INSET Examples of informed teaching in Big Books



Humanities are well resourced with relevant books, artefacts and learning aids for use in the classroom	Audit both Geography and History and cross reference resources with the progression strands and topics taught in each class. Consult with class teachers on 'wish lists'	LG Teachers	September End of Oct half term	As identified	Monitor use of resources in lessons and through pupil conferencing at end of year LG Teachers	Teachers to provide feedback on the usefulness of resources as and when they are used.
In history teachers constantly reinforce concepts of chronology within period being studied and between units studied across the school	When history is being taught in classes check that there is a timeline in the class . Lesson observations of history include questioning of children to check for awareness of where period studied lies in chronological terms in relation to other units covered in previous years.	LG teachers Pupils	Autumn to Spring Terms	Timelines	Observed in Lesson Observations and Learning Walks LG	Pupils understanding of Chronology in Pupil conferencing
Geographical Enquiry, Mapwork and Fieldwork skills are explicitly taught within geographical units as described in the Concepts	Carry out lesson observations and work scrutiny of those teaching Geography Units to evaluate effectiveness of skills teaching alongside concept content.	LG Spring Term	Autumn and Spring Term	Lesson Obs cross referenced to Progression	Highlighted progression sheets- what skills are covered over the course of the year? LG	Possible summative skills assessment task



and Skills progression						
Children enjoy learning in the humanities and are aware of the subject identity within topics and can link learning to what has been taught before	Pupil conferencing carried out with link governor GW in Summer Term. Check on units covered over the course of the year. Can children make links between units and to previous learning	LG	Summer term	Create proforma for PC	Pupil conferencing carried out by GW and LG	Average rankings of perception questions and qualitative comments from conferencing LG GW
There is a high standard of outcomes that are recorded and evidence of good /outstanding learning experiences where there is no written product	Teachers to ensure that examples of work produced in topic books are kept for School Big Books. Photographic evidence or other use of ICT to provide evidence of learning experiences such as field trips. Ensure best use made of cross curricular writing and maths to provide supporting evidence of what is learnt in sessions.	All Teachers	Ongoing	Big Books Populated	End of each term LG to collect evidence from classes teaching units and populate book	Bench mark quality of work produced against that in other schools in the PET cluster