

The Coppice Primary School Development Plan Academic Year 2021 - 2022



Main Priorities identified from Self Evaluation (Summer 2021):

- **Creating an Exemplary Behaviour Culture: 'The Coppice Way'**
- **Ensuring best practice in Teaching and Learning through Instructional Coaching: 'Walkthrus'**
- **Curriculum development: ensuring a coherent and cumulative curriculum across all subjects and the development of both curriculum assessment and pedagogy.**
- **Early Reading and phonics: implementing the 'Sounds Write' phonics approach and developing best practice in the teaching of early reading.**
- **EYFS provision: implementing the EYFS reforms 2021 and continuing to develop best practice in all interactions with children during continuous provision.**

Subject: Behaviour – creating an exemplary behaviour culture at The Coppice Primary School.	Leads: Billy Hutt (HT), Lindsey Ashwell (DHT) and Rob Laight (AHT)		Governor: Kathryn Byng
Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)	Expected Impact (What I expect to see)
<i>* Include deadline and associated BRAG highlighting as well as reference to any additional support</i>			
<p>-The Coppice staff behaviour survey (summer term 2021) highlighted that staff at The Coppice are inconsistent in their application of the current Behaviour Management Policy and in their behaviour expectations.</p> <p>-Staff are using a variety of behaviour approaches and this does not benefit the children or lead to a clear, consistent behaviour approach that is understandable by all across the school.</p> <p>-Behaviour needs to be taught and not just told'.</p>	<p>-There will be a clear, consistent behaviour approach across the school from Nursery through to Year 6 that is clear and understandable by all staff and children. This will be called 'The Coppice Way'.</p>	<p>-A new, fit for purpose School Behaviour Management Policy will be written.</p> <p>-A clear set of whole-school rules will be created which makes clear the expectation for our school. The overarching rule for our children will be that they are 'Ready, Responsible and Respectful'.</p> <p>-SLT will design 'The Coppice Way' through which the whole school rules and related aspects will delivered to the children. This will involve SLT designing distinct behaviour lessons to be taught by all class teachers at the start of the autumn term. This will ensure that all behaviour expectations are 'taught and not told' with a clear focus on 'why' each rule is important.</p> <p>Some examples of these lessons are:</p> <ul style="list-style-type: none"> -How to show 'fantastic walking'. -How to meet and greet and 'be charming' (GLASS greetings) -How to use our manners at all times STEPS) -How to 'dress to impress' -How to listen well (SLANT) -How to speak well (SHAPE) -How to 'present with pride' <p>-There will be an expectation that when children are asked to do something by an adult that is for safety or learning reasons, they will do it 'First time, every time'</p> <p>-These expectations will be communicated to parents and carers at Parent Information Evenings and through whole-school newsletters.</p>	<p>-Children and adults will be much clearer about what the behaviour expectations are at The Coppice and be able to articulate these to any visitors. This in turn will enable all staff to respond in consistent ways to both positive and negative behaviours with ALL children in school, regardless of what class they are in.</p> <p>-The Coppice will be a calmer, safer, happier place to be.</p> <p>-There will be less incidents of undesirable behaviour as the children will have a clearer understanding of WHY we have the expectations that we do at The Coppice.</p>

<p>-The Coppice staff behaviour survey (summer term 21) highlighted the fact that current staff have not had ring-fenced behaviour training for a number of years.</p>	<p>-Staff will feel empowered in their dealing of behaviour in school because the same routines and systems will be used wherever they work in school.</p>	<p>-All staff (Teachers, Teaching Assistants, Special Support Assistants, Lunchtime Supervisors and office staff) will receive behaviour training as a whole staff on the two Autumn teacher education days at the beginning of September. This will involve the Headteacher, Deputy Headteacher and Senior Assistant Headteacher delivering six key 'Walkthrus' units of training linked to behaviour.</p> <p>These six units of training will comprise of:</p> <ul style="list-style-type: none"> *Positive relationships *Establish your expectations *Signal, pause, insist *Positive Framing *Rehearse Routines *Choices and consequences <p>-The focus on behaviour training will form the whole first half-term of the Autumn term and will also comprise further staff meetings and follow-up year group meetings for teachers and additional training sessions for support staff and Lunchtime Supervisors where needed.</p> <p>-There will a great deal of 'in the moment' coaching and working with staff on a day-to-day basis by SLT and Year Leaders in order to ensure that everyone is completely clear about the expectations and how to deliver them. Where there might be a shortfall in a member of staff's delivery of expectations, they will be worked with directly through the setting of clear targets.</p>	<p>-Staff will be more confident in dealing with behaviour in school and knowing that they are supported with this at all times.</p> <p>-Staff will be clear on the behaviour expectations in school and this will make both their and everyone else's job easier.</p> <p>-Staff will see that there is a high priority by the School Leadership Team on ensuring that they are given the tools and training to effectively deal with behaviour.</p>
<p>-The Coppice staff behaviour survey (summer term 21) highlighted that not all children at The Coppice treat adults of differing roles and responsibilities with an equal level of respect e.g. Lunchtime Supervisors.</p>	<p>-An equal level of respect from children towards ALL adults working in school which is clearly visible in all interactions between children and members of staff.</p>	<p>-Being respectful to all peers and people who work in school will be delivered through The Coppice Way lessons. These lessons will clearly focus on what being respectful means, how we show it and why it is important.</p> <p>-Assemblies will be used to reinforce the concept of, and reasons for, equal respect.</p> <p>-Where a lack of respect is noticed, it will be addressed through the new Coppice consequence ladder contained within the new Behaviour Management Policy.</p>	<p>-All children in school value all adults that work in school equally. They recognise their contributions and clearly show their gratitude.</p> <p>-There are less incidents of behaviour related to groups of</p>

		-Being respectful will be outwardly recognised and acknowledged at all times by all staff.	staff who aren't teaching staff.
-The Coppice staff behaviour survey (summer term 21) highlighted that senior staff visibility around school is not consistent or regular enough throughout the day to enable the required level of consistency in application of the behaviour expectations (from both staff and children) to take hold across the school. Staff were seen to be very visible in the mornings but not as much during the rest of the day.	<p>-There will be greater SLT visibility throughout the day in corridors, dining areas and playgrounds. SLT will ensure that there is a greater presence in the afternoons as well as the mornings.</p> <p>-SLT will be able to both support and monitor behaviour far more effectively.</p>	<p>-SLT will rota specific times of the day (both mornings and afternoons) where they will be out and about in school. They will ensure that there is a sufficient amount of these for all staff to feel supported in their delivery of 'The Coppice Way' expectations.</p> <p>-Particularly high levels of support and visibility will be targeted at lunchtimes in order to address the fact that lunchtime staff are currently the least trained and least confident group of staff when it comes to dealing with behaviour.</p> <p>-Scripting will be used to guide conversations with children regarding their behaviour and this will be included as an appendix in the policy.</p>	<p>-Staff visibility both reassures and supports staff.</p> <p>-The certainty of SLT visibility will further encourage children to want to comply with The Coppice Way.</p> <p>- The children will value seeing SLT due to the fact that SLT will spend the majority of their time recognising the good behaviour choices that children have made throughout different times of the day.</p>
-The Coppice staff behaviour survey (summer term 21) highlighted that there are inconsistencies in the current use of both the rewards and consequence systems.	<p>-There will be a reward and consequence system that is clear and consistent and understood by all. We will make it easy for children to want to behave and hard not to.</p>	<p>-A new 'recognition' system of rewards will be introduced. This will involve revamping the old Zone Boards and turning them into 'Recognition Boards'. These will be based on the principles of 'Praise in public' and 'Reprimand in private'.</p> <p>-Rewards will be based around a revamping of the house system and a new system of using team points for praise rather than physical rewards that sometimes don't appeal to all children.</p> <p>-Different values of Team Points will be assigned within each Team Point category: *Learning *Friendship *School and wider community *Self-improvement</p> <p>-Star of Week will also carry a team point reward.</p>	<p>-Children will feel fairly and consistently treated by the new reward and consequence system.</p> <p>-Parents will see and acknowledge that we have a fair and transparent system of both rewards and consequences.</p> <p>-Staff will find the new reward and consequence system easier to manage.</p>

		<p>-Staff will ensure that they regularly communicate children's achievements to parents. Methods for this will include: catching parents at the beginning or end of the day; phoning or emailing parents; sending postcards home; and through 'selfies' with the Headteacher which are sent directly to the parent via email with an explanation of why their child is being recognised.</p> <p>-There will be a new ladder of consequences in the new Behaviour Management Policy which will be transparent for teachers to use.</p>	
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Subject: Wider Curriculum		Lead: Vikki Giles	Link trustee: Dave Monk
Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)	Expected Impact (What I expect to see)
<i>* Include deadline and associated BRAG highlighting as well as reference to any additional support</i>			
<p>Some curriculum subjects are not yet as cumulative or coherent as others.</p>	<p>Clear and cumulative documents will show the progression of key knowledge and core concepts for all subjects.</p>	<ul style="list-style-type: none"> • Continue rota of subject leader release for subject leaders to plan for progression in their subject, using the documentation already established in the humanities subjects as a model. • Continue to share relevant CPD materials with subject leaders in the form of books, blog posts and webinars. • Work alongside subject leaders to develop progression documents for the important vocabulary for their subjects. • Evaluate the progression documents, key concepts and knowledge intent set out by subject leaders and offer constructive challenge where necessary. 	<ul style="list-style-type: none"> • Clear and cumulative documents show the progression of key knowledge and core concepts for all subjects. • In all subjects, staff are clear on the progression of knowledge and more aware of links to previous and future learning.
<p>The intended curriculum will not succeed unless all teachers are clear on the pedagogy and practice that will enable children to get the most out of it.</p>	<p>Lessons in foundation subjects will be research-informed, with a strong focus on learning and remembering more.</p>	<ul style="list-style-type: none"> • Work alongside subject leaders to embed retrieval practice techniques in foundation subjects through the development of resources to support teachers. • Work alongside SLT to deliver training to all staff on pedagogy that will allow the curriculum to flourish (through Walkthrus subscription and other sources such as Rosenshine masterclasses). • Develop summary documentation for the key principles underpinning learning in foundation subjects. • Work alongside English coordinator to plan for retrieval and revisiting opportunities through the reading and writing curriculum. 	<ul style="list-style-type: none"> • Lessons in foundation subjects are seen to align with principles delivered in staff training; for example, habitual use of retrieval practice, questioning techniques and worked examples. • Conversations with pupils (alongside book looks) show that the children are remembering what has been taught and

			can talk confidently about their learning.
<p>The systems for assessment in many foundation subjects are unclear and there is no documentation for class teachers for what the expected standard looks like for their year group in foundation subjects.</p>	<p>Assessment procedures and resources relating to the wider curriculum are developed and the curriculum lead ensures that new initiatives are implemented effectively.</p>	<ul style="list-style-type: none"> ● Lead meetings with SLT and subject leaders to establish principles for how to best assess children’s understanding in different subjects. ● Work alongside subject leaders to develop banks of assessment resources for each subject. ● Collect examples of children’s assessed work to use as exemplification in future years. ● Curriculum lead to set up some internal moderation of the wider curriculum subjects. ● The curriculum lead will evaluate the effectiveness of assessment resources through surveying staff, talking to children and looking at lesson materials. 	<ul style="list-style-type: none"> ● Formative assessment is used in lessons to identify gaps in children’s understanding and adjust planning accordingly. ● Manageable and effective assessment procedures are put in place to ensure that pupil’s attainment in curriculum subjects can be tracked and reported.

Subject: Reading (including Early Reading)		Lead (and support): Robert Laight	Trustee: Dave Monk
Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)	Expected Impact (What I expect to see)
<i>* Include deadline and associated BRAG highlighting as well as reference to any additional support</i>			
<p>Progression of some children from infants into juniors is significantly hampered by failing to master phonics in line with their peers.</p> <p>Diagnostics/interventions : weak identification of why children are struggling, lack of precise diagnosis and choice of interventions with weak evidence.</p> <p>Consistency of practice: phonics, mixed schemes/disparity of subject knowledge.</p>	<p>Phonics provision at The Coppice will be reformed to align with the principles of Sounds-Write phonics.</p>	<ul style="list-style-type: none"> ● Implement Sounds-Write Phonics in all classes from Reception to Year Two. ● Continue to train teachers to be Sounds-Write practitioners. ● Establish a coaching cycle where phonics leaders (LW & AR) can, in conjunction with myself, observe phonics teaching and use lesson feedback to improve phonics pedagogy and fidelity to lesson scripts. ● Share the parent course 'Help your child to read and write' including hosting the training in school with a Q & A session. ● Order new decodable reading books in order to facilitate and bolster the teaching of phonics at Coppice. ● Codify the school's approach to phonics and early reading into a policy/staff handbook. ● Sustain and scale the implementation of Toe-by-Toe interventions (in conjunction with the SEND team). ● Ensure that teachers are offered the flexibility to increase time allocated to phonics should diagnostic tests show that this is necessary. ● In consultation with year leaders, SLT will make arrangements for extra phonics lessons to be offered as catch up interventions, including the potential for extra phonics lessons to be set up to run before the start of the school day. These will be run by class teachers from 8:30 until 9:00 daily before and during registration. ● Phonics and early reading will be made a standing item on SLT/year leader meetings, where year leaders can give feedback on phonics planning and resourcing issues.. ● TAs will be trained in the Nuffield Early Language Intervention (NELI) will enable the programme to be 	<p>Short term: Sounds-Write phonics lessons are being delivered to a good standard daily in YR-Y2: increased engagement, confidence and motivation for a larger group of children.</p> <p>Medium term: a greater proportion of children show mastery of the phonetic code including, but not limited to, the phonics screening check; where children do not acquire this knowledge at the same rate as their peers, Sounds-Write diagnostic tests are used to diagnose precisely which areas are weak.</p>

		<p>implemented with fidelity in order to boost the progress of EY children whose language development lags behind their peers.</p> <ul style="list-style-type: none"> ● Sustain and scale the use of Sounds and Syllables as the approach to teaching spelling in Key Stage Two, ensuring the progression from phonics to spelling is cumulative and coherent. 	
<p>There is a significant variation between the recency and depth of subject knowledge staff have for the teaching of reading: some staff lack sufficient knowledge of the processes involved in the teaching of reading (e.g. Scarborough reading rope) and some widespread practice at Coppice has been shown by research to be ineffective (e.g. teaching ‘inference’ as a transferable skill)</p>	<p>Reading lessons will be adapted and updated to prioritise the kind of activity that will have the highest leverage for improving children’s future reading attainment</p>	<ul style="list-style-type: none"> ● All teachers will be given staff training based on the Hertfordshire Grid for Learning Fluency Project. ● Fluency assessments will be revised to be more precise, focusing on accuracy, automaticity and prosody — these will be completed termly and will allow teachers to be more diagnostic in the way they teach prosody. ● I will plan in conjunction with year leaders during PPA to ensure that reading planning includes the active ingredients of effective reading instruction and not just lots of ‘assessing reading’ questioning. ● Invest in quality nonfiction reading books and comprehension collections (e.g. Literacy Shed Plus) to complement the existing class reader spine ● Phonics Bug books will be reappropriated to become Year One/Two ‘fluency fodder’ ● In the long-term, planning for reading will be specified more by me, to ensure a diversity of texts and focus on high-leverage reading strategies. ● Revisit, sustain and scale previous years’ training on vocabulary instruction, ensuring all teachers are equipped with the subject knowledge to explicitly teach tier 2 vocabulary, as well as provide in-the-moment vocabulary instruction during reading. ● Through the sustaining and scaling of the Sounds & Syllables spelling approach, children will be discretely taught morphology and etymology needed to grow vocabulary, resulting in a virtuous circle that will benefit the level of challenge accessible in reading. 	<p>Short term: lesson observations show a greater amount of time dedicated to fluency practice and vocabulary instruction.</p> <p>Reading observations and conversations with teachers shows an improved diversity of reading offered to children; more reading instruction time is given to developing children’s background knowledge through nonfiction reading.</p> <p>Medium term: reading planning and observations of reading teaching is adapted to focus on the areas identified by the reading rope as high leverage; more lesson time is dedicated to brief teaching of comprehension strategies than discrete (non transferable) skills; teachers can talk with greater confidence about the active ingredients of a good reader and the</p>

			strategies to support this development
<p>The desired culture of reading for pleasure is not ubiquitous in the way we'd like it to be: pupil voice surveys have revealed that there is a significant disparity between attitudes towards reading.</p>	<p>Teachers will develop their knowledge of children's literature and the most significant factors influencing children's reading for pleasure.</p> <p>Pupil voice in the summer term will show that pupil attitudes to reading have improved</p>	<ul style="list-style-type: none"> ● Develop The Coppice library at the entrance of the school; improve other communal reading environments to make the message clear and obvious - Coppice values reading. ● Improve the reading environments around school, particularly in EYFS and Key Stage One classrooms to create more comfortable and appealing places for children to read. ● Adapt the school timetable to include 'sacrosanct' reading for pleasure time at the start of every school day. ● Utilise the new morning starter routine to create more social reading environments through 'book talk' and sharing recommendations. ● Ensure daily, sustained time for children to read for pleasure during registration; through 'learning walks', coach teachers into effective practice here and improve the range of activities completed during this time (e.g. book talk, recommendations) ● Continue to invest in high-quality books to bolster the new library and class book corners, particularly in areas where the school has a deficiency (e.g. KS2 picture books, nonfiction in KS1) ● Groups of children to shadow UKLA awards longlists. ● Establish 'reading ambassadors' for UKS2 children to recommend books to younger children and support with the school's RfP projects ● Publish termly 'Reading Matters at Coppice' newsletters to share book recommendations and subject developments with families. ● Make videos for the school's social media platforms to share messages with parents about the importance and benefits of reading for pleasure, as well as sharing strategies and texts that will facilitate the development of our home:school reading community. ● Incorporate challenge and competition through sponsored Usborne reading challenge (Ready, Steady, Read) to fundraise for the new library. 	<p>Short-term: observable evidence of children taking greater enjoyment in their reading e.g. expanding their horizons for what to read, quality book talk and recommendations in class. Medium term: the school's internal assessment of children's attitudes to reading shows a higher number of children who see themselves as readers and can talk about their own reading personalities.</p>

		<ul style="list-style-type: none">• Continue to improve teachers' knowledge of how to follow a reading for pleasure pedagogy through staff training and coaching.• I will be running the second year of my reading for pleasure teacher research group (on behalf of the Open University and UKLA) which will include priority registration for Coppice staff, as well as a network of colleagues from other local schools.	
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Subject: Teaching and Learning		Lead (and support): Billy Hutt & Rob Laight	Governor: Kathryn Byng
Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)	Expected Impact (What I expect to see)
<i>* Include deadline and associated BRAG highlighting as well as reference to any additional support</i>			
-Teachers' start points in terms of pedagogical knowledge is very different.	-Staff will possess a common pedagogical knowledge regarding best practice in teaching and learning. They will have acquired a common understanding of the key practices, techniques and concepts that make effective teaching and learning.	<p>-Recap the 'Launch' event held last academic year so that staff are fully aware of the 'Walkthrus' CPD material.</p> <p>-Outline the key strategies to be explored over this coming year:</p> <p>*Behaviour and Relationships (Establishing classroom conditions essential for effective learning. *Curriculum Planning (Creating a coherent, well-sequenced, knowledge-rich curriculum). *Explaining and Modelling (Making a sense of complex ideas to support pupils in building secure schema). *Practice and Retrieval (Building secure long-term memory and fluency).</p> <p>-Create and communicate calendared meetings and processes where teachers can explore the 'Walkthrus' ideas and principles, reflect on their practice, receive feedback (as part of a planned coaching programme), develop mental models of good teaching and learning practice and adapt the given ideas to their particular year group context.</p>	<p>- Teachers gain a common pedagogical knowledge and understanding of what makes effective teaching and learning and apply this to their everyday practice.</p> <p>-Teachers understand the reasons for the need for this approach and are committed to it.</p> <p>-All teachers want to improve and polish their practice and see this as a positive thing for both them and their pupils.</p>
-'Professional amnesia': -Effective and well-researched teaching and Learning strategies e.g. retrieval practice are often forgotten as new 'fads' come online.	-Every teacher will be provided with a comprehensive compilation of the very best professional practices that will improve them (no matter how much experience they have) in all aspects of teaching and learning practices.	<p>-Deliver the research and the underlying ideas from cognitive science behind the Walkthrus materials and principles as part of the Walkthrus Launch event.</p> <p>-Introduce the ADAPT concept and the way that Walkthrus can be used with both observations and instructional coaching:</p> <p>*Attempt: mentally or physically rehearse a strategy using Walkthrus.</p>	-An increasing embedding of 'Walkthrus' Teaching and Learning ideas into teachers' everyday practice identified through on-going exploration and evaluation as part of Pupil Progress Meetings..

<p>-‘Lethal mutation’ (Dylan Wiliam):</p> <p>Teachers learn a new technique e.g. from a course or book and adopt it in their practice. They then pass it on by word of mouth so that it ‘mutates’ over time. Unfortunately this can often destroy the aspects of the techniques that produced its effectiveness.</p>	<p>-A uniform process of instructional coaching will provide a common reference point to frame discussions, self-reflection and feedback.</p>	<p>*Develop: add steps to make the ideas more precise. *Adapt: change the approach to suit our setting or subjects. *Practise: practise using the strategy in the classroom overcoming any initial hurdles. *Test: evaluate the effect on learner outcomes.</p> <p>-Use the above model for all aspects of delivering the Walkthrus in order that they are retained into the long-term memory of teachers and are not forgotten or ‘mutated’.</p>	<p>-Once embedded, the Walkthrus’ principles form the cornerstone of teaching and learning culture at The Coppice and are not forgotten or misapplied over time.</p>
<p>-Some previously delivered CPD has been ad-hoc and disconnected in nature. It has often tended to focus very much on the ‘what’ to teach rather than the ‘How’ to teach it. This has meant that teaching has not always been as effective as it could be.</p>	<p>-CPD will be led by the Walkthrus principles of what makes the most effective teaching and learning practice.</p> <p>-All teachers will be able to talk about common teaching and learning issues but with reference to different contexts.</p>	<p>-All teachers will be trained in whole school CPD using the Walkthrus materials.</p> <p>-CPD will be delivered in a coherent and systematic way that enables it to act as a common reference point for teaching staff.</p> <p>-Staff will be given opportunities to discuss how their teaching (and hence the learning of the children) can be the most effective that it can be and how the Walkthrus techniques can be applied in their individual year groups or classroom.</p>	<p>-CPD will have a greater impact on both teaching and learning at The Coppice as the subject content will be taught and received by the children in the most effective way by all teachers.</p> <p>-Staff place great value on supportive and informative research-led CPD that enables them to be better teachers.</p>
<p>-Teacher development has relied too heavily on experience and intuition rather than the growing body of proven research into teaching and learning.</p>	<p>-Staff will value the importance of using research-led thinking and studies to guide their own teaching development.</p>	<p>- Staff will be given dedicated CPD that gives both the time and space to be given access to current research-led thinking and studies around how to become an even better teacher. This will be by the way of ring-fenced staff meetings and year group meetings plus opportunities for on-the-job application of these principles, for example through peer observations and discussions.</p>	<p>-An open and embracing culture of both coaching and receiving feedback about teaching and learning will be at the core of teachers’ development at The Coppice.</p>

<p>-NQTs have not always been trained in what are the most effective teaching and learning strategies, which inhibits the progress of children within their classes.</p>	<p>-NQTs from Day 1 will be given the very best CPD in terms of the core principles and thinking that will enable them to grow into excellent teachers.</p>	<p>-NQTs will all be schooled (via whole-school CPD and through additional sessions/discussions with their mentors) in the very best and most current pedagogical thinking around teaching and learning.</p> <p>-Walkthrus principles will form the bedrock of NQT development at The Coppice.</p>	<p>-NQTs at The Coppice will, by the end of their NQT year, be more effective at delivering teaching and learning than as would previously be the case. This will be seen in monitoring of their progress.</p>
<p>-Data targets have been at the heart of teacher improvement and Performance Management.</p>	<p>-Staff will see teaching improvement as a much better way to judge their performance than just data.</p>	<p>-Walkthrus principles will form the basis of a 'qualitative' approach to monitoring and Performance Management rather than a 'qualitative', 'data-led' one.</p> <p>-Monitoring will focus on the quality of teaching development and monitoring proformas will be intrinsically linked to 'Walkthrus' aspects</p>	<p>-Staff will have a vested interest in their improvement as a teacher and will see this as a much fairer system to judge performance.</p>

Subject: EYFS 2021- 2022		Lead (and support): Katie Flynn	Governor: Kathryn Byng
Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)	Expected Impact (What I expect to see)
<i>* Include deadline and associated BRAG highlighting as well as reference to any additional support</i>			
<p>The Nursery room is going to be knocked through during the summer and we will now be working with an open play layout. This will impact on how we currently run our sessions.</p>	<p>The Nursery room will be open plan and will be arranged to incorporate 'Family Time' spaces and workshop style learning areas. The learning environment will be consistent with our Reception classrooms.</p> <p>The daily sessions will run smoothly and there will be consistency with all Nursery staff understanding the expectations and procedures.</p>	<ul style="list-style-type: none"> ● KF to develop an EYFS policy to demonstrate our intent, implementation and impact of our provision and practice and to share this with all EYFS staff. ● KF and Nursery staff to develop a timetable for how the Nursery sessions will operate and to develop planning. ● All Nursery teachers to use plan to arrange furniture to create learning areas and to organise resources so that they are easily accessible, offer challenge and open ended opportunities for the children. <p>All of the actions to be completed by the end of September. KF to support all staff in creating the changes required to the environment. KF to order new resources and furniture and to manage the budget for this.</p>	<ul style="list-style-type: none"> ● Learning areas across Nursery will offer open ended and challenging opportunities and as a result, the children will have good well-being and involvement levels. ● There will be consistency in teaching and learning approaches across EYFS in our school. ● All staff will be able to facilitate learning through open ended play opportunities and meet children's next steps at the moment they are needed.
<p>Changes to the EYFS Curriculum for 2021.</p>	<p>The new 'Development Matters' document will be effectively used to support our curriculum in EYFS.</p> <p>EYFS staff and Curriculum leaders will be knowledgeable about the knowledge and skills that are covered in Nursery and Reception and there will be clear progression across school.</p>	<ul style="list-style-type: none"> ● KF to meet with ST and VG to plan our EYFS curriculum. All staff to plan the knowledge, skills, extra curriculum experiences and vocabulary that is to be covered in each half-term. This will be documented and added to the whole school curriculum plan and shared with subject leaders. ● EYFS staff meetings held to focus on different learning areas. These meetings will cover the knowledge, skills and vocabulary that will be covered and will additionally focus on how staff can interact and facilitate the learning through continuous provision. Subject leaders to join EYFS staff meeting, when appropriate to their subject, in order for them to gain the knowledge 	<ul style="list-style-type: none"> ● The EYFS curriculum will be well structured to ensure links with the rest of the school, to ensure progression and to provide children with a good foundation for later learning. ● Staff fully understand their role as an EY practitioner at The Coppice and are supported and trained/coached to do this in line with their job description.

		<p>of what is covered and how their subject is delivered in EYFS.</p> <p>All of the actions to be completed by the end of Autumn 1 and ongoing.</p>	<ul style="list-style-type: none"> • Subject leaders understand the knowledge, skills and vocabulary that is covered across EYFS.
<p>We moved to the approach of facilitating learning through continuous provision last year, but due to lockdowns, we have not been given the time to fully embed this approach. More staff training is required for this coming year.</p>	<p>During continuous provision times throughout EYFS, staff will facilitate learning and ‘teach in the moment’ as children direct their own play and learning.</p>	<ul style="list-style-type: none"> • KF to carry out a rolling programme of staff training and staff meetings on interactions in order that all adults can purposefully and skilfully engage in the children’s play and respond to their interests within open-ended tasks – planning ‘teaching in the moment’. Use real-life video examples of interactions in this way in order to enable staff to see how these interactions are carried out effectively. (This will link to curriculum staff meetings as described above.) • Use key texts on Early Years to help develop the knowledge and understanding of all staff. (7 selves - Janet Rose & Sue Rogers) <p>All of the actions to be completed by the end of the Spring term and ongoing.</p>	<ul style="list-style-type: none"> • There will be consistency across the phase in our teaching and learning approaches. • Staff fully understand their role as an EY practitioner at The Coppice and are supported and trained/coached to do this in line with their job description. Staff fully understand that the way of working outlined in the job description is the expectation.
<p>Pre-Covid, at The Coppice, our gap between boys and girls had been increasing. Data shows a 3 year trend in the gap widening specifically for reading and writing at the end of Reception ELGs. With the return to full-time schooling (in school), we need to continue to ensure that we are addressing this issue.</p>	<p>The data gap will narrow and close with reading and writing between boys and girls. The % difference between boys and girls will decrease.</p>	<ul style="list-style-type: none"> • KF to monitor data termly for boys and girls comparisons and this will be discussed in PPMs. KF to report back to staff so that data can be used half-termly to effectively plan provision. • Touch base meeting with SLT half-termly to review progress. KF to liaise directly to set dates for these meeting. • Introduce ‘teaching in the moment’ and continuous provision sessions as described above and all staff to create open-ended opportunities where boys (and all children) want to write and see a concrete purpose for doing so. We will only call boys over to a table to write if they are still not engaging with the open-ended opportunities to write. 	<ul style="list-style-type: none"> • The gap narrows and closes between boys and girls achieving average (ELG 2) at the end of the Reception year. <i>We will aim to be at least in line with national data.</i> • Staff have a greater understanding of their interactions with children and how to target and develop next steps of learning development in both reading and writing skills within continuous provision.

		<ul style="list-style-type: none"> All teachers trained in Sounds Write and this will be used to teach daily phonic sessions. Children will have an additional and discrete session to focus on fine motor skills and letter formation. <p>By the end of Autumn and ongoing.</p>	<ul style="list-style-type: none"> Structured teaching sessions as a whole class will be limited to 20 minutes
<p>Parents need to be provided with more opportunities to see EY learning in action and given advice so that they can actively support their children's learning at home.</p>	<p>Parents will be invited into school to see learning in action. Parents will be able to view or attend presentations so they will have a better understanding of how to support their child at home.</p>	<ul style="list-style-type: none"> KF and Nursery staff to organise and carry out workshops and 'Stay and Play' sessions where parents are able to see exactly how teaching and learning happens at The Coppice. Videos/presentation meetings created for reading, writing and maths in the first instance for Reception and videos covering the prime areas of learning for Nursery. Key workers to use the learning journals effectively to support parents and advise on activities that could be carried out at home. Key workers to keep parents updated regularly about their child's progress and to report any delays in learning as soon as possible. EYFS newsletters to be used effectively to share online links and resources and to share with parents what children have been learning in school. <p>All actions completed by the end of Autumn and then ongoing.</p>	<ul style="list-style-type: none"> Parents feel involved and knowledgeable about their children's learning in EY and understand how to support their children appropriately.

Other Curriculum Subject Development Plans (on-going specific subject development but not main priorities):

Subject: Science (2021-22)		Lead (and support): Jo Tomkinson / Kirsty Dixon	Governor: Paul Pemble
Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)	Expected Impact (What I expect to see)
<i>* Include deadline and associated BRAG highlighting as well as reference to any additional support</i>			
Consistency across lessons in the format and approach to science teaching.	Clear lesson sequences that support the whole school approach of WALKTHRUS / curriculum handbook.	<ul style="list-style-type: none"> Develop a format of lesson presentations that is consistent across the school (as curriculum handbook) that includes recall / knowledge organisers / vocabulary / questioning / new concepts and activities / extension of core knowledge 	<ul style="list-style-type: none"> Consistency of lesson presentations across KS1 and 2 with format and delivery. Lesson presentations created from the new science curriculum.
To extend and develop resources for reading in science.	Children across the school will have readily available bokos to extend their understanding to the science curriculum through reading.	<ul style="list-style-type: none"> Develop a Phiz Lab Library 	Pupils accessing the Phiz Lab library and developing their scientific knowledge and vocabulary through reading.
We don't have the correct natural / environmental resources within our immediate school environment to deliver the biology strands of our Coppice curriculum.	We will have spring / summer plants, a meadow to attract bees and butterflies, more trees planted that are used in science lessons.	<ul style="list-style-type: none"> Buy and plant bulbs at the right time i.e planting Autumn bulbs that flower in the spring. Some seeds in the spring that flower in the summer. Apply for saplings for trees (Queen Jubilee Project). 	<ul style="list-style-type: none"> Bottom end of the field used in outside science lessons for 1st hand experiences for our children.
Extending scientific vocabulary for all children.	All year groups to have knowledge organisers that have scientific concepts and key vocabulary - these are regularly referred to and	<ul style="list-style-type: none"> Monitor the quality of the knowledge organisers. Support staff via the science planning to ensure key concepts / vocabulary is not lost. 	<ul style="list-style-type: none"> More evidence of scientific vocabulary used in the children's language and written / recorded work.

	are accessible to parents / children at home.		
Evidence of science and science enrichment we have in our school to the wider community - we do so much but don't always showcase this.	School website will show the school's commitment and importance of science in our school.	<ul style="list-style-type: none"> • Take more photos, collect evidence, collate pupil comments more e.g wow lessons, science club, family learning science nights, links with other schools, The Phiz Lab / Phizzi Labs, educational visits, science week, commitment to environmental issues/Climate ambassadors, science home sharing books, CPD for staff, visitors to school etc... • Create a science area on the website with the website manager and ensure over the year it reflects all the experiences we offer at our school. 	<ul style="list-style-type: none"> • The wider community / parents / OFSTED can clearly see how we value and promote science in the school and the high profile we are committed to give science as a subject.

Subject: Computing & Online Safety		Lead (and support):Val Juneman	Trustee: Lisa Howfield
Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)	Expected Impact (What I expect to see)
<i>* Include deadline and associated BRAG highlighting as well as reference to any additional support</i>			
CPS does not have an accredited Online Safety Mark	CPS will begin journey to develop the best online safety practice (360 safe) and be accredited with nationally recognised Online Safety Mark.	<ul style="list-style-type: none"> VJ will register and begin to review the key components of the 360 Online Safety Self-Review tool (Sept 2021) VJ will prioritise which units to work on first (Oct 2021) VJ will update this plan following this task (Oct 2021) 	CPS with accredited Online Safety Mark (aim to complete by August 2023)
Policies are out of date and do not reflect current practice and philosophy	Policies will be updated to reflect current school values, practice and philosophy of teaching and learning of computing and online safety .	<ul style="list-style-type: none"> VJ will wait until the new policy format is shared with curriculum leaders (Sept 2021?) New policy will be written and completed (Dec 2021) 	New policies that reflect current practice and values.
Children would benefit from computing enrichment opportunities	Computing lead will source and book external provides to enhance pupils learning and digital literacy.	<ul style="list-style-type: none"> VJ will source and contact companies that offer computing enrichment opportunities. (Jan 2022) VJ will talk to TR regarding James running a coding club? If appropriate these could start running early October (Sept 2021) VJ will book and arrange for appropriate companies to visit classes (date depending on type of activity) 	Children attending after school clubs or timetabled workshops to experience a range of computing enrichment activities.
In-house written scheme needs to be evaluated and new resources created in light of recent updates.	New resources will be created to tie in with developing the Computing Science element of the scheme. Other newly created resources will be evaluated and amended if needed.	<ul style="list-style-type: none"> Ongoing evaluation of scheme will continue through year via Google Forms/Staff Discussions (All year) Year 6 Computer Science Scheme will be completed by Feb 2022 Year 5 Pixlr Scheme will be completed by Jan 2022 	The new Coppice Computing Curriculum complete and evaluated for effectiveness after its first 'complete' year of introduction.
Evidence of learning and progression is not clear or consistent.	Teachers will provide a clear, consistent and readily available set of evidence of learning and progression.	<ul style="list-style-type: none"> VJ will set up folders/files on X:Drive (pupil shared) for each year group to save some online work. (Sept 2021) VJ will set up user areas in Scratch for children to save their work.(Sept 2021) Approach to evidence tracking will be shared with staff at the start of the year (Sept 2021) VJ will monitor evidence each ½ term. Staff will be chased if not being completed. (All year) 	A clear, accountable trail of evidence showing a range of pupils work and progression through the school.

Subject: History		Lead: Hannah Keogh		Governor: David Monk
Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)	Expected Impact (What I expect to see)	
<i>* Include deadline and associated BRAG highlighting as well as reference to any additional support</i>				
Our new curriculum has recently been introduced and staff are still experiencing the early days of the new content and structure, which could possibly cause a lack of understanding and difficulties adapting.	<p>Staff will be confident teaching their year group's topics, armed with support and knowledge.</p> <p>Staff will be aware of their coverage and will feel equipped to progress knowledge in order to progress skills.</p>	<ul style="list-style-type: none"> I will monitor the planning created by each year group through the 'Master Curriculum' folder to check for consistency, quality and progression of skills. I will observe history lessons throughout the Autumn term to monitor the delivery of these lessons. I will identify areas for improvement to communicate with staff or adapt within curriculum to suit the needs of the children's progress. I will share and communicate the 'History Subject Guidance' from the curriculum handbook. I will ensure that all staff are aware of the section on 'historical skills' and that they understand how this links to the activities planned for each lesson. Roman Society grant money will be spent on resources and books to support the delivery of units in the curriculum, particularly the Year 3 Roman unit. The Roman artefact box will be loaned out across Key Stage 2 to develop understanding. 	<ul style="list-style-type: none"> Staff will all be meeting each knowledge statement from the history curriculum. Lessons will be focused on the development of children's historical skills. Pupil involvement will be high. Progression of skills will be evidenced in work samples. Staff will have a good understanding of skills they are teaching in their year group, ensuring that each 'second order concept' is used in an activity per unit. 	
Retrieval is shown to be an effective learning tool but it is not yet solidly embedded in our curricular culture.	<p>Staff will feel confident using a range of retrieval strategies and will understand how to utilise them for maximum impact on children's memories.</p> <p>All history lessons will begin with a relevant and effective retrieval task.</p>	<ul style="list-style-type: none"> I will collate a collection of effective retrieval activities for use in history and share with all staff. I will monitor medium term planning to ensure a consistent use of retrieval at the beginning of lessons, including retrieval of previous units to strengthen connections and chronology. I will ensure that the history curriculum contains full 'connections to prior learning' sections to support staff in understanding which eras or themes from which to base their tasks. 	<ul style="list-style-type: none"> Staff will be clear as to how retrieval can effectively be used in history. Curriculum overviews will show which prior learning can be retrieved from. Children will be able to make connections between their current and previous units. 	

			Knowledge will be retained more consistently, as evidenced in quick quizzes and end of unit assessments.
History units have been taught without wider connection with historical context, meaning that children may struggle to develop a sense of chronological awareness.	<p>All children will build an effective chronological framework within which to embed new historical units of study.</p> <p>Staff will be confident on how to teach and represent chronology within their classrooms.</p>	<ul style="list-style-type: none"> ● I will ensure staff have a clear progression in chronology and what children in their year group need to be taught/learn. ● Each unit to be started with a brief teaching session on the chronology previously covered and where a new unit fits into the childrens' schema. ● Timeline guidance (created during the Summer term 2021) to be shared with and communicated effectively with staff. ● I will source timeline for the hall or another display location. 	<ul style="list-style-type: none"> ● Chronological understanding will be planned for – evidence will be found in medium term planning and on classroom displays. ● Classes will be actively using timelines. ● Timeline to be seen in a whole-school location and added to/ referred to on a regular basis (for example, during assemblies).

Subject: Geography		Lead: Kate Allen and Sarah Twilley	Governor: Dave Monk
Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)	Expected Impact (What I expect to see)
<i>* Include deadline and associated BRAG highlighting as well as reference to any additional support</i>			
To continue to develop an assessment system for geography for Years 1 – 6.	A summative assessment system for the end of each geography unit will be established to support ongoing formative assessment.	<ul style="list-style-type: none"> We will use our key points on the geography curriculum document to base an end of unit assessment piece on. This assessment piece will be made with promoting geographical skills in mind regardless of being a weaker writer. The assessment piece will focus on identifying geographical (physical and human) vocabulary, locational knowledge and geographical skills. Children can elaborate on what they see with the possibility of a further writing challenge to stretch those who are more able, particularly in KS2. Complete by end of Autumn Term 2021. 	<ul style="list-style-type: none"> An assessment system in place which allows staff to easily monitor and track which children have achieved the expected outcomes of each unit.
To continue and complete the collaboration round for Connecting Classrooms. <ul style="list-style-type: none"> ✓ Project 1: Be Responsible ✓ Project 2: Be Proud ✓ Project 3: Be Inspired 	Coppice staff and children will have a good awareness of the global learning collaborative between schools in Sierra Leone and the U.K. Awareness of the 'United Nations Sustainable Development Goals' will be increased. The focus of project 3 will be 'Be Inspired' and the global themes of equality, justice and education will be explored. (Project 1 has been completed and Project 2 is currently underway).	<ul style="list-style-type: none"> Awareness of our link school 'Asbury UMC Primary School' will be created for all teaching staff and children. A 'Coppice Connecting Classrooms' Facebook page will be created which will act as a platform to share our work with our link school in Sierra Leone. Project 3 will begin in the Autumn term. A planning session will take place with other U.K. schools and Sierra Leone to plan resources and approaches that will be taken to deliver the SDG 5 Gender Equality' input. KS2 children will explore and produce a piece of work that explores the challenges faced by women and girls historically and today in the UK and global (Sierra Leone) which will be complemented with case studies of successful, inspirational women and girls who have influenced social change or who have excelled in their specialist field. 	<ul style="list-style-type: none"> Children will be aware of our link school in Sierra Leone. Children will be aware of the Sustainable Development Goals and their importance. Children will develop and express their knowledge of the concepts of equality and inequality. Children will be able to recognise the importance of gender and equal opportunities (e.g. A study on an inspirational female from the UK and an

		<ul style="list-style-type: none"> • Photos of this will be shared with our link school in Sierra Leone using social media and they will share their project with us. Complete by end of Autumn Term 2021. 	influential global female).
To ensure that long-term memory retrieval is being developed and improved for geography from Years 1 to 6 and onwards.	Quick quizzes and fluency recaps will be established for geographical vocabulary which will form the starter for geography lessons.	<ul style="list-style-type: none"> • A bank of example quizzes and retrieval questions will be created for each year group. This will be created with key vocabulary and unit progression in mind and will focus on recapping previous learning and referencing related units of study. Teachers will be able to pull from this bank of resources and will be able to make further resources by using this bank as the master example. Complete by the end of Spring Term 2022. 	<ul style="list-style-type: none"> • Quizzes and retrieval will be well embedded into every geography lesson and geographical vocabulary and understanding will be learnt and reinforced in future days, weeks and years.

Subject: PE		Lead: Alana Wells, Megan Whiteley & Ian Edwards		Governor: Max Field
Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)	Expected Impact (What I expect to see)	
<i>* Include deadline and associated BRAG highlighting as well as reference to any additional support</i>				
Dance is often overlooked in the Physical Education strand and is the first area to be substituted. Staff have low confidence/enthusiasm to teach Dance.	To reinvent Dance within school as a separate strand to Physical Education and raise the awareness of Dance in KS1.	<ul style="list-style-type: none"> MW to run a dance club initially for LKS2 children. We will then roll out to other key stages if it is a success. MW to be available to support staff and increase their confidence in Dance To allow opportunities for staff to deliver a themed dance with cross-curricular links to each year group's topic. 	An increase in children's (and staff's!) enjoyment of Dance, staff feel more confident and competent in their teaching and therefore provide more effective lessons. An increase in the cross-curricular links between Dance and other subjects to allow children to further engage in their topic focus. Children being allowed the opportunity to have an additional Dance experience in extra-curricular activities.	
Lack of opportunity over the last 18 months	To compete in competitions within the local community and to represent Worcestershire in the Worcestershire School Games in the summer term.	<ul style="list-style-type: none"> AW to liaise with local schools to arrange tournaments and competitions for KS2 in the Spring/Summer term. AW to be in contact with the School Games Organiser (Karen Pearson) regarding upcoming competitions 	An increase in the amount of competitions we, as a school, have entered and to increase the competitiveness in sports such as Tri-Golf.	
Exposure to 'non-standard' sports – such as Tri-Golf, Archery and Mini Muay Thai	Children will be given opportunities to take part in activities that they would normally not be able to.	<ul style="list-style-type: none"> IE AW to develop their knowledge of Multi-skills, Mini Muay Thai and leadership activities. LR IE AW to plan and organise intra house competitions. If needed, AW and IE to train staff on use of Tri-Golf/archery etc equipment 	Children having the opportunity to trial new sports in a safe and supportive environment. An increase in those interested in 'non-standard' sports. Hopefully, some children will find something they enjoy or are good at and continue	

			with the sport in a setting outside of school.
Continue to update the PE curriculum throughout the year.	For there to be a much clearer picture of PE throughout the school. Adults will have a good idea of what the children need to know and what they will be learning next.	<ul style="list-style-type: none"> ● AW to use curriculum release to continue to add to the medium term plan. ● AW to ensure the lesson plans and resources are all available on the G Drive to access easily. ● MW AW to continue to create a progression of skills for all areas of PE along with a glossary of terms for staff to use. 	Teachers are more aware of the planning and what is expected of each lesson in terms of what the children will get from each lesson. Staff in school can easily find the resources they require and know where their children have come from and where they will be going in terms of skills they need for progressing in the future.

Subject: PSHE/ Health and Relationship Education/ SMSC		Lead (and support): Zoe Jones (Billy Hutt)	Governor: Max Field
Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)	Expected Impact (What I expect to see)
<i>* Include deadline and associated BRAG highlighting as well as reference to any additional support</i>			
Consistent assessment needed across the school.	-All year groups use the same assessment process. -All staff feel confident in assessment and know where to find all assessment documents. These documents to include learning journal and spreadsheet.	-ZJ to create assessment document, with statements from Jigsaw. Teachers to identify if pupils are WT/WA/WB. (Summer – Autumn Term) -Share document with all staff and explain how the document is to be used. (Autumn Term) -Save document in the Master Curriculum folder on the G drive so all staff can access the document. (Autumn Term) -Email all staff with updates on assessment (add to wider curriculum overview). (Autumn Term)	-Consistent journal entries across the school. (2-3 entries and a WT/WA/WB assessment piece) -All staff consistently updating the assessment sheet for their class, using the code WT/WA/WB for each half term. -Staff using their assessment to inform their thrive screening. -All staff aware that PSHE assessment to be passed to next teacher during handover.
Subject policy outdated on the website. Sex education information for parents outdated.	-Updated PSHE/ RSE subject policy. -Updated sex education parental information.	-Update PSHE/ RSE subject policy to reflect new scheme and assessment. (Spring Term) -Share subject policy with BH for feedback and then edit acting upon this feedback. -Upload final draft to the school website, and share with school staff. (Spring/Summer Term) -SRE letters to be uploaded to the school website. (Autumn Term)	-School policy reflects Jigsaw scheme and uploaded to the website for all parents to access. -School policy saved on the P-Drive and G-Drive for all teaching staff to access. -SRE letters accessible on the school website for public access.
Key vocabulary not identified to show progress through the school.	-Key vocabulary document that clearly identifies when specific vocabulary will be used.	-Vocabulary clearly stated on document, using the same format as other wider curriculum subjects. (Summer- Autumn Term)	-An overview document for all the access on the G-Drive.

		<p>-Document to be uploaded into the Master Curriculum folder for all to access.</p> <p>-Document to highlight overarching themes and vocabulary within these.</p>	<p>-SRE letters- vocabulary to be added to the back for parents/carer's information.</p>
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Subject: RE		Lead (and support): Claire Ashforth	Governor: Ria Taylor
Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)	Expected Impact (What I expect to see)
<i>* Include deadline and associated BRAG highlighting as well as reference to any additional support</i>			
Some disparity between how Discovery RE is being implemented across the school	Discovery RE will be taught in a consistent way across the school with each enquiry incorporating elements of verbal discussion and recorded work in books	<ul style="list-style-type: none"> • Year groups notified of book look findings and next steps • Book look at the end of each term to review • Observation of RE lessons across different year groups 	Consistency in how Discovery RE is used
Assessment document is not being completed consistently by all year groups	Evidence of how children are progressing in RE will be evident	<ul style="list-style-type: none"> • Email teachers to highlight assessment expectations for RE • Monitor the assessment document half-termly 	Each unit assessed to give clear indication of how children are progressing
Not enough emphasis on engaging with the wider community and promoting multi-cultural education through RE	Children are more aware of other religions and cultures and are more respectful of them	<ul style="list-style-type: none"> • Work to ensure that resources/volunteers come into school reflecting different religions and cultures • Explore whether there are people linked to the Coppice (staff/parents etc.) with knowledge of religion being taught 	Teaching in classrooms is enriched from a multicultural perspective

Subject: Spanish		Lead: Rebecca Johnson		Governor: Kathryn Byng
Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)	Expected Impact (What I expect to see)	
<i>* Include deadline and associated BRAG highlighting as well as reference to any additional support</i>				
Lack of simple, easy to access and coherent teaching resources. This has meant that some non-specialist teachers / TAs have been finding Spanish difficult to teach or not teaching it as often as it should be taught.	A set of resources that all staff have access to that all teachers / TAs are confident to use regardless of Spanish ability.	We have subscribed to the Language Angels scheme of work and every teacher / TA has access to it. The subscription provides us with PowerPoints embedded with sound, worksheets, songs, games, knowledge organisers and lesson plans.	Resources that all teachers / TAs are confident to use when teaching. Resources that engage the children.	
Lack of a defined medium-term plan accessible to all teachers. This has meant that some teachers do not know what to teach when and also could mean that our Spanish curriculum is not progressive.	An easy to follow medium term plan that all teachers have access to.	I have created a medium-term plan linked to the Language Angels scheme of work. Each year group will follow a different unit of the scheme each half term. This plan is progressive as it builds upon prior knowledge. All teachers have access to this document.	A coherent Spanish curriculum. Every class in a given year group being taught the same. Learning to build on knowledge and vocab learnt from previous years. Teachers confident in what to teach when.	
Lack of subject knowledge or subject confidence among teachers and TAs. This has meant that some children may be learning incorrect pronunciation of Spanish vocab.	Teachers and TAs will have improved subject knowledge and be confident in their Spanish abilities.	I aim to team teach with teachers and TAs during their Spanish lessons. I can aid them with pronunciation and the meaning of the vocab.	All vocab being taught correctly (also with the aid of the embedded sound in the PowerPoints). Increased confidence among teachers and TAs in their Spanish ability.	
Lack of a method of assessing and recording children's progress in Spanish. This has meant that teachers can be unsure of a child's Spanish ability and how that child is progressing over the year.	The same method of assessing and recording progress across KS2. This will be used to inform planning.	The Language Angels scheme of work also comes with assessment opportunities. At the end of every unit, children will complete an assessment of that unit. The assessment covers speaking, reading, writing and listening ability. Their scores should be uploaded onto the Language Angels assessment tracker. This will record the children's progress over time. Also, this tracker has a function which can generate class or individual reports.	All assessment data being regularly uploaded onto the tracker and this being used by teachers to ensure that they are aware of each child's Spanish ability. Assessment data should also be used to inform planning, with more time being spent on recapping prior knowledge if necessary.	

Other areas being addressed:

Subject: SEND		Lead (and support): Becky Heptinstall and Callum McGarry	Governor: Emma Hood
Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)	Expected Impact (What I expect to see)
<i>* Include deadline and associated BRAG highlighting as well as reference to any additional support</i>			
To fulfil our school aim that "no child's talent is left undiscovered" we need to create opportunities for discovering gifted and talented qualities. This will ensure that all children are being challenged appropriately, particularly through greater depth activities.	<p>-Adapting the curriculum daily through the tailoring of greater depth activities.</p> <p>-Where possible and appropriate, relating these activities to real life/world situations.</p> <p>-Staff will develop their confidence when thinking on their feet and when questioning learners in the classroom.</p> <p>- Staff will develop more confidence and independence with planning and creating lessons to cater for all learners.</p>	<ul style="list-style-type: none"> • Liaise with Headteacher and SLT regarding teaching and Learning across the school to ensure that whole school aims are met and consistency across year groups and key stages. • Liaise with Vikki Giles as Curriculum lead and ensure that greater depth activities are spread across all subjects and opportunities for identifying gifted and talented are in place for all subjects. • Discuss appropriate ways to deliver mastery training to staff that links to greater depth and gifted and talented. • Train TA's/SSA's to identify and question in a way that doesn't limit children with SEND to ensure their level of learning is not capped or restricted. 	<ul style="list-style-type: none"> • Staff feeling more confident to use the curriculum as a starting point and therefore creating more challenges that do not limit a child's ability. • Student's feeling more focused and engaged in their own learning due to a more challenging curriculum. • Support staff feeling more confident when questioning and supporting all children/children with SEND. • Children will have a wider understanding of the world around them and feel supported by staff to widen their knowledge.
Historically, we have not identified the full number of children with potential dyslexia pathway needs. Creating a dyslexia friendly approach to teaching and learning is now a major objective for the SEND team. As	<p>-All learners will begin to feel more supported through a multi-sensory to teaching and learning.</p> <p>-The colour of paper will be a different shade to support pathway learners.</p> <p>-Knowledge organisers will be adapted to reflect the need of a</p>	<ul style="list-style-type: none"> • Liaise with Mr Hutt as Teaching and Learning Lead to ensure consistency of approach to dyslexia friendly teaching and applying some Walkthrus methods that support this. • Resourcing good quality books aimed at low attaining readers but still with a high interest level. • Introducing Concept mapping (Novak) for children with SEND to all staff and rolling this out 	<ul style="list-style-type: none"> • A clearer approach to addressing Causes for Concern where teachers are making reasonable adjustments and employing quality first teaching strategies before notifying the SEND team. • Staff and support staff confidence will increase with strategies to put in place to

<p>a by product of this we aim to more effectively support those struggling with a literacy skills deficit.</p>	<p>multi-sensory approach to learning.</p> <p>-Small, manageable changes (TBC after training and discussed with SLT) will be made to the classroom and teaching styles to ensure consistency throughout the whole school.</p>	<ul style="list-style-type: none"> ● Liaise with the office staff to add to the paper supply for a tinted colour. ● Liaise with SLT regarding the change of font to support dyslexia/pathway learners. ● To introduce an ICT based intervention scheme (Accelerad/Accelwrite) to support and work alongside current spelling practice (sounds and syllables). ● Training needed for Callum McGarry and Katie Ellithorn regarding dyslexia support/strategies. 	<p>support all types of learners in their classroom.</p> <ul style="list-style-type: none"> ● Children will feel more part of the school with access to texts that are aimed more at their reading and word knowledge and ability level without embarrassment or dysregulation. ● More children will be able to access the curriculum we teach and will build better memories and strategies for self/learning through the use of concept mapping.
<p>Consistency of approach to teaching of SEND children. SEND provision at The Coppice is generally good but there is an inconsistency between the level of importance and time allocated to SEND support between the key stages. We need to build the profile of SEND within KS2 and ensure that pupils with SEND are stretched and supported</p>	<p>-The use of SIMS as a way to share sensitive documents and reports regarding a child's SEND needs.</p> <p>-The use of Google Drive to record parent communications regarding SEND concerns, issues etc will be used to build a SEND chronology alongside SIMS.</p> <p>-The use of My Concern will be used to record, monitor and action causes for concern in SEND.</p> <p>-The increased capacity of the SEND Team will allow for a more</p>	<ul style="list-style-type: none"> ● Employ the mantra of "Every teacher is a teacher of SEND" and promote the values that accompany this through raising the profile of SEND within the school as a whole. ● SEND Team to create a visible presence within school through regular "Walkthrus" and daily supportive monitoring and observation. ● Ensure that staff feel equipped to appropriately and adequately address the needs of the pupils in their class through a program of SEND focussed professional development opportunities, training and guidance delivered by the SENDCo's, SALT lead and outside agencies. ● Whole school Staff Meetings and workshop sessions to be delivered on topics such as SALT provision, Provision map target setting and reviewing, intervention reviewing, Autism and ADHD awareness, Dyslexia Awareness 	<ul style="list-style-type: none"> ● All staff will develop their basic core knowledge of SEND and the importance of its place within the educational system. ● Staff will build up their bank of practical ideas and resources through the use of SENDCo led monitoring and practical classroom support. ● The SENDCo team will be able to monitor the provision offered to children throughout the school and consistency can be improved by linking monitoring to Pupil Progress Meetings across each year group. ● The progress made by SEND pupils will be monitored against that of their peers and will show

<p>appropriately in all year groups.</p>	<p>hands on approach and will increase the visibility of SEND monitoring within the school.</p> <p>-The SEND Team will be involved in pupil progress meetings and some year group leader meetings to ensure that consistency is promoted and individual children's provision and progress is effectively monitored.</p>	<p>and strategies for the classroom and Attachment and trauma training.</p> <ul style="list-style-type: none"> ● Practical workshop and training sessions for small groups of staff in bespoke areas such as Intensive Interaction, Makaton Sign, Play Therapy, Toe by Toe, Accelerread/Accelerwrite, Cognitive Load and Sensory Processing Disorder. 	<p>how well The Coppice Curriculum is being adapted to meet the needs of this group of pupils. Maximising on their ability to thrive and progress.</p> <ul style="list-style-type: none"> ● All staff will be given opportunities to build on and develop their practical and theoretical knowledge of SEND through both in house and outside agency training. ● SENDCo staff will develop their Leadership and subject knowledge through the delivery of inhouse training and through the opportunities afforded by The National SENDCo Network and training courses offered by the National Dyslexia Association, Nasen Webinar's and Birmingham University's National SENDCo Qualification.
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Subject: SLCN (SEND)		Lead (and support): Katie Flynn	Governor: Emma Hood
Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)	Expected Impact (What I expect to see)
<i>* Include deadline and associated BRAG highlighting as well as reference to any additional support</i>			
Inconsistencies across the school in supporting children at a universal level.	<ul style="list-style-type: none"> There will be consistency across the Juniors and SLC strategies will be embedded within each class. 	<ul style="list-style-type: none"> KF to meet with SEND team and then year leaders to discuss what should be available at a universal level. KF to lead a staff meeting with all Junior staff to share SLC strategies, visuals and model activities as necessary. KF/SENDCO/SLT to monitor and check for consistency across the school through drop ins and observations. 	<ul style="list-style-type: none"> Clear progression in the use of SLC strategies and resources and these are embedded in each class throughout the school. Visual timetables, visual cue cards, rules of good listening displayed and used in all classrooms throughout school. This links to whole school 'The Coppice Way' initiative. Equipment is well organised and labelled using pictures as well as words to support children.
Inconsistencies across the school in supporting children at a targeted level.	<ul style="list-style-type: none"> There will be consistency across school in supporting children at a targeted level. 	<ul style="list-style-type: none"> Staff training for N-Y2 staff to learn Sign Along. <ul style="list-style-type: none"> Staff to use signing consistently and to share signs with parents through newsletter and website. KF to monitor that signs are being used and to work alongside staff when necessary. KF to support teachers and TA's and advise on provision and practice for those with specific needs. <ul style="list-style-type: none"> KF to meet regularly with class teachers to discuss children, to set targets and planned interventions. -Use of release time to teach and model intervention activities for teachers and TA's. -KF to monitor interventions and the impact that they make. 	<ul style="list-style-type: none"> Teachers and TA's will be confident and knowledgeable in planning and carrying out intervention activities and will accurately record progress made by children with targeted needs. Children will be more willing and able to contribute and participate in their learning through having a better understanding and through having their individual SLC needs met.

<p>Communication between parents and class teacher/SLCN Lead.</p>	<ul style="list-style-type: none"> • Parents will know who to contact and will be supported with strategies and activities to work on at home. • Parents will be more knowledgeable about how to support their child. 	<ul style="list-style-type: none"> • KF to set up and run parent workshops or individual meetings as necessary to discuss strategies and activities. • KF to set up SLCN area on our school website and signpost parents to the information. Keep this updated with new initiatives and resources and share these via social media and our school newsletter. Liaise with parents of those with targeted support to advise and monitor progress. 	<ul style="list-style-type: none"> • Children will be making good progress through being well supported in and out of school.
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Area: Computer Network		Lead (and support):Val Juneman	Trustee: Lisa Howfield
Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)	Expected Impact (What I expect to see)
* Include deadline and associated BRAG highlighting as well as reference to any additional support			
Year Group communication to parents/cares is inconsistent and updates need to be owned by year group teams	Year group communication will be delivered through Google Sites. Site and content will be consistent across the school. Teachers will be responsible for maintaining the information.	<ul style="list-style-type: none"> Plan and create a Google Site with theme in line with newsletters for year groups to use for communication. (August 2021) Share site with staff and communicate how it is to be used (WH? Sept 2021) Monitor and evaluate effectiveness and update/adapt as required. 	Year Group communication consistent, centralised and easily accessed by all stakeholders. Information is up to date and relevant. Reduced work load for administration staff.
Shared Google Drive areas are unstructured and becoming very cluttered. They are owned by different people.	Shared Google Drive areas will move to the School Shared Drive. The structure will be consistent and levels of access managed. Labeling of folders and files will follow a consistent pattern.	<ul style="list-style-type: none"> Arrange a meeting with LA/WH/CW to discuss current structure of G:Drive. Propose a structure moving forward (maybe ask Dave Webster to plan?) to Staff Shared Drive (Sept 2021) Share and provide access to Staff Share Drive. Provide 'overview' document on how it is to be used, structured and labelled (Oct 2021) Migrate current 'shared' content into new structure.(Oct 2021.. concurrent with above action) Monitor and evaluate use of Staff Shared Drive to ensure all is OK (all year) Look to moving some of Network P: Drive (Staff Shared) to Google Staff Shared Drive. Meeting with SLT Dec 2021? 	Google Staff Shared Drive is accessible by all relevant members of staff. It becomes the 'go to' location for all digital content and information. The resources are organised in a structured way and easy to locate and access.
Confidential and shared data stored on devices away from school might not be secure.	All devices used for school based work will be audited and secure.	<ul style="list-style-type: none"> Set up google form for all staff to complete regarding devices they access school data from. (Oct 2021) Meet with CE to understand what needs to be in place to ensure all confidential data is secure (Oct 2021) Introduce system (User acceptance below) to ensure staff understand what they have to do to ensure data is secure on all devices they use. (see below) 	All confidential and shared data used by any school member on any device is secure and protected.

<p>All staff and pupils need to understand and agree to how to use all school equipment and data safely and appropriately. Staff need agree to conduct themselves professionally on the web.</p>	<p>Current staff user acceptance policies will be updated to include all device types and web use. Pupil user acceptance policies will be introduced appropriate to age and equipment use.</p>	<ul style="list-style-type: none"> ● Determine who is responsible for maintaining staff UAP. If necessary work with them to review and update staff user acceptance policy. Ensure all current staff have signed the updated policy (TBC) ● Review and develop UAP for pupils. These will have different formats depending on the age of the children. (Jan 2022) ● All pupil 'agree' to their UAP. (Mar 2022) 	<p>All members of the school community understand (at their level of understanding) how to use school equipment and data safety and appropriately and conduct themselves professionally on the web.</p>
<p>Complete outstanding elements of network refresh from 2020-2021</p>	<p>Infrastructure and wireless upgrades will be completed. Interactive whiteboards will audited and updated as required.</p>	<ul style="list-style-type: none"> ● Meet with CW to discuss next steps to complete network refresh. (Oct 2021) ● Build actions depending on outcomes from that meeting. (TBC) ● Consider options other than Smart Notebook for resource development!? 	<p>The school infrastructure and wireless network is ready and future and able to cope with the increasing demands of online working. All teaching spaces have IWBs that are reliable to support excellent teaching and learning outcomes.</p>

Subject: School Council		Lead: Hannah Keogh		Governor: Max Field	
Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)		Expected Impact (What I expect to see)	
<i>* Include deadline and associated BRAG highlighting as well as reference to any additional support</i>					
The school does not currently have a School Council.	We will launch a School Council which meets regularly and has an impact on changes within the school.	<ul style="list-style-type: none"> • School Council ethos and basis of fair elections to be marketed to the children for two weeks prior to the election, to raise the profile and set expectations. • KS2 to host elections, managed by myself and children, to elect two representatives per year group. • First School Council meeting to be run in the late Autumn term, focussed on creating a charter and laying foundations for how the body will work. • School Council meetings to be scheduled and run on a regular basis, reported back to classes and reported in the school's newsletter. 		<ul style="list-style-type: none"> • Meetings can be seen to regularly take place, with regular minutes and agendas shared on the school website. • School Councillors to be visible and vocal around the school. • Pupil-led change beginning to take root across the school. 	
Staff and children are unaware of how a School Council will work in the school, and their roles in the process.	All staff and children in the school will understand the role of the School Council and their role in electing and liaising with them.	<ul style="list-style-type: none"> • I will discuss and finalise the intentions for how School Council will be run with the SMT (including the extent of involvement of KS1). • I will finalise and present expectations relating to the role of the School Council to all staff, clearly outlining their role and the childrens' roles. • Materials related to the School Council (as created in Summer 2021) to be shared with the children and displayed widely to create an ethos of involvement and activism. 		<ul style="list-style-type: none"> • Staff will be clear as to their own role and the childrens' role in the School Council, including time allocation. • School Council meeting times to be understood and enshrined in the school calendar. • Children to be able to recall the role and responsibilities of their councillor. Councillors to be approached by children with matters to raise at meeting (a representative- constituent relationship). 	
The school does not have an up to date policy on 'Pupil Voice'.	We will have an effective Pupil Voice policy which will allow children across the school to have their say on changes and improvements.	<ul style="list-style-type: none"> • I will review existing policies and other exemplar materials which can support the construction of a new policy. • I will discuss the school's expectation with regard to pupil voice with the SMT and assess the scope that we are happy to cover with pupil participation. • I will write the new policy and share with all interested parties. 		<ul style="list-style-type: none"> • New Pupil Voice policy will be shared with staff and on the school website. • The profile of pupil voice will be raised around the school, with children feeling equipped to have their say in school matters. • Visible, pupil-led change to be seen across the school, particularly linked to the School Council. 	

