

The Coppice Primary School

SDP

2020 - 21

Priorities identified from Self Evaluation
(Summer 2020):

- Wider Curriculum Development
- Early Reading
- Blended Learning
- Teaching and Learning (Rosenshine's Principles of Instruction/'Walkethrus')
- 'Catchup' (Covid-19 recovery)
- Computer provision (system/infrastructure)
- EYFS provision (towards an outstanding setting)



Successful



Confident





Happy





**Prepared
for life**


This Mission Statement describes our values and how we aim to realise our vision:


 **cherishing and valuing:** “The schools that we would want for our own children are the ones we should want for all children” (John Dewey)
This will be a welcoming, friendly, bright and lively, happy place where everyone feels secure, cared for, appreciated and where they enjoy life.

 **Observing achievement:** As broadly as possible, success will be promoted and progress and achievement recognised and celebrated for all.

 **Partnering:** We will build a partnership with parents and home, other schools and agencies, knitting the school into the fabric of our community. Further, there will be a commitment to Community Cohesion (locally, nationally and globally). Teachers will partner each other to share good practice and expertise, and coach. Children will partner their peers to enable an Action for Learning culture involving peer assessment, talk partners etc.

 **Personalise learning for all:** Teachers and classroom assistants will provide a tailored approach to support learners with Special Educational Needs, More Able, Gifted and Talented learners, minority ethnic groups. We will give extra support to the learners that need it most. Learning will be focused on individual pupils’ needs and abilities. We will develop assessment for learning which enables knowledge about individuals to inform the way they are taught and learn.

 **Interest and engage:** All will benefit from a rich, broad, balanced curriculum that will be presented in an interesting, exciting and imaginative manner with lots of opportunities for first-hand experience, practical work, investigation and learning through play. The curriculum will be enlivened and enriched by visits, visitors, and extensive use of the outdoor environment and ICT. The immediate Learning Environment will be orderly, attractive and stimulating. The basics will be taught well and the creative aspects including art, poetry, story, dance, music, performance will be central to our work. We will provide activities outside school hours to extend and augment learning.

 **Conduct and behaviour management:** All will have high expectations and set high standards for themselves and others. All will be treated fairly and listened to. All will have an opportunity to take responsibility (especially for their own learning), build their self-esteem and develop their self-confidence by being positively encouraged to take an active role in school life. Further, we will promote behaviours that lead to a healthy and sustainable lifestyle.

 **Equipping Learners (to enable ‘Life Long Learning’):**

To ensure our learners have the skills to enable them to fulfil the requirements of the ‘5 Rs’ of learning:

- Readiness
- Resilience
- Resourcefulness
- Remembering
- Reflectiveness

We will be a Learning Organisation, ensuring that CPD involves all staff, and is school based wherever possible and tailored to specific needs - involving the sharing of good practice and expertise; linked explicitly to PM and SDP. We will have an openness regarding the sharing of our practice through embracing self-evaluation through monitoring (especially Lesson Observations) that inform areas for development.

MAIN PRIORITIES

Subject: Wider Curriculum Development		Lead (and support): Vikki Giles	Trustee: 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>			
<p>An emphasis (in previous years) on assessed subjects has led to some subjects needing a more focused rationale and approach in order to provide children with sufficient challenge, enrichment and preparation for life in modern Britain.</p>	<p>Children will have access to a fully resourced, intelligently sequenced and knowledge-rich curriculum in all subjects.</p>	<ul style="list-style-type: none"> Curriculum lead, alongside SLT, to self-audit the current curriculum, identifying current practice strengths and areas to develop. Curriculum lead, alongside SLT, to map out long-term plans for all non-core subjects. Curriculum coverage will be the most relevant for the school and the community and this will be reflected in our curriculum intent statement. Curriculum lead to develop clear expectations regarding classroom practice, ensuring that curriculum vision is transferred into daily practice through monitoring and feedback of books and lessons. Principles of the curriculum will be achieved through the consistent use of key resources, such as knowledge organisers and retrieval quizzes, across year groups and across subjects (history, geography and science). Effective CPD sessions, led by the curriculum lead, will inform staff of any changes to the current curriculum alongside the rationale behind any changes. The curriculum lead will monitor the implementation of the new wider curriculum. The curriculum lead, alongside SLT, will stay up-to-date with the latest research evidence available. The curriculum lead, alongside SLT, will develop a CPD 'library' where staff can take out books which will develop their understanding of cognitive science and the principles of curriculum design. 	<p>The curriculum is designed to develop children's knowledge and understanding of different subjects but is also relevant to the context of The Coppice and the needs of the children. The curriculum promotes a thirst for knowledge and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting success. The curriculum is bespoke to all learners including those with SEN. The curriculum offered to our learners extends to the cultural capital that they will need to lead a full life.</p>
<p>The previous curriculum map featured too many units of work that were taught in isolation. The curriculum needs to be more coherent in order for the children to develop deeper understanding and greater enjoyment.</p>	<p>The skills and vocabulary taught in all curriculum subjects will be connected, cumulative and challenging. Planning will reflect the role of each unit of work in the 'bigger picture'.</p>	<ul style="list-style-type: none"> Curriculum lead will work alongside subject leaders to map out the progression of skills and knowledge taught in all wider curriculum subjects across each year group. Curriculum lead will devise a new planning proforma which will promote the development of subject specific vocabulary. The curriculum lead, alongside SLT, will lead staff CPD to further teacher's understanding of the principles of effective curriculum design and planning. Planning in wider curriculum subjects will utilise regular retrieval practice to ensure retention of knowledge and draw links between concepts. 	<p>The curriculum will include a progression of skills that is clear, considered and easy to plan from. Children will learn in a vocabulary rich environment with visible, working vocabulary displays relevant to the topic displayed in classrooms. The knowledge, skills and vocabulary taught in each year group will be progressive and this progression will be evidenced in children's books. Subject specific vocabulary will be identifiable in the children's work.</p>

<p>Subject leadership in non-core subjects is not as knowledgeable and robust as in core subjects.</p>	<p>Non-core subject leaders will have a clear overview of the coverage of their curriculum area; a robust action plan focused on improvement; a monitoring and evaluation schedule and be able to discuss the strengths and areas for development for their subject, along with the impact of their role.</p>	<ul style="list-style-type: none"> • Curriculum lead to work alongside non-core subject leaders to develop their roles as leaders of learning. The curriculum lead will support non-core subject leaders with mapping out the specific skills and knowledge that are to be taught in their subject across the whole school. • Non-core subject leaders will also be supported by established leads from other schools within the partnership. Opportunities for the sharing of good subject leadership to be set up by the curriculum lead. • Curriculum lead will provide advice and support to the rest of the staff through staff meetings, regular informal and formal support, discussions and advice. • SLT to provide a rolling timetable of class release for subject leads to develop their curriculum and assess its implementation across the school. • Effective CPD, led by the curriculum lead, will ensure that all staff have a clear understanding of the core curriculum vision and ethos. 	<p>Non-core subject leaders will have a clear understanding of the coverage and progression of skills and knowledge taught in their subject across each year group. Delivery of the wider curriculum will be monitored by non-core subject leaders through book looks, pupil feedback and observation. Non-core subject leaders will provide feedback to colleagues to act positively upon the quality of teaching and learning. Non-core subject leaders will be able to discuss the strengths and areas for development of their subject, along with the impact of their role.</p>
<p>Assessment procedures and resources need to be created to ensure that the extent to which children have learned the content of the curriculum can be assessed.</p>	<p>Assessment procedures and resources relating to the wider curriculum have been developed and the curriculum lead ensures that new procedures are followed.</p>	<ul style="list-style-type: none"> • Assessment opportunities in the wider curriculum subjects to be discussed at successful and effective meetings between the curriculum lead and SLT on a regular two-week basis. • At least one wider curriculum subject to be chosen to trial materials that will inform an assessment process. • 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 and 	<p>Teachers are aware of the progress children are making in wider curriculum subjects year-on-year. 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. There are opportunities for children to demonstrate their mastery in a subject.</p>
<p>SMSC links and character development opportunities within our curriculum are not tracked and recorded and therefore opportunities for spiritual development are not always maximised.</p>	<p>SMSC learning, including democracy and British values, will feature in subjects across the curriculum. Our curriculum will enable children to express their opinions, ask questions and contribute positively in a democratic society.</p>	<ul style="list-style-type: none"> • Curriculum lead, alongside SMSC/PSHCE lead, to develop and suggest activities which promote spiritual development. • Curriculum lead, alongside SMSC/PSHCE lead, will monitor planning once every term to identify specific examples of SMSC links. • The curriculum lead, in conjunction with SLT and the PSHCE lead, will identify the values which need to be highlighted to a greater extent in future years. • Curriculum lead, alongside SMSC/PSHCE lead, will undertake a learning walk to identify examples of SMSC in the learning environments of the school. 	<p>Books will demonstrate the diversity of activities occurring throughout the school year. Our wider curriculum subjects will develop thinking styles e.g. caring (thinking about what is said/listening to others/imagining how others feel), critical (asking questions/giving reasons/looking for evidence) and creative (making connections/exploring possibilities and comparing things).</p>
<p>The school's curriculum is only clear to the teachers delivering it. Other stakeholders do not have a clear picture of what is being taught.</p>	<p>Our school website will include information about the school's curriculum (what is taught, when it is taught and how it is taught).</p>	<ul style="list-style-type: none"> • SLT and the curriculum lead to write an intent statement that will be shared with all stakeholders, staff and children. This intent statement will also be made readily available on the school website. 	<p>The school's curriculum is only clear to the teachers delivering it. Other stakeholders do not have a clear picture of what is being taught.</p>

Subject: Teaching and Learning	Lead (and support): Billy Hutt & Rob Laight	Trustee: Kathryn Byng
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Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)	Expected Impact (What I expect to see)
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* Include deadline and associated BRAG highlighting as well as reference to any additional support

<p>-Teachers' start points in terms of pedagogical knowledge is very different.</p>	<p>-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>	<ul style="list-style-type: none"> • Purchase 'Walkthrus' CPD materials (written and created by Tom Sherrington and Oliver Caviglioli) and purchase a copy of the Walkthrus manual for all staff. • Begin by holding a 'Launch' event so that staff are fully aware of the 'Walkthrus' CPD material. • Outline the key strategies to be explored over the coming year: <ol style="list-style-type: none"> 1. Behaviour and Relationships (Establishing classroom conditions essential for effective learning. 2. Curriculum Planning (Creating a coherent, well-sequenced, knowledge-rich curriculum). 3. Explaining and Modelling (Making a sense of complex ideas to support pupils in building secure schema). 4. Practice and Retrieval (Building secure long-term memory and fluency). • 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>- 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>
<p>-'Professional amnesia':</p> <p>-Effective and well-researched teaching and Learning strategies e.g. retrieval practice are often forgotten as new 'fads' come online.</p> <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>-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> <p>-A uniform process of instructional coaching will provide a common reference point to frame discussions, self-reflection and feedback.</p>	<ul style="list-style-type: none"> • Deliver the research and the underlying ideas from cognitive science behind the Walkthrus materials and principles as part of the Walkthrus Launch event. • Introduce the ADAPT concept and the way that Walkthrus can be used with both observations and instructional coaching: <ol style="list-style-type: none"> 1. Attempt: mentally or physically rehearse a strategy using Walkthrus. 2. Develop: add steps to make the ideas more precise. 3. Adapt: change the approach to suit our setting or subjects. 4. Practise: practise using the strategy in the classroom overcoming any initial hurdles. 5. Test: evaluate the effect on learner outcomes. • 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>-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> <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>

-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.	-CPD will be led by the Walkthrus principles of what makes the most effective teaching and learning practice. -All teachers will be able to talk about common teaching and learning issues but with reference to different contexts.	<ul style="list-style-type: none"> All teachers will be trained in whole school CPD using the Walkthrus materials. CPD will be delivered in a coherent and systematic way that enables it to act as a common reference point for teaching staff. 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. 	-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. -Staff place great value on supportive and informative research-led CPD that enables them to be better teachers.
-Teacher development has relied too heavily on experience and intuition rather than the growing body of proven research into teaching and learning.	-Staff will value the importance of using research-led thinking and studies to guide their own teaching development.	<ul style="list-style-type: none"> 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. 	-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.
-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.	-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.	<ul style="list-style-type: none"> 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. Walkthrus principles will form the bedrock of NQT development at The Coppice. 	-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.
-Data targets have been at the heart of teacher improvement and Performance Management.	-Staff will see teaching improvement as a much better way to judge their performance than just data.	<ul style="list-style-type: none"> Walkthrus principles will form the basis of a 'qualitative' approach to monitoring and Performance Management rather than a 'qualitative', 'data-led' one. Monitoring will focus on the quality of teaching development and monitoring proformas will be intrinsically linked to 'Walkthrus' aspects 	-Staff will have a vested interest in their improvement as a teacher and will see this as a much fairer system to judge performance.

Subject: Early Years Foundation Stage		Lead (and support): Katie Flynn & Sarah Twilley (overseen by Billy Hutt – DH)		Trustee: Kathryn Byng
Issue (What's not working?)	Outcome (What will be Different?)	Actions* (What will I do?)	Expected Impact (What I expect to see)	
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The learning environment is set up formally and children have limited opportunities to develop characteristics of effective learning through a choice of open ended resources and activities.	The Reception classrooms will be set up with workshop style areas with carefully planned and accessible resources for children to use in continuous provision sessions. This will be consistent with the Nursery environment.	<ul style="list-style-type: none"> 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 staff to plan areas for each classroom and to make a plan of resources that will be purchased. All Reception 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. Teacher desks to be removed along with the formal layout of chairs and 	<p>-Learning areas across Reception will offer open ended and challenging opportunities and as a result, the children will have good well-being and involvement levels.</p> <p>-There will be consistency in teaching and learning approaches</p>	

		<p>tables.</p> <ul style="list-style-type: none"> Teachers to remove plastic, coloured toys that offer limited challenge. KF and Reception staff to audit new resources available in continuous provision to ensure there is challenge and open ended opportunities. 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>across EYFS in our school.</p> <p>-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>
<p>The EYFS learning environments are very busy with bright, distracting displays and do not promote curiosity.</p>	<p>All EYFS classrooms to have neutral displays and to use similar décor for consistency across the phase. The environments will be more homely and inviting for the children.</p> <p>Areas will be created in the outside classroom to offer more choice and open ended opportunities.</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 to meet with staff to discuss changes that need to be made to displays. Neutral colours to be used on display boards and only essential displays to be used. Displays used to provoke curiosity. Staff to use their training and experiences from Billesley Primary School to plan changes to their environment and to purchase new resources and furniture required. Staff to develop the outdoor classroom environment to create learning areas. Frames, pictures, dens, interesting objects and natural resources added to create curiosity and interest. New areas will include a mud kitchen, a discovery zone, construction zone, learning zone, imagination zone and fantasy zone. All of the actions to be completed by the end of Autumn 1. 	<p>-There will be consistency across our EYFS learning environments.</p> <p>-Well-being and involvement levels will be good as a result of a more calming, homely and engaging environment.</p>
<p>The balance is heavily weighted on adult led teaching and learning in Reception with children being called over to complete teacher tasks. As a result, teaching and learning opportunities are being missed and the children are not having time to develop and explore the characteristics of effective learning.</p>	<p>In Reception, there will be structured sessions to directly teach phonics, physical development and maths and then long periods of continuous provision times. During these times, 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 and ST 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. Use key texts on Early Years to help develop the knowledge and understanding of all staff. (7 selves - Janet Rose & Sue Rogers) All of the actions to be completed by the end of the spring term and ongoing. 	<p>-There will be consistency across the phase in our teaching and learning approaches.</p> <p>-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 reviewed job description.</p> <p>- Staff fully understand that the way of working outlined in the job description is the expectation.</p>

<p>Before partial closure, the previous two year's data showed a widening gap between the numbers of boys and girls meeting the Early Learning goals in reading and writing and in achieving at the end of Reception and in the numbers achieving the GLD overall. Girls were achieving significantly better than boys.</p> <p>19/20 figures are first and 18/19 figures are in brackets.</p> <p>17 (20) boys did not make the GLD nor did 7 (9) girls - this represents a significant gender difference.</p> <p>In Reading 12 (15) boys did not meet the ELG compared to 5 (6) girls.</p> <p>In writing, 17 (19) boys did not meet the ELG (compared to 6 (6) girls).</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 and ST 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. • All staff to be trained in and then implement Greg Bottrill's 'Message Centre' initiative. • By the end of autumn 1 and ongoing. 	<p>-The gap narrows and closes between boys and girls achieving average (ELG 2) at the end of the Reception year.</p> <p>-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.</p> <p>-Structured teaching sessions as a whole class will be limited to 20 minutes.</p>
<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>When possible, parents will be invited into school to see learning in action. Parents will be able to view videos to support their child at home.</p>	<ul style="list-style-type: none"> • KF/ST 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. In the current climate, this will be via video presentations. Videos 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. • Set up EYFS Twitter and Instagram pages. • All actions completed by the end of Autumn and then ongoing. 	<p>-Parents feel involved and knowledgeable about their children's learning in EY and understand how to support their children appropriately.</p>

<p>Subject: Blended Learning</p>	<p>Lead (and support): SLT (LA)</p>		<p>Trustee:</p>
<p>Issue (What's not working?)</p>	<p>Outcome (What will be Different?)</p>	<p>Actions* (What will I do?)</p>	<p>Expected Impact (What I expect to see)</p>
<p>* Include deadline and associated BRAG highlighting as well as reference to any additional support</p>			

Remote Educational Support: In the event of individual isolation (symptomatic / awaiting test results / pos+ family member /shielding) due to Covid 19, learning will still need to happen through the remote Home Learning Platform.	*To have contingency plans in place for Blended Learning (Strand One) so that pupils who are individually isolating have access to the curriculum through the use of high quality curriculum resources and videos.	As a school: <ul style="list-style-type: none"> Contingency plan to be put in place for remote learning by the end of September. Expectations shared with staff as to what are the requirements for weekly /daily lessons. Staff need to ensure: Meaningful and ambitious work is set for up to two weeks across a range of subjects. Lessons are well planned and sequenced so that knowledge and skills are built upon. Links to high quality curriculum resources and videos are used to support the pupils' learning. Email contact as required with pupil / parents. Phone call home if felt necessary. 	Pupils continue to make progress through a broad and balanced curriculum, delivered through remote learning supported by access to high quality curriculum resources and videos. (Assessment supports understanding and progress.)
Remote Educational Support: In the event of bubbles / whole school closure due to Covid 19, learning will happen through the remote Home Learning Platform, based on carefully sequenced lessons.	To have contingency plans in place for Blended Learning (Strand Two) so that pupils who are working from home due to bubble / whole school closure have access to the curriculum through carefully planned lessons, delivered either by the teacher or through high quality curriculum resources and videos. Some daily contact with their teacher (generally at the start of the day)	As a school: <ul style="list-style-type: none"> Contingency plan to be put in place for remote learning by the end of September. Staff need training in delivering lessons using Google meets Expectations shared with staff as to what are the requirements for daily teaching (remotely from home). Ensure staff have the necessary equipment to be able to deliver online lessons whilst working from home. Staff need to ensure : Sequenced lessons are planned by the teacher that are linked to the school's curriculum. A broad range of subjects are taught / planned for, with daily Maths and English lessons (incl writing, reading, and spelling). Teaching is clear with good quality resources. Teaching materials are used to support learning and support progress. There is daily contact with the teacher - at the start of each day through a class 'Google Meet' session and by email / live chat throughout the day. 	Pupils continue to make progress through a broad and balanced curriculum, delivered through remote learning supported by daily contact with the teacher and access to high quality curriculum resources and videos. (Assessment supports understanding and progress.)
Some pupils may fall behind by not having the resources to access the remote learning provided through the School online Learning Platform. Printed pack to be made available.	Children have access to a broad and balanced curriculum wiith printed resources for those without adequate access to online resources.	<ul style="list-style-type: none"> Printed packs are made available for those pupils who are not able to access the resources online. As much as possible these will align with the online resources on the Home Learning Platform. Packs would be printed and delivered by the school. Contact will be made from the class teacher and SEND team (where applicable) to ensure these families are coping. 	All pupils will make progress having had access to materials that will help them access a broad and balanced curriculum.

Subject: Catch-up / Recovery Plan		Lead (and support): WH (all staff)		Trustee: Clare Webster	
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>Pastoral Care: Children returning after lockdown needing extra S & E support, ensuring that they are 'ready to learn'.</p>	<p>Extra emphasis on supporting children's wellbeing (S&E) and ensuring pastoral care.</p>	<ul style="list-style-type: none"> Primarily, teachers are warm and welcoming and quickly remind children of routines and expectations supported by the Behaviour Policy and ensure an engaging curriculum. Children are reassured regarding new routines/precautions that help ensure their H & S (WH/risk assessment) Teachers to deliver an enhanced PSHE programme that links to 'Jigsaw' and Thrive principles (ZJ & Thrive ftc Team to support), focusing on coping with change and anxiety. Staff are extra-vigilant, looking for any issues and referring them either to the Thrive Team or DSL (WH/KW), as required. To ensure a calm, 'low stimulus' environment to support re-integration (especially with our youngest children). Teachers strive to ensure good communication (via phone and email) to discuss issues that arise and ensure the best support for children (establish up-to-date contact details (especially emails) from parents) (WH); remote 'Meet the Teacher' to be organised accordingly. Establish 'Zoom Assemblies' by SLT that focus on key issues around Covid-19, helping to reassure and equipping children (WH) Focus sharply on family links/liaison to pick up on issues (focusing most on CP/CIN/Early Help/Vulnerable families) (KW) New staff training regard Thrive ftc approach (WH) In EYFS/Year 1, teachers to move up with their classes into the new year groups to ensure the best support and reintegration of children. Provide online materials (through website) to support children/families Thrive screening is implemented to support the above. 	<p>Happy, well-adjusted children who actively engage in school life.</p>
<p>Tailored Curriculum/pedagogy: Government predict that children's levels of academic achievement will have dropped due to prolonged absence (re. lockdown), particularly for the disadvantaged.</p>	<p>A tailored curriculum is delivered to enable children to quickly get back on track.</p>	<ul style="list-style-type: none"> Ensuring children are settled and happy and ready to learn (see above section) A clear comprehensive routine of monitoring that feeds into CPD and involves the participation of the whole leadership team (WH/SLT/SMT) Strong focus on reading in school, particularly early reading/phonics (RL - see Reading action plan) A focus on handwriting to quickly re-establish high standards – explicit sessions, as required, and heavily promoted class culture (RL) Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten (catch-up funding to target - TAs in early to deliver interventions (8.30-9 am) (RL/AH) Maths is to focus on number work with a daily arithmetic session. 'TT Rockstars' and 'My Maths' to be accessed regularly to support automaticity of recall – retrieval practice heavily used also. (SG/LA); interventions set up from baseline assessment (using previous year's NFER) Ensure that we are best-equipped for 'blended learning' (see associated action plan), including a focus on online safety and the use of 'Google Meets' (LA/VJ/SLT) No 'baseline' tests (NFER) until after September when the above (re. Issue 1, S & E) has embedded. SENDCo to contact families to discuss provision this year and share provision mapping so they know what support their child will be 	<p>Children who achieve their potential and who have made up the 'lost ground'. Focused support is in place for children who need it and they progress well</p>

		<p>receiving; similarly, SENDCo to reinforce expectations with staff (early staff meeting) (RH/KW).</p> <ul style="list-style-type: none"> • Ensuring a broad and balanced engaging curriculum • Teachers share knowledge organisers with parents as pre-learning for non-core (Year Leaders to ensure) • Post-September assessments to support identification of starting points and gap analysis – use to identify target groups for PPMs (WH/BHu/SLT) • Children who have been identified as not having engaged fully in home-learning to receive specific focus/intervention to support them in quickly returning back to pre-COVID level (targeted with catch-up funding using CMc) (WH/BHu - through PPMs) • Learning support & Ed Psych support to identify and focus on specific children. This is to be reflected in the child’s learning plan and results of which are evident in intervention activities and booster support (linked to catch-up funding). (RH) • Appropriate adults to work with children, by way of intervention – this is not to occur during core subject time, but through agreement with the class teacher about the child’s priority learning. (WH/BHu /RH - through PPMs) • Staff CPD on ‘Walkthrus’ and The application of Rosenshine’s Principles of Instruction, to optimise T & L. (BHU/RL - see associated action plan) • Ensure SDP (20-21) prioritises targets that enable catch-up • Ensure early CPD (TED/staff meetings) focus on the needs of our vulnerable children 	
Ensure staff well-being	Staff wellbeing is uppermost in the minds of everyone (especially SLT) and we are primed to respond as necessary.	<ul style="list-style-type: none"> • Survey staff regarding their well-being and respond accordingly • SLT to make a point of checking in with staff regularly • Prioritise things that impact on staff morale (‘Feel Good Friday’/consideration around monitoring/accommodating staff lunches/ensuring good communication and that staff have a ‘voice’) 	School staff feel well-supported and staff morale remains high.
Re-establishing routines and expectations to ensure least disruption and readiness for learning.	<p>Everybody is abiding by the expectations linked to our Covid-19 risk assessment, with regular reminders..</p> <p>Extra reminders about expectations and following the rules as well as extra diligence implementing the school’s behaviour policy.</p> <p>‘Remote’ communication between teachers and parents is the ‘default’ and used effectively.</p>	<ul style="list-style-type: none"> • Teachers re-establish the school’s values and behavioural expectations (3Rs, Behaviour Policy etc.) through circle time activities and come to an agreement with children about what the school values will look like in their classroom on a day-to-day basis. • Explicit referral to the hygiene procedures and bubble integrity with regular reminders (in order to minimise possible risk of disruption on learning through a ‘shut-down’). • All staff to take a corporate responsibility for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period (re. Paul Dix message, ‘. . . when the adults stand together everything changes’). • Develop the use of the rewards system (ZB, 3Rs/team points, etc.) to foster good learning behaviours and attitudes to one another. Especially, relate these to the school values (3Rs) and new protective measures. • Regular reminder for those struggling to distance and follow hygiene procedures. Again, this is everyone’s responsibility. If children are not seen adhering, we are all to address it (again, to help minimise the risk of possible disruption through ‘shut-down’). • Specific group conversations or ‘class assemblies’, as required, if there are pockets of children that are not following expectations. 	Children who are safe and healthy and able to access learning and support.

		<ul style="list-style-type: none"> • Ensure parents are aware of expectations around visitors on site (WH) • Quickly identify groups of children that are not attending as regularly as expected (BHu/KW). • KW (EWO) to conduct phone calls to parents for those children with a particularly poor start in terms of attendance. • Celebration of children who have adapted particularly well (through rewards, class acknowledgement, reference to SLT and communication with home). • Ensure that we abide by our risk assessment and continually reflect on it, adapting as required. 	
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Subject: Computing Infrastructure		Lead (and support): Val Juneman & Clare Webster	Trustee:
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 computer network is becoming outdated and slowing down both systems and hardware. This is having a detrimental impact on accessing essential systems (ie registration) and resources for learning, teaching and school management.	Computing network will be refreshed and systems will work more efficiently and effectively.	<ul style="list-style-type: none"> • IBS will audit the network and make recommendations as to what needs to be refreshed. • VJ and CW will carry out an audit of Teacher Toolkits, administration systems, teacher laptops and classroom computers/chrome books and devices in the PPA area. • Discussion of all recommendations will be held with VJ, CW, SLT and IBS and placed in order of priority • Available budget will be allocated to the most essential items and future budget considered for the completion of the work. • Suitable devices will be chosen and purchased in line with the budget allocation. • The computing network and hardware will be refreshed. This is likely to require extra support from IT/AV suppliers as machines will need to be built and devices (AV and IT) installed and/or allocated. 	Teacher tool kits will work effectively to support teachers in the classroom. Staff will feel more confident that the system will not let them down mid-lesson and will ease their workload. Administration and management systems will work effectively and be reliable. Problematic desktop machines will be either improved or replaced to provide a 'faster' response time. There will be enough machines in the PPA area to support release needs.
Windows 7 is no longer supported or updated by Microsoft. This is exposing some desktop and laptop machines to security risks. All at risk devices need to be updated to Windows 10 or replaced with machines that can be built to Windows 10 specifications.	All desktop machines and laptops will be running on Microsoft Windows 10 and updates will be regularly installed to maintain security of systems.	<ul style="list-style-type: none"> • VJ/CW will audit all desktop and laptop machines and determine which are running on Windows 7. • IBS will advise which machines can be updated and which need to be replaced. • Suitable machines will be updated (once network is improved) • Machines not suitable for Windows 10 will be replaced. (part of the above action) • Old stock will be disposed of through a reputable and safe recycling company. 	All machines will be updated and running on Windows 10. This will allow all Microsoft updates to be installed ensuring the security and maintenance of the school network.

<p>The Coppice School Website needs a refresh to ensure that it continues to promote our school successfully to potential new pupils and key information is easily accessible.</p>	<p>The Coppice School Website will be updated and made easier to navigate. School systems will be put in place to ensure it is regularly reviewed and revived.</p>	<ul style="list-style-type: none"> VJ will review and forward CW links to a range of various school websites these will be shared with SLT to inspire discussions. VJ/CW/SLT/LW will review our current website and consider what needs to be changed and what needs to be updated, this could include any changes to design and layout. CW will identify the current cost associated with hosting and maintaining our website with the current supplier. If we feel this is cost effective will work with the current supplier to see if changes could be made. However, if we feel it necessary we might look to source a new website designer and supplier. New multimedia images/videos will be created to refresh the older images currently being used. The website will be redesigned as agreed with SLT. VJ/SLT will investigate ways to encourage teaching staff to share learning milestones on the updated website. The use of social media (Twitter/Facebook) will also be considered. Teachers will receive training and guidance on how to share milestones on our web offerings. Expectations will be set and monitored. To ensure our website remains up-to-date, School staff who are responsible for updating the website will be identified and trained if necessary. Time will be provided on a regular basis to maintain and refresh content and media. 	<p>The website will be updated with current content and media. It will look more streamlined and visitors will be able to access key information with fewer mouse clicks. Class teachers will be given a digital platform with which to share key moments of their class's learning journey. Key school staff will have training and allocated regular ring fenced time to ensure media and content is kept up-to-date and relevant.</p>
<p>We need to ensure that all confidential and sensitive data stored on devices used away from school is secure and encrypted. We need to ensure staff and pupils understand how to use all school equipment (and their own devices on site) safely and appropriately.</p>	<p>All devices holding sensitive data that are able to be used away from the school network are encrypted and secure. An updated staff user acceptance policy will be in place. Depending on their age, pupils will also learn about or agree to a pupil user acceptance policy</p>	<ul style="list-style-type: none"> Audit of equipment will include encryption of school owned devices used away from school. Have a meeting with our GDPR officer and discuss all ICT aspects of data protection while in school and at home on all user devices. IBS/GDPR officers will advise and inform the school on how to move forward with devices that are not secure. In light of these recommendations all school devices will be made secure. The current Staff UAP will be reviewed and updated and all staff will be asked to accept its terms. VJ will develop and devolve the pupil user acceptance approach to the different year groups. 	<p>All devices removed from school will be secure and GDPR guidance followed. Staff will be expected to use all school equipment (and their own devices on site) in a safe and appropriate manner. As appropriate to their age, pupils will understand how to use devices carefully and appropriately.</p>

Subject: Reading (including Early Reading)		Lead (and support): Robert Laight		Trustee:	
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>The phonics screening check did not take place in 2020, but our most</p>	<p>All children will be given daily synthetic phonics teaching, which will continue for as long as it takes until assessment shows that children are secure.</p>	<ul style="list-style-type: none"> Extra phonics lessons will 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. This will initially be in Year Two in anticipation of the phonics screening check, but rolled out through Key Stage Two as soon as 'bubbles' make it financially viable. TAs will require more paid hours in order to facilitate this. I, along with the headteacher, will communicate with parents in clear and 		<p>All children to achieve a sound understanding of phonic code, even if this takes more practice beyond the screening check, even into juniors if necessary.</p> <p>In time, all children to achieve</p>	

<p>recent data had 90% of children achieving a passing mark (90% in both 2018 and 2019 compared with a national average of 83% in 2018 and 82% in 2019)</p>		<p>unequivocal terms about the vitality of early phonics proficiency.</p> <ul style="list-style-type: none"> I will order 'Toe-by-toe' reading resources and work alongside the SEND team to establish these for children in junior classes who have not got secure phonics knowledge. The Year Two timetable will be changed to accommodate extra whole-class phonics teaching (in response to the coronavirus closure and as a response to our experience of children who pass the phonics screening check, but still struggle with decoding beyond the check. 	<p>security in phonics.</p>
<p>Because instruction in phonics requires a high degree of pedagogical expertise, it is likely to be one of the most affected areas for lockdown learning loss</p>	<p>More time will be allocated to the teaching of phonics in order to compensate for potential lockdown learning loss; more regular low-stakes assessment will be used to allocate support to children falling behind.</p>	<ul style="list-style-type: none"> Our Phonics progression document will be adapted to include recap of sounds that may have been missed or misunderstood by children over the course of the remote learning phase in summer 2019. Additional time allocated to phonics lessons in Reception to enable all set one sounds to be taught by the end of September. Assessment at the end of September to diagnose and choose interventions for children who need more practice of set one sounds. The school will subscribe to Phonics Bug scheme to enable access to a wide range of ebooks to assign and use to boost reading at home, and to support in the event of the closure of bubble(s). Purchase subscription to Phonics Play to bolster the learning from main phonics (Phonics Bug) sessions with small groups. Phonics will be given an additional timetable allocation in EY and KS1 classes, including Year One classes of 15 minutes to recap the sounds covered in the morning session. English writing sessions in Year One will focus more on clearly evidencing the application of new sounds. Parent workshops/online tutorials will be delivered for Reception parents in autumn term, as well as for Year One and Two parents over the course of the year. Year Two reading lessons to be adapted to focus more on developing reading fluency than on written comprehension in the first instance. 	<p>The vast majority of children will be working at an age-appropriate level in their phonics lessons by summer 2021; children working behind their peers will have been identified and be receiving extra intervention.</p>
<p>The school's Early Learning Goal data shows a trend of boys' reading achievement lagging behind the girls'.</p>	<p>More children (especially boys) will choose reading/find reading an enjoyable activity.</p>	<ul style="list-style-type: none"> Invest in high-quality, up-to-date books for the book corners through school. 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. 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. Publish termly 'Reading Matters at Coppice' newsletters to share book recommendations and subject developments with families. Incorporate challenge and competition through sponsored Usborne reading challenge. Use of Phonics Bug means that children will be able to access the full library of Phonics Bug ebooks, which, in our professional experience, can be a motivating factor for some reluctant boy readers. Continue to improve teachers' knowledge of how to follow a reading for pleasure pedagogy through staff training and coaching. I will be running a reading for pleasure teacher research group on behalf 	<p>The school's internal assessment of children's reading attainment indicates that a greater number of children (particularly Year One and Two boys) have caught up with age-related expectations in reading.</p>

		of the Open University and UKLA, which will include a number of Coppice staff as well as colleagues from other local schools.	
There is variation in the recency and depth of staff subject knowledge training around phonics and the teaching of early reading.		<ul style="list-style-type: none"> • All teachers and teaching assistants working in Early Years and Key Stage One to receive a full day of phonics training from Pearson (Phonics Bug provider) • AH to have subject release to observe phonics lessons and coach improvements with staff as necessary (in conjunction with RL and the rest of SLT). • Key Stage Two staff to receive phonics training as part of 'Sounds and Syllables' (full day training) on January TED day. • By the end of the school year, all staff to have received training in principles of high-quality phonics teaching. • I will lead training to share research-informed approaches for delivering fluency training, based on training I have completed with the Hertfordshire for Learning fluency project. 	