

# **WEXHAM COURT PRIMARY SCHOOL**

## **Strategic Improvement Plan**

### **2020 –2023**



*“To prepare every child to become a successful individual in an ever-evolving world.”*

Senior Team Credo

We are responsible for the growth and development of our children.  
They deserve our absolute best efforts and attention. By developing and supporting our teachers and nurturing our parents, we believe we can have the greatest impact on outcomes for our children.

## School Improvement Priorities for: 2020 – 2023

Words that guide us:

- **Motivation is everything.**
- Everything is predicated upon **trust**.
- Children at the heart of every decision
- Be a brave advocate for our children.
- Adequate performance does not sit well next to extraordinary performers.
- Leaders know the curriculum, the persistent problems.
- Everyone willing to be challenged. No one is beyond reproach.
- Display the behaviours and expectations we want to see.
- Supply clarity and expectations
- To be compassionate but robust
- Leading people is the hardest part of our job – content is easy.
- How can we help?

Change of Culture:

- US, WE, UBUNTU
- Being in class is a good thing for all.
- Culture of true inclusion
- Leaders are visible around the school.
- All teachers and leaders know they curriculum and the persistent problems.
- Listening well
- Transparency

<b>Active Ingredients: (features that need to be adopted closely and with fidelity to make this plan work)</b>	<p><b>Priority 1 Aligned and Purposeful Leadership</b></p> 	<p><b>Priority 2 Skilled and Ambitious Workforce</b></p> 	<p><b>Priority 3 A Curriculum to Remember</b></p> 
	<p>Data/research-driven Instruction  Model excellence in clear detail  Build Schedules  Planned coaching.  Knowledge of domains  persistent problems  A common language  Consistent messages  Build safety.  Share vulnerability.  Embed don't rush.  Believe in better!</p>	<p>Evidence based PD.  Follow the data and gaps.  See it. Name it. Do it.  Trained delivery -short and target focused.  Coaching, mentoring  Common Language  Focused Performance Appraisal &amp; career progression (programmes)  PLCs  PD plan</p>	<p>Well sequenced, coherent, rigorous, Scope  Oracy and vocabulary  See it. Name it. Do it. Repeat until mastered.  Assessment meetings  Focused questioning  Exciting and investigative  Enrichment opportunities  Engage hard thinking.  Prerequisites</p>
	<p><b>Priority 4 Every Child Every Day</b></p> 	<p><b>Priority 5 Behaviours influence Culture</b></p> 	<p><b>Priority 6 Big Voices, Make Loud Noises</b></p> 
	<p>Evidence based support.  See it. Name it. Do it.  Data-driven Instruction  Effective Formative assessment, rigour  Professional Learning  Scaffolds  Parent training  Nurture talent and ability  Taught vocabulary  Big Ten focus pupils  Sharing of practise</p>	<p>Behaviour strategy  PD - See it. Name it. Do it.  Coaching  Shared vision  Parental engagement plan  Attendance Strategy  Adults model behaviour  Adults TEACH behaviours  Common language and tone  Pupil and parent voice  One for all and all for one</p>	<p><b>Taught Oracy</b>  Rights and responsibilities  Routines  Confidence building  Shared direction  Habitual behaviours  Disciplines of debate, talk, performance</p>

<b>Aligned and purposeful leadership</b>	<u>Strategic Priority 1</u> <u>Aligned and purposeful leadership</u> <u>Vision</u>		
	<p>Leadership is <i>aligned and purposeful</i> in its approach to school improvement, child development and safety. Our direction and expectations are clear and aspirational. We use evidence-based research to inform our decisions, we are knowledgeable about the curriculum and offer pragmatic solutions without delay. Through distributive leadership, opportunities to develop are created and succession planned for. We are brave advocates for our children; as such we challenge and protect the right of our pupils. Through clarity of direction and two-way communication we build trust and integrity. This creates positive conditions for our community and keeps our school safe and enticing. We enact and deliver on our credo every day.</p>		
	<u>What do we need to achieve this?</u> A three-year Strategic Plan A three-year Finance Plan. A three-year site maintenance and environment plan Communication of ethos/values/intent etc. Governor alignment plan PPMs Share sessions. Reading of key texts Leadership curriculum Class teaching commitment		<u>Active ingredients</u> Data/research-driven Instruction Model excellence in clear detail Build Schedules Planned coaching. Knowledge of domains persistent problems A common language Consistent messages Build safety. Share vulnerability. Embed don't rush. Believe in better.
	<u>Implementation Activities 2020</u>	<u>Implementation Activities 2021</u>	<u>Implementation Activities 2023</u>
	Autumn Term Upskilling and alignment of SLT <ul style="list-style-type: none"> <li>Review behaviour</li> </ul>	Autumn Term Implementation SLT 360	Autumn Term Implementation SLT 360

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Aligned and purposeful leadership</b></p>	<ul style="list-style-type: none"> <li>• Review last year's SDP.</li> <li>• Audit skill set of SLT.</li> <li>• Agree areas for development and what to work on this year.</li> <li>• Create a space for openness and honesty.</li> <li>• Create a shared set of values and principles (credo)</li> <li>• <b>Establish PLCs. C21, R2Y1, Building Conversations.</b></li> <li>• SLT to attend the PLC: C21 and carry out their own research to become knowledgeable about the curriculum and evidence-based research.</li> <li>• SLT to read key documents – EEF Implementation Guide, EEF Using TAs, EEF SEND guidance, EEF English KS3,</li> <li>• Set up fortnightly 1:1s to help focus thinking and align their work.</li> <li>• SLT to become familiar with the curriculum domains.</li> <li>• SET pupil targets.</li> <li>• Agree expectations for DT T&amp;L support</li> <li>• Review of pupil learning in books with teachers.</li> <li>• Secure site and put in place Risk assessments for COVID 19.</li> </ul>	<ul style="list-style-type: none"> <li>• Induction DHT- implement PD programme.</li> <li>• Review behaviour and safeguarding</li> <li>• Review set values and visions and credo as a school.</li> <li>• Induct returning SLT members.</li> <li>• Training on conducting performance appraisal - quality assure performance appraisal.</li> <li>• Review of strategic Improvement plan</li> <li>• Review of Performance appraisal procedures and set new targets.</li> <li>• Implement Q&amp;A Strategy</li> <li>• Finish Teaching and learning policy/strategy.</li> <li>• <b>Mental model agreed for teaching.</b></li> <li>• Implement new timetables to teachers (30-minute periods instead of one hour)</li> <li>• Train SLs on Scheduling.</li> <li>• Link SLs to Teachers and start observation/mentoring programme – See it Name it do it.</li> <li>• Start Prep Assessment sessions</li> <li>• SLs to continue personal learning of resources uploaded to SLT Learning Notebook</li> <li>• Continue to align through two-minute responses for accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Review behaviour and safeguarding</li> <li>• Review set values and visions and credo as a school.</li> <li>• Audit skills and knowledge of SLT</li> <li>• Review of strategic Improvement plan</li> <li>• Review of Performance appraisal procedures and set new targets.</li> <li>• Training on conducting performance appraisal - quality assure performance appraisal.</li> <li>• Review progress towards last year's targets and set pupil targets with head of years.</li> <li>• Agree Q&amp;A Strategy for curriculum</li> <li>• Clarify curriculum drivers and plan.</li> <li>• <b>Plan programme for PLCs. C21, R2Y1, Building Conversations, Inclusive not Exclusive.</b></li> <li>• Share Governor training programme.</li> <li>• SLs to plan staff prep sessions and DT - allocate teachers to leaders.</li> <li>• PPMs x 2 half term</li> <li>• Subject LS and HoY to develop presenting skills when training others.</li> <li>• Increase training run my WCPS for external schools – Aim to be accredited.</li> </ul>
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<b>Aligned and purposeful leadership</b>	<ul style="list-style-type: none"> <li>• SLT to carry out research into effective remote learning and catch-up provision.</li> <li>• SLT to implement this provision and carry out staff PD.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for mapping out the curriculum.</li> <li>• Identify problems within the curriculum (all areas)</li> <li>• Clarify curriculum drivers (big ideas)</li> <li>• Support AS in development of inclusion strategy and PLC ENI development</li> <li>• Agree expectations and protocols for governors.</li> <li>• Agree monitoring role of each governors for the year.</li> <li>• Set targets pupils NM.</li> <li>• Create staff credo – NM.</li> <li>• Review 3-year finance plan</li> <li>• Review maintenance plan</li> <li>• Marketing team acquired to market and brand school.</li> <li>• Publish marketing materials.</li> <li>• PPM reviews continuous</li> </ul> <p><b>Environment plan</b> Phase 4. Complete migration to share point.</p>	
	<p>Spring Term</p> <ul style="list-style-type: none"> <li>• Share Leadership Curriculum with SLT.</li> <li>• Agree expectations of SL's.</li> <li>• Agree SLT behaviours</li> <li>• Agree a common Language.</li> </ul>	<p>Spring Term</p> <p>SLT individual 360</p> <ul style="list-style-type: none"> <li>• Review of Autumn term – <ul style="list-style-type: none"> <li>○ progress children are making.</li> <li>○ Curriculum Coverage</li> <li>○ Strategic plan</li> </ul> </li> </ul>	<p>Spring Term</p> <p>SLT individual 360</p> <ul style="list-style-type: none"> <li>• Review of Autumn term – <ul style="list-style-type: none"> <li>○ progress children are making.</li> <li>○ Curriculum Coverage</li> <li>○ Strategic plan</li> </ul> </li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Aligned and purposeful leadership</b></p>	<ul style="list-style-type: none"> <li>• SLT 2 min responses for accuracy</li> <li>• Reform SLT meeting structure <ul style="list-style-type: none"> <li>○ See it, name it, do it.</li> </ul> </li> <li>• Create mental models for persistent problems based on evidence collected.</li> <li>• Pop quiz to align SLT.</li> <li>• SL to continue to develop their evidence-based learning.</li> <li>• SENDCO to complete her Qualification.</li> <li>• Establish PLC 4 Inclusive not exclusive INE. Write the Terms of reference and recruit members.</li> <li>• ‘Leading with Impact’ training to start.</li> <li>• SL to plan what the environment should look like to stimulate learning, align the school and generate pride – <ul style="list-style-type: none"> <li>○ Phase 1. to repaint the school</li> </ul> </li> <li>• Refine remote learning plans so they are more manageable.</li> <li>• Purchase laptops for pupils</li> <li>• Replenish reading books – including more non-fiction, ethnically diverse, books in different languages.</li> <li>• Risk assesses and plan for full opening of school.</li> </ul>	<ul style="list-style-type: none"> <li>○ Implementation of strategies and processes</li> <li>• PPM reviews continuous</li> <li>• Head of years develop strategy for their phase including transition.</li> <li>• Head of Years report to Governors on Impact and next steps for teachers</li> <li>• Subject leaders carry out monitoring sessions and develop their portfolio or work and evidence.</li> <li>• Write and share a two-year training programme for governors on assessment, curriculum, development of staff and culture alignment.</li> <li>• Implement training for Governors,</li> <li>• Set up Monthly ‘Making Sense Sessions’ for SLT – each month a different member of SLT to lead discussion forum about a piece of research or evidence.</li> <li>• SLT to start conducting visits to other schools and trust to see different settings and viewpoints and network.</li> <li>• Develop of head of year handbook and training.</li> <li>• Develop subject leader’s guide and training.</li> <li>• Support CG in developing a music strategy and enhancement plan.</li> </ul>	<ul style="list-style-type: none"> <li>○ Implementation of strategies and processes</li> </ul> <p>PPMs x2 a half term</p> <p>Subject leads report to governors</p> <ul style="list-style-type: none"> <li>• Subject leaders carry out monitoring sessions and develop their portfolio or work and evidence.</li> <li>• SL to continue Making Sense (of research/Evidence) sessions.</li> <li>• Review Handbooks and SL guides</li> <li>• Apply for Arts Mark award.</li> <li>• Work with CG and ART/COMPUTING/PE to ensure all pupils are linked to an area.</li> <li>• The Barn to bring in money through PL course and lettings.</li> </ul> <p>Governors and SLs review Strategic plan and plan for year 2026. – Pupils add to this effectively</p> <p><b>Environment Plan</b></p> <ul style="list-style-type: none"> <li>• Phase 5</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Aligned and purposeful leadership</b></p>	<ul style="list-style-type: none"> <li>• Implement a programme of testing and reporting for staff.</li> <li>• Agree a strategy to promote school profile.</li> <li>• SLs to establish a plan for curriculum coverage and teaching in preparation for pupil return.</li> <li>• SL and CG &amp; CT to plan a strategy for curriculum coverage.</li> <li>• PLC R2Y1 to start planning for transition work after Easter.</li> <li>• Review of staffing structure and senior team start recruitment process.</li> <li>• Hire company to support in DHT recruitment.</li> <li>• NM to start coaching qualification.</li> <li>• AM -Governor to plan sessions around jobs with TS to raise aspirations.</li> <li>• SL to share with Governors plans to refocus learning.</li> <li>• Governors to carry out a staff voice and pupil voice.</li> <li>• SLT to share key documents with staff to be open and transparent.</li> <li>• Strategic plan on website Live – SL to start writing short rational documents for strategic plan (hyperlinked)</li> </ul>	<p>The Barn ‘professional development and research centre’ Planned training takes place and offered to other schools (FREE)</p> <ul style="list-style-type: none"> <li>• MN to run programme for outdoor learning to Wexham Court staff and offer 1 place to 4 other schools.</li> </ul> <p><b>Environment plan</b></p> <ul style="list-style-type: none"> <li>• Phase 4 finalise designs for Media suite.</li> </ul>	
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	<p><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>• SLs to finalise Teaching and learning strategy (include the persistent problems)</li> <li>• SL to finalise mentoring, observing and coaching strategy to improve teaching and learning.</li> <li>• Agree expectations of Books, Learning, lessons, pupil engagement and the environment.</li> <li>• Start team rotation weekly.</li> <li>• Review of PLC cohort One</li> <li>• Cohort one Graduation extended</li> <li>• SLT 360 on Coleman model</li> <li>• Review of Senior team and accountability measures</li> <li>• Review of SLT responsibilities</li> <li>• Write new induction process.</li> <li>• Publish a version of staff handbook.</li> <li>• Make school video for reading.</li> <li>• Make school Induction videos (parents, pupils and one for new staff)</li> <li>• Staff open to observe SL meetings and plans.</li> <li>• Agreed monthly targets to be placed on staffroom calendar.</li> </ul>	<p><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>• Review of Spring term – <ul style="list-style-type: none"> <li>○ progress children are making.</li> <li>○ Curriculum Coverage</li> <li>○ Strategic plan</li> <li>○ Implementation of strategies and processes</li> </ul> </li> <li>• Governors to do lesson observations training.</li> <li>• Governors and HT to provide written report to parents.</li> <li>• Subject Leaders conference:</li> <li>• Subject Leaders exhibition – week</li> <li>• Review of strategic improvement plans as a whole school and input from parents and pupils.</li> <li>• Review of reading, T4W, Maths, Spelling and Vocabulary strategy</li> <li>• Performance appraisal reviews – Teachers to submit portfolio of evidence four weeks in advance.</li> <li>• Review of PLC cohort Two</li> <li>• Cohort Two Graduation extended</li> <li>• Clarify Persistent problems</li> <li>• Agree active ingredients.</li> <li>• Plan PL programme for next year</li> <li>• Plan PLC focus for next year</li> </ul>	<p>Summer Term</p> <ul style="list-style-type: none"> <li>• Review of Spring term – <ul style="list-style-type: none"> <li>○ progress children are making.</li> <li>○ Curriculum Coverage</li> <li>○ Strategic plan</li> <li>○ Implementation of strategies and processes</li> </ul> </li> <li>• Governors Observe with a staff member.</li> <li>• Governors and HT report to parents evening</li> <li>• Subject Leaders conference:</li> <li>• Subject Leaders exhibition – week</li> <li>• Performance appraisal reviews – Teachers to submit portfolio of evidence four weeks in advance.</li> <li>• Review process for Performance appraisal</li> <li>• Review of PLC cohort Three</li> <li>• Cohort Three Graduation extended</li> <li>• Clarify Persistent problems</li> <li>• Agree active ingredients.</li> <li>• Plan PL programme for next year</li> <li>• Plan PLC focus for next year</li> </ul> <p>SLT 360</p>
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	<ul style="list-style-type: none"> <li>• Performance appraisal reviews – Teachers to submit portfolio of evidence four weeks in advance.</li> <li>• Purchase musical instruments for quality music provision.</li> <li>• SLs review Strategic plan and plan for year 2024.</li> <li>• Review Induction Coverage</li> <li>• <b>Environment plan</b></li> <li>• Phase 2. <ul style="list-style-type: none"> <li>○ Relocate main Library and make good current library area.</li> <li>○ 2. Add in Network points and IT pods.</li> <li>○ Return Field</li> <li>○ Cover MUGA</li> </ul> </li> </ul> <p>Review and keep the very best of the lockdown year.</p> <p>Plan celebration for end of year</p>	<p>Governors and SLs review Strategic plan and plan for year 2025.</p> <p>SLT 360</p> <p><b>Environment plan</b></p> <ul style="list-style-type: none"> <li>• Phase 4. Convert bungalow into media suite.</li> </ul>	
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<b>Skilled and ambitious workforce</b>	<b><u>Strategic Priority 2</u></b> <b><u>Skilled and Ambitious Workforce</u></b>		
	<b><u>Vision</u></b>		
	Our workforce is skilled and ambitious. They have excellent knowledge of the intended curriculum, avoiding generic and superficial activities. Collaboratively they explore the endless opportunities to teach in depth, recall prior learning and master concepts. They are adept at spotting problems and finding solutions. Via Professional Learning Communities, they research, challenge, and hone their skills and ability. Competence and confidence enable coaching and school to school support on a global scale.		
	<b><u>What do we need to achieve this?</u></b>		<b><u>Active ingredients</u></b>
	CPD strategy LSA, ECF-NQT, ML, SL, SMSA, Admin programme Performance Appraisal including promotion opportunities. Assessment training programme Professional Learning Communities Coaching and mentoring Programme Training in curriculum subjects Wexham Norms Behaviour Policy		Evidence based PD. Follow the data and gaps. See it. Name it. Do it. Trained delivery -short and target focused. Coaching, mentoring Common Language Focused Performance Appraisal & career progression (programmes) PLCs PD plan
<b><u>Implementation Activities 2020</u></b>	<b><u>Implementation Activities 2021</u></b>	<b><u>Implementation Activities 2022</u></b>	
Autumn term – Bubbles close  INSETs 1. Share research from C21 work around LTM and curriculum:	Autumn Term  Ensure all staff across the school have planned development – Share PL Plan 2021 with staff	Autumn Term  Ensure all staff across the school have planned development – Share PL Plan 2022 with staff	

	<p>scope, coherence, rigour and sequencing.</p> <p>2. History curriculum INSET subject knowledge, chronology (political, religious and Historical) followed by planning.</p> <ul style="list-style-type: none"> <li>• Continue to review and PD around Curriculum/ML/ NQTs/LSA and SEND – SLT</li> <li>• Establish the concept of PLCs as research informed, implementation focused, and success driven. NM</li> <li>• Continue to develop the three PLCs with clear expectations and clear guidelines – NM &amp; TS &amp;</li> </ul> <p><b><u>Professional Learning Communities PLCs:</u></b>  <b>Curriculum 21</b> TS &amp; NM-Focus on:</p> <ol style="list-style-type: none"> <li>1. Teaching and learning</li> <li>2. Curriculum design and development</li> <li>3. Evidence informed and research based.</li> </ol> <p>This work will be implemented through:</p> <ol style="list-style-type: none"> <li>A. These ambassadors</li> <li>B. Training and developmental of subject leaders</li> </ol>	<p><b>All professional learning (PL) will develop:</b></p> <ul style="list-style-type: none"> <li>• Disciplinary literacy</li> <li>• Talk</li> <li>• Vocabulary</li> <li>• Rigour and coherence</li> <li>• Formative assessment</li> <li>• Scaffolding for SEND/HA</li> <li>• It will consider Long Term Memory (LTM) and behaviour</li> <li>• <b>PL for staff &amp; Governors on:</b> <ol style="list-style-type: none"> <li>1. Formative Assessment sessions</li> <li>2. <b>SEND sessions.</b></li> <li>3. <b>Vocabulary and spelling *</b></li> <li>4. <b>Guided Reading</b></li> <li>5. Recap of Maths, T4W &amp; Healthy eating*</li> <li>6. Disciplinary Literacy</li> <li>7. Safeguarding</li> <li>8. <b>Behaviour*</b></li> <li>9. Horticulture</li> <li>10. <b>Science</b> in Preparation for Spring Enquiry</li> <li>11. <b>ART</b></li> <li>12. Teaching and Learning C21.</li> </ol> </li> </ul> <p>*PD for Parents and Children</p> <p>PD to take place as INSET then developed through:</p>	<ul style="list-style-type: none"> <li>• Implement ‘<b>New to Wexham Programme</b>’. Support new teachers often until they achieve what you want.</li> <li>• <b>New to Middle Leadership Programme</b></li> </ul> <p><b>PL for staff &amp; Governors on:</b></p> <ol style="list-style-type: none"> <li>1. <b>Formative Assessment sessions</b></li> <li>2. SEND sessions.</li> <li>3. <b>Vocabulary and spelling *</b></li> <li>4. Guided Reading</li> <li>5. Recap of Maths, T4W &amp; Healthy eating*</li> <li>6. <b>Disciplinary Literacy</b></li> <li>7. Safeguarding</li> <li>8. <b>Behaviour*</b></li> <li>9. Horticulture</li> <li>10. <b>Science</b> in Preparation for Spring Enquiry</li> <li>11. <b>ART</b></li> <li>12. Teaching and Learning C21.</li> <li>13. <b>Higher Attainers</b></li> <li>14. <b>Enrichment strand for pupils</b></li> </ol> <p>*PD for Parents and Children</p> <ul style="list-style-type: none"> <li>• <b>Music, Art, DT, PE, Horticulture, Choir &amp; Computing</b> to start implementation of intensive enrichment programme training for key staff and all Senior leaders.</li> </ul>
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	<p>C. Training and developmental of head of years</p> <p>D. Training and developmental of whole school</p> <p>E. Training and developmental of Support staff</p> <p><b>R2Y1- NM</b> Investigate and develop seamless transitions between phases:</p> <p>A. Best practise in EYFS and Year 1</p> <p>B. how to create a transition of and through the curriculum</p> <p>C. Develop Year 1 continuous play ‘busy learning’.</p> <p>D. Set up a R to Y1 transition to help the transition after lockdown. This will eventually look at Year 2-3 and year 6 to 7)</p> <p><b>Building Conversations (BC) – RO &amp; NM</b> Research informed group looking into the pastoral, emotional, social and health (physical mental and nutritional). This may include short to long term project work, curriculum design and policy development.</p> <p>1. <b>Project 1.</b> Led by the think piece by Oxford University and others, rebuilding the losses children faced during lockdown)</p>	<ol style="list-style-type: none"> <li>1. PPMs</li> <li>2. Directed Time</li> <li>3. Weekly Assessment Met</li> <li>4. Reading and PD bulletin</li> <li>5. Observations</li> <li>6. Within PLCs</li> </ol> <ul style="list-style-type: none"> <li>● <b>Culture shift -Observe all and often, learn more.</b> Use <b>TLAC</b> to help coach and develop teaching.</li> <li>● <b>NQTs</b> – Continue or start NQT modules and peer observations.</li> <li>● <b>Ambitions Expert Teacher Programme</b> or equivalent x 2 teachers</li> </ul> <p><b>NM</b> to audit skills set of SLT:</p> <ul style="list-style-type: none"> <li>● Teaching (Observe them)</li> <li>● Subject Knowledge of the curriculum</li> <li>● SEND and Inclusion.</li> <li>● SLT ability to observe and offer support.</li> <li>● Audit against Leadership Curriculum</li> <li>● NM to put in place training and mentoring.</li> <li>● Implement leadership training.</li> <li>● <b>SLT - training on coaching &amp; supporting staff.</b></li> <li>● <b>Simon Sinek -great mentors do not just lead the walk with you.</b></li> </ul>	<ul style="list-style-type: none"> <li>● SLT to help bring together common themes in the curriculum.</li> <li>● <b>The Barn</b> ‘professional development and research centre’ to start operating in Slough and neighbouring boroughs.</li> <li>● Plan PL for 2023-24</li> <li>● Senior leaders to attend PL sessions followed by alignment tasks. Six a year.</li> <li>● PL INSET on effective Performance Appraisal.</li> <li>● PL for Senior leaders and Governors of effective use of data.</li> </ul> <p><b>PLC BC</b> – to plan pupil leadership programme.</p>
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<ul style="list-style-type: none"> <li>• SLT to become familiar with the reading, spelling and vocabulary curriculum domains.</li> <li>• Training on Disciplines of literacy to begin.</li> <li>• Coaching Course NM</li> <li>• Performance Appraisal linked to PD area that staff wish to know more about</li> <li>• NM to develop '<b>Leading with Impact</b>' programme for Middle/senior leaders – Borough wide.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>NM to co-create and co- lead on cross borough Senior Leaders Programme 'Instructional Leadership'.</b></li> </ul>	
<p><b>Spring Term Lock down 3</b></p> <p>SLT to carry our assessment modules.</p> <p>Write out the terms of reference for PLCs including the norms and plan out long-term plan.</p> <p>Implement new NQT programme and Modules.</p> <p><b>Subject leads:</b></p> <ul style="list-style-type: none"> <li>A. Science PD day and planning for enquiry.</li> <li>B. SEND strategy and sessions of PD to start x3 Spring term (LSA and Teachers)</li> </ul>	<p><b>Spring Term</b></p> <p><b>PLC - C21</b> to start review of curriculum sequence, rigour and coherence.</p> <p><b>PL for staff &amp; Governors on:</b></p> <ul style="list-style-type: none"> <li>15. Formative Assessment sessions</li> <li><b>16. SEND sessions.</b></li> <li><b>17. Vocabulary and spelling *</b></li> <li><b>18. Guided Reading</b></li> <li>19. Recap of Maths, T4W &amp; Healthy eating*</li> <li><b>20. Disciplinary Literacy</b></li> <li>21. Safeguarding</li> <li>22. Behaviour*</li> <li>23. Horticulture</li> <li>24. <b>Geography</b> in Preparation for Spring Enquiry</li> </ul>	<p><b>Spring Term</b></p> <p><b>PLC BC</b> – to implement pupil leadership programme.</p> <p><b>PL for staff &amp; Governors on:</b></p> <ul style="list-style-type: none"> <li>1. Formative Assessment sessions</li> <li>2. SEND sessions.</li> <li><b>3. Vocabulary and spelling *</b></li> <li>4. Guided Reading</li> <li>5. Recap of Maths, T4W &amp; Healthy eating*</li> <li><b>6. Disciplinary Literacy</b></li> <li>7. Safeguarding</li> <li>8. Behaviour*</li> <li>9. Horticulture</li> <li>10. <b>Geography</b> in Preparation for Spring Enquiry.</li> </ul>

	<p>C. Maths and T4W early adopters to share their research, plan and implementation with Whole Staff, Strategies written and shared.</p> <p>D. GR Early adopters to trail the GR sessions. Finish writing Strategy and training early adopters.</p> <p><b>Head of years:</b> To focus on reading (AR) and see through the implementation of C21 and INSET work. Hold to account members of their team.</p> <p>Launch 'WCPS Leadership Handbook' -TS</p> <p>Two members of SLT given 'Leading with Impact' training</p> <p>Assessment course x 3 to be completed by SLT.</p> <p><b>R2Y1-</b> to start looking into and planning best transition for R2Y1, Y3to4, Y6to7 and general transition.</p> <p>Set up PLC 4 – <b>Inclusive not Exclusive. (INE)</b> Write up terms of reference, agree members and plan project work and team development. Put in place works plan.</p>	<p>25. DT 26. <b>MUSIC INSET</b> 27. Teaching and Learning C21. *PD for Parents and Children</p> <p><b>Increase capacity in ARTs Music Teacher, Art/DT additional Teacher or additional STEM to include Art and DT. Additional adult for Radio and media – developing role</b></p> <p><b>School to school support</b> - opportunity for staff to share and support other schools.</p> <p><b>Formative assessment</b> early adopters 'HoYs'</p> <p>SLT to develop a coaching programme: "The Coaching Mind" available all Middle Leaders &amp; PLC members.</p> <p>Performance appraisal meetings – introduce ORAs and personal logbook.</p> <p><b>R2Y1-</b> to start looking into and planning best transition for R2Y1, Y3to4, Y6to7 and general transition.</p>	<p>11. DT 12. Teaching and Learning C21. <b>13. Higher Attainers</b> <b>14. Enrichment strand for pupils</b> *PD for Parents and Children</p> <p><b>Subject Leaders:</b></p> <ul style="list-style-type: none"> <li>• <b>The Barn Programme</b> to use WCPS - Subject leaders for School-to-School support and development.</li> <li>• External training in subject</li> <li>• Lead on webinars &amp; podcast</li> </ul> <p><b>Head of years:</b></p> <ul style="list-style-type: none"> <li>• Effective use of data</li> <li>• Coaching &amp; mentoring</li> <li>• Leading from the middle external programme.</li> </ul> <p><b>The Barn 'professional development and research centre'</b> Planned training takes place and offered to other schools (Paid)</p> <ul style="list-style-type: none"> <li>• MN to run programme for outdoor learning to all schools.</li> </ul>
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<p>RO to take over <b>BC</b> lead timeline projects and training.</p> <p>NM to run training of 'Planting and growing' – What teachers need to know. Select early adopters. Develop growth plan.</p> <p>NM &amp; TS to take part in <b>Renlearning</b> Webinars.</p>	<p><b>The Barn</b> 'professional development and research centre' Planned training takes place and offered to other schools (FREE)</p> <ul style="list-style-type: none"> <li>• MN to run programme for outdoor learning to Wexham Court staff and offer 1 place to 4 other schools.</li> </ul> <p>Apply for ARTS mark</p> <p>Plan Parenting Programmes.</p>	
<p><b>Summer Term</b></p> <p>Safeguarding training to resume RO.</p> <p>BC to start training SLT and INE &amp; BC team as early adopters on behaviour sessions on behaviour. RO &amp; AS</p> <p>Launch whole school training on Healthy eating.</p>	<p><b>Summer Term</b></p> <p><b>PL for staff &amp; Governors on:</b></p> <ol style="list-style-type: none"> <li>1. Formative Assessment sessions</li> <li>2. <b>SEND sessions.</b></li> <li>3. <b>Vocabulary and spelling *</b></li> <li>4. <b>Guided Reading</b></li> <li>5. Recap of Maths, T4W &amp; Healthy eating*</li> <li>6. <b>Disciplinary Literacy</b></li> <li>7. Safeguarding</li> <li>8. Behaviour*</li> <li>9. Horticulture</li> </ol>	<p><b>Summer Term</b></p> <p><b>PL for staff &amp; Governors on:</b></p> <ol style="list-style-type: none"> <li>1. Formative Assessment sessions</li> <li>2. SEND sessions.</li> <li>3. <b>Vocabulary and spelling *</b></li> <li>4. Guided Reading</li> <li>5. Recap of Maths, T4W &amp; Healthy eating*</li> <li>6. <b>Disciplinary Literacy</b></li> <li>7. Safeguarding</li> <li>8. Behaviour*</li> <li>9. Horticulture</li> </ol>

<p>Plan training to go alongside leadership handbook &amp; leadership curriculum – NM &amp; TS.</p> <p><b>Head of Years</b> - training to start in preparation for next year – induction of new staff, planning for transition and PD on how to adjust curriculum for pupil return in September.</p> <p><b>Subject Leads</b> to make alternations to planning.</p> <p><b>C21</b>- focus on Formative assessment  <b>R2Y1</b>- to share plan/ideas for best transition for R2Y1, Y3to4, Y6to7 and general transition.</p> <p>Performance Appraisal – supported by OARs NM.</p> <p><b>Away day SLT</b> - PD plan for all staff 2021</p> <p>PLC 21 framework planning – Focus Assessment</p> <p>Teaching and learning strategy reviewed.</p> <p>PD in July on GR, Maths, Vocab &amp; spelling T4W</p>	<p>10. <b>History</b> in Preparation for Autumn Enquiry  11. <b>PE</b>  12. Teaching and Learning C21.  *PD for Parents and Children</p> <p><b>R2Y1</b>- to share plan/ideas for best transition for R2Y1, Y3to4, Y6to7 and general transition.</p> <p>Starting ‘The Parent Transition Programme’</p> <p><b>Music, Art, DT, PE, Horticulture, Choir &amp; Computing</b> to plan an intensive enrichment programme for next year.</p>	<p>10. <b>Geography</b> in Preparation for Spring Enquiry  11. <b>PE</b>  12. Teaching and Learning C21.  <b>13. Higher Attainers</b>  <b>14. Enrichment strand for pupils</b>  *PD for Parents and Children</p> <p><b>The Arts are strong within the school. The curriculum is supported by well trained staff</b>  All staff contributing to evidence-based research and development via <b>The Barn</b>.</p> <p>Staff will build portfolio of their evidence research, PL they have led, training they have had and have a portfolio of webinars and podcast – via the WCPS The Barn Platform.</p>
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<b>A curriculum to remember</b>	<b><u>Strategic Priority 3</u></b>		
	<b><u>A Curriculum to remember</u></b>		
	<b><u>Vision</u></b>		
	<p>Pupils will meet a well <b><i>sequenced, cohesive curriculum</i></b>, full of <b><i>enriching experiences and opportunities</i></b> to put into practice their learning. Carefully planned questions and activities make children <b><i>think hard to activate prior learning</i></b> in order to develop <b><i>rigour</i></b> and find solutions to problems. Our children will learn from the past, understand the present and be ready for their future. Their learning and experiences will weave a person who is socially, academically, pastorally, and morally ready to take on the world.</p> <p>The experiences they gain will enable them to grow and <b><i>make positive choices</i></b> for themselves and others.</p>		
	<b><u>What do we need to achieve this?</u></b>		<b><u>Active ingredients</u></b>
Curriculum handbook Curriculum Map Assessment strategy Maths Strategy Enquiry strategy Training in Talk for writing strategy Reading strategy and plans PE programme Strategy for PSEH and RE Behaviour norms SEND and Inclusion Strategy Powerful questioning		Well sequenced, coherent, rigorous, Scope Oracy and vocabulary See it. Name it. Do it. Repeat until mastered. Assessment meetings Focused questioning Exciting and investigative Enrichment opportunities Engage hard thinking. Prerequisites	
<b><u>Implementation Activities 2020</u></b>		<b><u>Implementation Activities 2021</u></b>	<b><u>Implementation Activities 2023</u></b>
Autumn Term	Autumn Term	Autumn Term	Autumn Term

	<p><b>Post Lockdown</b></p> <ul style="list-style-type: none"> <li>Return from Lockdown – assess gaps in learning.</li> <li>Review curriculum coverage and identify core objectives to embed in order to secure missed or forgotten skills.</li> <li>PE – sessions to increase fitness.</li> <li>Wellbeing curriculum content to include opportunities to discuss mental health and the 5 loses.</li> <li>Read and use EEF guidance materials on COVID learning.</li> <li>Research into curriculum retention.</li> <li>Develop a remote learning policy.</li> <li>Trail remote learning with live lessons</li> <li>Greater focus on Guided reading and reading generally and PE and managing pupil mental health.</li> </ul> <p><b>Curriculum development</b></p> <ul style="list-style-type: none"> <li>Investigation into staff curriculum subject knowledge</li> <li>Align expectations of subject knowledge required to deliver WCPS curriculum.</li> </ul>	<p><b>Record curriculum training to add to induction.</b></p> <ul style="list-style-type: none"> <li>Celebration to kick start the new year. Parent and pupil day, (Friday – child come in with their parents to celebrate and meet new teacher)</li> <li>New staff watch induction videos before they start and during the year.</li> <li>Programme to <b>assess gaps</b>.</li> <li>SLT to follow work of EEF and then Catch-Up commissioner.</li> <li>Focused work on roles, responsibilities and mental health</li> <li><b>Teachers – to begin the implementation of G. Reading, Spelling and Vocabulary, handwriting and maths.</b></li> <li>Leader to start a <b>review of Enquiry</b> - <ul style="list-style-type: none"> <li>Revisit principles, core ideas and vision</li> <li>Work on sequencing, rigour, scope and coherence</li> </ul> </li> <li>Detailed work on: <ul style="list-style-type: none"> <li><b>Autumn: Science</b></li> <li>Spring: Science/geography</li> <li>Summer: History</li> </ul> </li> <li>Investigate opportunities for <b>Higher attaining</b> pupils to ensure progress as enrichment but also within the curriculum.</li> </ul>	<p><b>Record curriculum training to add to induction.</b></p> <ul style="list-style-type: none"> <li>External Review of curriculum for:</li> <li>Sequence, scope, rigour, coherence, assessment and active ingredients</li> <li>Develop strategic plan for curriculum 2024- 26 following review.</li> <li>Run short 30-minute recap and remind sessions on curriculum subjects to highlight key components of T &amp; L and on assessment/ scaffolds/questioning/prerequisites.</li> <li>New staff watch induction videos before they start and during the year.</li> <li>INSETs – <ul style="list-style-type: none"> <li>Challenge and graduated approach</li> <li>ART</li> <li>IT</li> </ul> </li> <li>CPD through lessons and planning on assessment, prerequisites, scaffolds, vocabulary and oracy</li> <li>All children are either learning music, part of ART/DT society, choir, dance/sports club or media centre by the end of the year.</li> <li>Training on making the curriculum more relevant and inclusion of our local context and removing inequality</li> </ul>
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	<ul style="list-style-type: none"> <li>• Review of curriculum design beings (see planner)</li> <li>• Regular subject leaders 1:1 meeting to align vision and expectations - Feedback in SLT.</li> <li>• Art and DT skills to be monitored and evidenced then shared with SLT.</li> <li>• Greater focus on Guided reading and reading generally and PE and managing pupil mental health.</li> <li>• Maths – Revisit active ingredients and local context. Place emphasis on Retention and scaffolds to remove barriers.</li> <li>• T4W – Revisit active ingredients and local context. Place emphasis on Retention and scaffolds to remove barriers.</li> <li>• Science Enquiry – plan Inset to refocus learning on active ingredients.</li> </ul>	<ul style="list-style-type: none"> <li>• PLC &amp; SLT to work on <i>formative assessment</i>.</li> <li>• School 21 and <i>Oracy work implementation</i> strategy to be written. Link this to the curriculum and the development of confident children and their leadership development.</li> <li>• Science Enquiry Inset</li> <li>• Art and DT unit written and planned, and progress evident in pupil work and progress vertically across the school. Both leads will work closely to plan across the curriculum and link in STEM</li> <li>• Art and DT exhibition</li> <li>• Works towards ARTS mark</li> <li>• Plan for horticultural work and muddy boots across all children</li> <li>• ART and DT clubs to start for teachers and for students</li> </ul>	<p>and bias. <b>Right and Relevant work shared.</b></p> <ul style="list-style-type: none"> <li>• Become an Oracy hub to share expertise locally.</li> </ul>
	<p><b>Spring (lockdown)</b></p> <ul style="list-style-type: none"> <li>• Implement remote learning strategy alongside wellbeing support.</li> <li>• Gather resources to maintain interest and motivation of both staff and pupils.</li> </ul>	<p><b>Spring</b></p> <p><i>Teachers – to embed the G. Reading, Spelling and Vocabulary, handwriting and maths.</i></p> <ul style="list-style-type: none"> <li>• Pupil voice carried out on what pupils have learnt.</li> <li>• Microsoft school plan implemented.</li> </ul>	<p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• INSET – What do we need to develop within the curriculum and building up your questions.</li> <li>• INSET Focus on the Arts <ul style="list-style-type: none"> <li>○ Radio</li> <li>○ Music</li> </ul> </li> </ul>

	<p>Implement active ingredients for maths, T4W and Science.</p> <ul style="list-style-type: none"> <li>• Establish a reading team to research effective reading strategies TS &amp; CG.</li> <li>• Introduce the reading strategy to early adopters and the July the school CG &amp; TS.</li> <li>• SLT to observe GR session in practise remotely and in class SLT.</li> <li>• Review of curriculum design continues (see planner)</li> <li>• Develop subject leadership Handbook.</li> <li>• Establish a team to research Nonsense, and vocabulary gap develop a programme and strategy for vocabulary and spelling.</li> <li>• SLT to research and discuss curriculum domains and become familiar with the NC. SLT</li> <li>• Purchase new reading books for whole school: increase non-fiction and range of diverse books.</li> <li>• INSET on assessing prerequisite and recall.</li> </ul>	<ul style="list-style-type: none"> <li>• All subjects to start applying teaching of reading disciplines and 2, 3 tier vocabulary.</li> <li>• Leader to start a <i>review of Enquiry</i> - <ul style="list-style-type: none"> <li>○ Revisit principles, core ideas and vision</li> <li>○ Work on sequencing, rigour, scope and coherence</li> </ul> </li> <li>• Detailed work on: <ul style="list-style-type: none"> <li>○ Autumn: Science</li> <li>○ <i>Spring: Science/geography</i></li> <li>○ Summer: History</li> </ul> </li> <li>• Monitor the Higher attainer provision following training.</li> <li>• Look at enrichment opportunities for the curriculum and for groups of children such as HA, School Council, Netball team, debate club, chess club, music clubs, art &amp; dt (within school and external)</li> <li>• Formative assessment observations See it. Name it. Do it.</li> <li>• Implement Muddy Boots plan</li> <li>• C21: Plan food nutrition work with members of BC</li> </ul>	<ul style="list-style-type: none"> <li>○ DT</li> <li>• C21: Plan food nutrition work with members of BC</li> <li>• Revisit and review curriculum maps with leaders. Are they: <ul style="list-style-type: none"> <li>○ Well sequenced?</li> <li>○ Develop rigour?</li> <li>○ Have we got the scope, right?</li> <li>○ Develop coherence?</li> <li>○ <b>Right and Relevant</b></li> </ul> </li> <li>• C21&amp; BC will investigate the work above.</li> <li>• Leaders to remain focused on upskilling their 1:5.</li> </ul>
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	<ul style="list-style-type: none"> <li>• RE to include reflections in their books. To reflect their views and how they can respect the views of others.</li> </ul>		
	<p><b>Summer Term</b></p> <p><b>Record curriculum training to add to induction.</b></p> <ul style="list-style-type: none"> <li>• Introduce GR approach across school, ensure books link to curriculum, range on fiction to non-fiction and explicitly teaches disciplinary literacy and Vocabulary.</li> <li>• Implement a range books about and written by a diverse range of cultures and people.</li> <li>• Art and DT strategy to be written and shared.</li> <li>• Art and DT exemplification doc of WCPS school to be gathered and shared with SLT.</li> <li>• Share with staff the spelling and vocabulary programme– MF and ML.</li> <li>• July inset – Reading, Spelling and Vocabulary</li> <li>• Implement new HRE and Change Me units in PSHE.</li> </ul>	<p><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>• Review the active ingredients in curriculum plans and lessons.</li> <li>• INSET on Vocabulary.</li> <li>• INSET on disciplinary literacy.</li> <li>• Leader to start a <i>review of Enquiry</i> - <ul style="list-style-type: none"> <li>○ Revisit principles, core ideas and vision</li> <li>○ Work on sequencing, rigour, scope and coherence</li> </ul> </li> <li>• Detailed work on: <ul style="list-style-type: none"> <li>○ Autumn: Science</li> <li>○ Spring: Science/geography/Horticulture</li> <li>○ <i>Summer: History</i></li> </ul> </li> <li>• Share and implement programme of nutrient and food education for whole school. Part cooking, picking food, putting together what we have and some cooking.</li> <li>• HRE work to being.</li> <li>• Enrichment opportunities s planned for HA.</li> </ul>	<p><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>• INSET Focus <ul style="list-style-type: none"> <li>○ Pushing for excellence in sport</li> </ul> </li> <li>• Review Maths and T4W</li> <li>• Implement Spanish into different aspects of curriculum.</li> <li>• Share and implement programme of nutrient and food education for whole school. Part cooking, picking food, putting together what we have and some cooking.</li> <li>• Start background reading on research project for EFF.</li> <li>• Start background reading for next year's curriculum development.</li> </ul>

	<ul style="list-style-type: none"> <li>• ML to develop 'more diverse curriculum links.</li> <li>• <b>Holiday homework:</b> <ul style="list-style-type: none"> <li>○ Specific Timetables</li> <li>○ Three book reports (fiction/nonfiction - country and poem)</li> <li>○ Work on New Class Country</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Review the amount of oracy within the curriculum.</li> <li>• Muddy boot exhibition and horticultural showdown</li> <li>• DT and Art exhibition -display of high quality work and club work</li> <li>• Assess against baseline, what gaps remain? How will we address them?</li> </ul>	
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<b>Every Child Every day</b>	<b><u>Strategic Priority 4</u></b> <b><u>Every Child Every Day</u></b>		
	<b><u>Vision</u></b>		
	Every child matter at WCPS, they matter every day they are with us, so that they are enabled when they are without us. We find solutions, remove barriers, and celebrate successes. We lift the lid on learning and believe in our pupils' ability to conquer challenge.		
	<b><u>What do we need to achieve this?</u></b> Clear SEND strategy and targets PLC – Inclusive not Exclusive Approach for Challenge Assessment strategy PP strategy Provision Map Timed interventions Trained staff Parent plan for the year The Big Ten Observation schedule Coaching and mentoring	<b><u>Active ingredients</u></b> Evidence based support. See it. Name it. Do it. Data-driven Instruction Effective Formative assessment, rigour Professional Learning Scaffolds Parent training Nurture talent and ability Taught vocabulary Big Ten focus pupils Sharing of practise	
	<b><u>Implementation Activities 2020</u></b>	<b><u>Implementation Activities 2021</u></b>	<b><u>Implementation Activities 2022</u></b>
<b>Autumn Term</b> Focus will be on SEND. Inclusion team to start building as a team. tart work on Venn Diagrams and share with SLT and year groups.	<b>Autumn Term</b> This year's priority focus will be: <b>Establishing a strong inclusion team and culture of inclusive education</b> SEND focus:	<b>Autumn Term</b> Embed a culture of excellence for all groups. • Review principles that guide inclusion	

	<ul style="list-style-type: none"> <li>● All EHCPs to be sent off by December.</li> <li>● Identify the Big Ten (SLT to support them in reading).</li> <li>● Monitor the attendance of SEND, PP and CP – provide good remote learning support if required.</li> <li>● SLT to discuss the persistent problems in SEND and Lower attaining pupils.</li> <li>● SLT to carry out research into persistent problems and how they are being supported.</li> <li>● SENDCO to ensure that work done around retrieval and LTM is also highlighted when talking about SEND.</li> <li>● SLT continue to develop a shared understanding of persistent problems and how best to support the teachers in supporting SEND. What do they need to know? What do they need to do?</li> <li>● Two SLT members to enrol on SEND Accreditation Course</li> <li>● SENDCO to monitor the attendance and work of SEND during any Bubble closures.</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to improve staff subject knowledge.</li> <li>○ Continue to support staff with scaffolding for all:</li> <li>○ Build a more secure and strengthened Inclusion team.</li> <li>○ Quality first teaching in class</li> <li>○ Appropriate and timely interventions.</li> <li>○ Increased support for SEND from Class teachers</li> <li>● Arrange a SEND audit through WSS.</li> <li>● Review of interventions</li> <li>● Review provision map</li> <li>● LSA skills audit and observations</li> <li>● Inclusion team to plan professional learning and reading for PLC -ENI team min regards to their subject knowledge.</li> </ul> <p>2<sup>nd</sup> half term</p> <ul style="list-style-type: none"> <li>● Modelling and observing sessions to take place around SEND and FSM.</li> <li>● PLC ENI team to work in school with pupils to complete their understanding.</li> <li>● EAL Lead - write induction programmes: <ul style="list-style-type: none"> <li>○ for parents</li> <li>○ for pupils</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Agree targets for this year (Pygmalion) must be ambitious.</li> <li>● Scrutinise data.</li> <li>● Observe for evidence of need.</li> <li>● Implement required support via intervention or agree, model and observe.</li> <li>● Ensure key documents are in place, meet the needs and have clear impact measures: <ul style="list-style-type: none"> <li>○ PPG strategy</li> <li>○ SEND strategy.</li> <li>○ SEND local offer.</li> <li>○ SEND provision map.</li> <li>○ PPG provision map</li> <li>○ SEND register.</li> <li>○ Intervention list</li> <li>○ Key and vulnerable children</li> <li>○ Targets</li> <li>○ Persistent problems</li> </ul> </li> <li>● Revisit the WSS review – what still needs to be developed.</li> <li>● Apply for PPG award</li> <li>● Identify the focus 10.</li> <li>● Start to develop a pre-school programme for pupils with potential SEND needs – carry out prior to them start Nursery of</li> </ul>
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		<ul style="list-style-type: none"> <li>○ new staff</li> <li>● EAL -audit environment, books and curriculum regarding developing, supporting and recognising the different cultures and ethnicities within our community.</li> <li>● EAL lead to carry out modelling and observations focus EAL support.</li> <li>● EAL Team carry out the language acquisition programme.</li> <li>● Start Family Links LP</li> <li>● Connect PPG. Nursery</li> <li>● CP strategy and training programme and schedule</li> <li>● SLT members to research how to best support Higher attainers (HA) to ensure greater progress and activation of hard thinking.</li> <li>● Research to include observations.</li> <li>● To develop a strategy and programme of enrichment for HA</li> <li>● Further develop Identifying Me intervention following a review and ready to start in spring term.</li> </ul> <p><b>Governor work:</b> TS and Alex Governors to plan work around pupils having greater aspirations in their later life and children in exposure to different types of jobs. This may be</p>	<p>Reception. To be shared with local nursery settings too.</p>
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		delivered by teachers and will link to our world citizen vision.	
<b>Spring</b>	<p>National Lockdown until March 8<sup>th</sup>  <b>(Vulnerable pupils include SEND, FSM, CP, CIN, EH and any others we have concerns about)</b></p> <ul style="list-style-type: none"> <li>• SENDCo to re-establish the Risk assessments for SEND pupils.</li> <li>• Complete any EHCPs which have been delayed due to lockdown.</li> <li>• Support parents with SEND pupils not in school.</li> <li>• Encourage all SEND and EHCP to attend school.</li> <li>• Vulnerable pupils to be given a place in school during LD, attendance and work monitored.</li> <li>• Weekly phone calls to those who do not attend.</li> <li>• SENDCo (and SL's) to join the LA project with NASAN 'Whole School SEND'.</li> <li>• SENDCo to plan a series of SEND INSETS linked to the persistent problems and how to support staff: <ul style="list-style-type: none"> <li>○ Scaffolds</li> <li>○ Retrieval</li> <li>○ Assessment in lesson process</li> </ul> </li> </ul>	<p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• Professional Learning to develop HA provision.</li> <li>• Professional Learning to be support by agree, model and observe approach.</li> <li>• Creating a Pygmalion Effect in the Workplace</li> <li>• WCPS processes and systems for CP reviewed and shared.</li> <li>• Programme of upskilling in areas such as art therapy/singing therapy etc.</li> <li>• EAL Begin parent sessions on 'Tools to Support' i.e., immersive reader.</li> <li>• Connects (PPG) sessions to continue.</li> <li>• Family links to continue.</li> <li>• Professional development around SENDS to continue.</li> <li>• SEND and inclusion team to lead on recommendations of WWS.</li> <li>• SEND &amp; PPG Team to host SEND &amp; PPG PPM's half termly (not just about the data)</li> <li>• Provision map costed.</li> <li>• PPG reviewed and plan written and costed.</li> </ul>	<p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• Carry out observation and data scrutiny with SEND Governor.</li> <li>• Send of for inclusion award.</li> <li>• Continue – Agree Model observe cycle.</li> <li>• Specific training provided to those who need it or have complex needs in their class.</li> <li>• SEND &amp; PPG Team to host SEND &amp; PPG PPM's half termly (not just about the data)</li> <li>• Provision map costed.</li> <li>• PPG reviewed and plan written and costed.</li> <li>• Connects (PPG) sessions to continue.</li> <li>• Family links to continue.</li> <li>• Community support opened to wider field of parents locally.</li> <li>• Offer training to schools on SEND, PPG, HA and EAL strategies</li> </ul>

	<ul style="list-style-type: none"> <li>○ Suitable questions to elicit learning.</li> <li>○ Forgetting curve</li> <li>○ Planning for rigour</li> <li>○ Processing speed</li> <li>○ Graduated Approach</li> <li>● SENDCO to share persistent problems.</li> <li>● SENDCo to apply any training in other subjects to SEND after any session.</li> <li>● LSAs PLC to start – work around scaffolding framework and quality interactions.</li> <li>● Carry out PP needs analysis, Plan targeted interventions and support. Cost this against the PP Grant</li> <li>● DSL and DDSL to implement post CP/PEP/CIMN/EH meeting procedures to ensure all staff are aware of and have input into targets for pupils.</li> <li>● MHST to work with 21 pupils and Building Conversations team to develop mental health teaching in school.</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying Me intervention starts</li> <li>● Identifying Me intervention shared with PLCs: BC and C21 as a joint project for key members to form a sub-group <b>'Right and Relevant,'</b> who will look at the curriculum and how to make it more relevant to our pupils. See curriculum). The intervention will be more intense in its approach and specific to the children it is being delivered to.</li> </ul>	
	<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>● 'Identifying Me' -intervention to start. Aimed at pupils with mixed heritage, to empower them and build self-worth and respect.</li> <li>● PLC- 'Inclusion not exclusive' to agree the team principles. 'Good teaching for send</li> </ul>	<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>● Observations will SEND are engaged and able to access challenging work in most subjects and lessons.</li> <li>● SEND team to audit, which subjects/year groups or classes pupils are least engaged and why or find work</li> </ul>	<p><b>Summer</b></p> <p>Spring Venn Diagrams to be redone.</p> <ul style="list-style-type: none"> <li>● All send and disadvantaged children are making really good progress from their starting point.</li> </ul>

	<p>is good teaching for all'. LP, NH, ES, CB, AS &amp; TS</p> <ul style="list-style-type: none"> <li>• SENDCo to put in place the interventions process with a first meeting, quality assurance, and review document and add data reviews.</li> <li>• SLT to share persistent problems.</li> <li>• SLT to show complete the T&amp;L strategy</li> <li>• Establish team to work on implementation of T&amp;L strategy, members from C21 and INE.</li> <li>• EAL lead to purchase books in different languages.</li> <li>• TS and Alex Governors to plan work around pupils having greater aspirations in their later life and children in exposure to different types of jobs. This may be delivered by teachers and will link to our world citizen vision.</li> <li>• Assessment and rigour will be developed through the CTR Priority 3, but links to this area.</li> <li>• DSL investigate support interventions and set up a school and a parent directory.</li> <li>• Review SEND plans so they are linked to primary need and about outcomes.</li> <li>• Continue to implement work from the WSS Whole School SEND - LA project</li> <li>• SENDCO to continue INSET training.</li> <li>• SENDCo to host 3 LSA sessions.</li> </ul>	<p>too hard and why. Present findings and remedial actions to SLT.</p> <ul style="list-style-type: none"> <li>• SEND review – WSS Whole School Send <a href="file:///C:/Users/nmehat/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/ZB4LACCD/SEND%20Review%20guide%202020.pdf">file:///C:/Users/nmehat/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/ZB4LACCD/SEND%20Review%20guide%202020.pdf</a></li> <li>• Support the C21 in having more depth and rigour in the curriculum.</li> <li>• The inclusion team have a good and growing understanding of SEND needs and how to support them.</li> <li>• Interventions are timed, need based and have robust review process in place.</li> <li>• Interventions have clear impact measures.</li> <li>• SEND team strategy is in place: apply a quality first approach followed by appropriate monitored intervention and then external support as required.</li> <li>• Parents share in the SEND child's journey.</li> <li>• DSL and SENDCo to ensure appropriate transitions take place.</li> <li>• SLT to scrutinise the data of key groups and review the persistent problems in preparation for next year.</li> <li>• SLT to: <ul style="list-style-type: none"> <li>○ agree the focus groups.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teachers remove barriers by placing appropriate scaffolds in place, when teaching</li> <li>• Send &amp; Disadvantaged pupils are indistinguishable.</li> <li>• Teachers can talk confidently about how to support pupils with needs within the curriculum.</li> <li>• A very challenging curriculum is in place and teachers have high expectations.</li> <li>• Planned enrichment experiences are in place for HA.</li> <li>• DSL and SENDCo to ensure appropriate transitions take place.</li> <li>• SLT to scrutinise the data of key groups and review the persistent problems in preparation for next year.</li> <li>• SLT to: <ul style="list-style-type: none"> <li>○ agree the focus groups.</li> <li>○ Set targets.</li> <li>○ Plan interventions</li> <li>○ Plan teachers support.</li> <li>○ Plan PL</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• DSL and SENDCo to ensure appropriate transitions take place.</li> <li>• SLT to scrutinise the data of key groups and review the persistent problems in preparation for next year.</li> <li>• SLT to: <ul style="list-style-type: none"> <li>○ agree the focus groups.</li> <li>○ Set targets.</li> <li>○ Plan interventions</li> <li>○ Plan teachers support.</li> <li>○ Plan PL</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Set targets.</li> <li>○ Plan interventions</li> <li>○ Plan teachers support.</li> <li>○ Plan PL</li> </ul>	
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<b>Behaviours influence culture</b>	<b><u>Strategic Priority 5</u></b> <b><u>Behaviours influence Culture.</u></b>		
	<b><u>Vision</u></b>		
	<p>As a team we make the right choices for ourselves and each other, creating a community full of kindness, harmony and belonging. Positive relationships are underpinned by trust and support for each other. Policies and procedures are aligned, clear and modelled by all. Pupils feel safe and want to attend school because it is too good to miss. Attendance is at 100%. We keep our community fit and healthy in body, spirit.</p> <p>and mind, ensuring we achieve success in school and the wider world.</p>		
	<b><u>What do we need to achieve this?</u></b> Behaviour and motivation strategy Mental health strategy Healthy eating and activity strategy Have safeguarding and behaviour strategy in EYFS. EYFS Put in place programme of parent support. Agreed Norms Consistency Branding and signage Coaching and mentoring	<b><u>Active ingredients</u></b> Behaviour strategy PD - See it. Name it. Do it. Coaching Shared vision Parental engagement plan Attendance Strategy Adults model behaviour Adults TEACH behaviours Common language and tone Pupil and parent voice One for all and all for one	
	<b><u>Implementation Activities 2020</u></b>	<b><u>Implementation Activities 2021</u></b>	<b><u>Implementation Activities 2022</u></b>
<b>Autumn Term</b>  Phase 1: A consistent and agreed approach to behaviour	<b>Autumn Term</b>  Phase 2: Embedded consistent and agreed approach to behaviour	<b>Autumn Term</b>  Phase 3: Pupils leading across the school more in decision making and direction.	

	<ul style="list-style-type: none"> <li>● Started spring 2019 SLT to establish themselves as knowledgeable. Read: EEF Guidance, WACEC – Paul Dix, RTR -Tom Bennett, Daniel Pink -When.</li> <li>● Started summer 2019 Establish the PLC Building Conversations (BC) <ul style="list-style-type: none"> <li>○ Establish Terms of Reference</li> <li>○ Purpose of team</li> <li>○ Expectations of team</li> <li>○ The areas they will work on</li> </ul> </li> <li>● PLC: BC to read materials above and other to become expert in the area of behaviour.</li> <li>● Use research to establish a new behaviour approach and policy.</li> <li>● Behaviour policy written in collaboration with parents, staff and pupils)</li> <li>● Plan the implementation of the new behaviour and motivation policy (see Planner for detailed actions)</li> <li>● DSL to implement a behaviour code for home and online – share with pupils, staff and parents,</li> <li>● BC team to find resources around fitness, mental health and healthy eating to share online during bubble lockdown.</li> </ul>	<ul style="list-style-type: none"> <li>● Share attendance policy &amp; programme with parents and pupils.</li> <li>● Start of the year all staff, pupils and parents remind ourselves of our values, principles and approach.</li> </ul> <p>Mahatma Gandhi said:  ‘Your beliefs become your thoughts.  Your thoughts become your words.  Your word become your actions.  Your actions become your habits.  Your habits become your values.  Your values become your destiny!’</p> <ul style="list-style-type: none"> <li>● Review and establish the key priorities for the BC group to work on</li> <li>● Share Behaviour and motivation policy with staff, governors and parents. Providing training for all three.</li> <li>● RO and BC to start training and implementation of the Behaviour and Motivation Strategy. Ongoing</li> <li>● Reminder of why we are a <b>reward free school</b>.</li> <li>● Behaviour Statement to link all policies to the Behaviour Policy.</li> <li>● Share the approach we will use to train pupils.</li> <li>● BC team to work with Governor AM on enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>● Share attendance policy &amp; programme with parents and pupils.</li> <li>● Start of the year all staff, pupils and parents remind ourselves of our values, principles and approach.</li> <li>● BC to clarify their purpose, principles and key priorities for the year.</li> <li>● BC group to spend time becoming well versed with the evidence-based research.</li> <li>● RO to implement planned inductions and training - ongoing.</li> <li>● Share Behaviour and motivation policy with staff, governors and parents. Providing training for all three.</li> <li>● Behaviour induction for new staff – modelling is everything.</li> <li>● DSL to investigate how to support Young carers.</li> <li>● Host events on mental health at key stress parts of the year- this can be split up across different people.</li> <li>● New staff and pupil induction to include our support for mental health.</li> <li>● RO to visit Years 21 and 22 to review what we have done and if it has been implemented and embedded.</li> <li>● BC assembly to revisit pupil leadership programme and what we are working on this term.</li> </ul>
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		<ul style="list-style-type: none"> <li>• BC to share Healthy eating and activity policy- the responsibility of all to model.</li> <li>• BC team to elicit pupils, lunchtime staff and parents to help implement then healthy eating and activity policy.</li> <li>• RE to train Lunchtime staff and lunchtime buddies to <ul style="list-style-type: none"> <li>○ monitor the lunch boxes.</li> <li>○ Implement games and activities on the playground.</li> <li>○ RE and LF to develop oracy and vocabulary on the playground</li> <li>○ RE and LF to train staff</li> </ul> </li> <li>• RO to present charter and ensure it is revisited – work alongside diversity group.</li> <li>• BC ensure event days are represented.</li> <li>• RO organise some materials for the website and school.</li> <li>• PLC BC meet to start discussing what we want our pupils to be and therefore experience. Pupil leadership</li> </ul>	
	<p>Spring Term</p> <p>Lockdown from January to March</p>	<p>Spring Term</p>	<p>Spring Term</p> <ul style="list-style-type: none"> <li>• Phase 4: Parental in school culture</li> </ul>

	<ul style="list-style-type: none"> <li>● SLT to set out the remote learning plan.</li> <li>● BC to provide work and training for remote learning Mental health and fitness.</li> <li>● Review of behaviour policy indicates a need for rewrite.</li> <li>● RO to plan strategy and vision for behaviour based on research.</li> <li>● SLs to identify persistent problems.</li> <li>● SLs to encourage and demand consistency.</li> <li>● SL's must have and model consistency in: <ul style="list-style-type: none"> <li>● a common Language and Tone</li> <li>● Deliberate botheredness – checking in with staff and children.</li> <li>● Agreed and consistent greetings.</li> <li>● We do not humiliate – ever!</li> <li>● Statement to link all policies to the Behaviour Policy.</li> <li>● Teach behaviour to children.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● RO Plan and implement purposeful assemblies and behaviours attached to it.</li> <li>● BC to monitor the modelling of staff both in lessons and around the school. Including in lessons, observations, meetings and PPMs.</li> <li>● RO to establish a process to identify the why of why the behaviour is a concern in any class or area.</li> <li>● Use this tool to identify where behaviour is a concern and remedial steps.</li> <li>● All staff look for consistency across the whole school.</li> <li>● EYFS member, RO and LP work on a programme of induction for new parents in EYFS and in year transfers.</li> <li>● Identifying Me intervention shared with PLCs: BC, D and C21 as a joint project for key members to form a sub-group '<b>Right and Relevant,</b>' who will look at the curriculum and how to make it more relevant to our pupils. See curriculum). The intervention will be more intense in its approach and specific to the children it is being delivered to.</li> </ul>	<ul style="list-style-type: none"> <li>● Plan to enhance the: <ul style="list-style-type: none"> <li>○ Presence of parents in school activities</li> <li>○ Partnership work</li> <li>○ Parent's supporting parents</li> <li>○ Regular parent sessions inc. English lessons</li> </ul> </li> <li>● Formal review of behaviour impact and approach</li> <li>● Pupils voice to be shared with staff and governors.</li> <li>● BC team to share Daniel Pink's work on 'When' to think about how pupils and staff can be more productive.</li> <li>● Leadership training to include Pink's work.</li> <li>● PLCs: BC, D and C21 to revisit the work around: <ul style="list-style-type: none"> <li>○ Identifying Me</li> <li>○ Right and relevant</li> <li>○ Did it have the desired impact?</li> </ul> </li> <li>● RE to review the work of playground leaders Pupil and adults. How can we enhance their work?</li> <li>● Review of incidents on the playground including bullying/name calling/loneliness etc. <ul style="list-style-type: none"> <li>○ Report to SLT</li> <li>○ Write plan moving forward.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• Call learning does not work.</li> <li>• Emotional Currency</li> <li>• Certainty</li> <li>• Belonging</li> <li>• Deprivations</li> <li>• Environment – everything has a place.</li> <li>• Motivation</li> <li>• WCPS to become reward free school.</li> <li>• RE- Establish the PLC Building Conversations (BC) <ul style="list-style-type: none"> <li>○ Establish Terms of Reference</li> <li>○ Purpose of team</li> <li>○ Expectations of team</li> <li>○ The areas they will work on</li> </ul> </li> <li>• PLC: BC to read materials above and other to become expert in the area of behaviour.</li> <li>• Use research to establish a new behaviour approach and policy.</li> <li>• Behaviour policy written in collaboration with parents, staff and pupils)</li> <li>• BC to think about ‘How do we make the staff and children feel special’?</li> <li>• BC find and share appropriate lessons and materials on staying healthy physically, emotionally and mentally.</li> </ul>	<ul style="list-style-type: none"> <li>• RO and AS to review the pastoral support for pupils including bereavement and children in care. What do we need to improve?</li> <li>• Parents sessions on breaking down misconceptions about gender in terms of behaviour and ability.</li> <li>• BC and MAST team continue to develop a mental health strategy.</li> <li>• Continue safeguarding training.</li> <li>• Continue to develop the role of pupil buddies and leaders.</li> <li>• Start to write out expectations of pupils as active members of the school and what they should be responsible for.</li> <li>• Develop the school council so that it is a strong and effective student body – dealing with issues that affect them.</li> <li>• Apply to become mental health school/ambassadors.</li> <li>• Review of incidents on the playground including bullying/name calling/loneliness etc. <ul style="list-style-type: none"> <li>○ Report to SLT</li> <li>○ Write plan moving forward.</li> </ul> </li> <li>• Include pupils and SMSAs in planning.</li> </ul>	<ul style="list-style-type: none"> <li>○ Include pupils and SMSAs in planning.</li> <li>• BC assembly to revisit pupil leadership programme and what we are working on this term.</li> <li>•</li> </ul>
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	<ul style="list-style-type: none"> <li>• DSL to implement 'Child in the middle meetings' RO.</li> <li>• NM, RO and ML to start work Identify me intervention</li> <li>• Return to full opening – School to follow remote learning timetable for consistency and for time to assess thoroughly.</li> <li>• BC team to create opportunities for staff to get together, get fit and talk.</li> </ul>		
	<p>Summer Term</p> <ul style="list-style-type: none"> <li>• RO to lead conversations with SLT on the Behaviour and motivation strategy add a member from EYFS to the team.</li> <li>• Develop Behaviour and motivation strategy with BC ready to share with staff, parents, pupils and governors in September.</li> <li>• Plan a schedule of training for staff, parents and governors.</li> <li>• Share the approach we will use to train pupils.</li> <li>• RO to work with EYFS on producing a safeguarding in EYFS Programme: <ul style="list-style-type: none"> <li>○ Identify concerns and persistent problems.</li> <li>○ Agree consistency in approach and expectation.</li> <li>○ Common language</li> </ul> </li> </ul>	<p>Summer Term</p> <ul style="list-style-type: none"> <li>• Share strategy for mental health.</li> <li>• Join a mental health hub to carry out partnership work.</li> <li>• Continue to seek staff feedback and implement affective changes.</li> <li>• BC team to look at Daniel Pink's work on 'When' to think about how pupils and staff can be more productive.</li> <li>• DSL to work with LF to develop a voice for pupils around safeguarding.</li> <li>• Pupils to know what is okay and not and what it means to be protected and safe. Share he vocabulary they need to speak up.</li> <li>• PL planned for this term around mental health: <ul style="list-style-type: none"> <li>○ A common language</li> <li>○ Persistent problems</li> </ul> </li> </ul>	<p>Summer Term</p> <ul style="list-style-type: none"> <li>• BC review of behaviour strategy</li> <li>• Revisit mental health</li> <li>• Meet with EYFS to review induction/home visits and parent programme.</li> <li>• Continue to embed the work around Pink.</li> <li>• Staff, parent and pupil voice collected.</li> <li>• BC assembly to revisit pupil leadership programme and what we are working on this term.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Plan home visit</li> <li>○ Plan induction</li> <li>○ Plan parent support programmes</li> <li>○ Plan giving pupil's a voice</li> </ul> <ul style="list-style-type: none"> <li>● ML and RO: Review of Identifying Me intervention. Plan out the intervention and resources including how to deviate as required.</li> <li>● BC team to finalise Healthy eating and activity policy.</li> <li>● Write Parent friendly attendance policy – how can we improve attendance – i.e., a five-part programme to share with parents.</li> <li>● RO to work with MHST to review the mental health provision within the school currently and what is needed.</li> <li>● Clarify what we want to happen or be present throughout the week to support mental health i.e., radio/quote/meditate Monday?</li> </ul>	<ul style="list-style-type: none"> <li>○ Ideas on how to help.</li> <li>○ What change, additions or enhancements can be making?</li> </ul> <ul style="list-style-type: none"> <li>● Meet with EYFS to review induction/home visits and parent programme.</li> </ul>	
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<b>Young voices make loud noises</b>	<b><u>Strategic Priority 6</u></b>		
	<b><u>Young voices make loud noises.</u></b>		
	<b><u>Vision</u></b> Our children think for themselves, listen to each other and speak out for us all. They understand they have a responsibility to the school and take pride in what it stands for. They reflect on their learning. They speak well and listen even better. They stand tall and proud of what they have to say and project their voice to every corner of the room. They use their confidence, voice and leadership to play a part in the growth and direction of the school.		
	<b><u>What do we need to achieve this?</u></b> Oracy strategy Planned opportunities to speak. Expectations in lessons Coaching and mentoring programme for pupils Pupil handbook of norms, expectations, routines and responsibilities Behaviour strategy	<b><u>Active ingredients</u></b> Taught Oracy Rights and responsibilities Routines Confidence building Shared direction Habitual behaviours Disciplines of debate, talk, performance	
	<b><u>Implementation Activities 2020</u></b>	<b><u>Implementation Activities 2021</u></b>	<b><u>Implementation Activities 2022</u></b>
Autumn Term  <b>Bubble Lockdown</b>  <ul style="list-style-type: none"> <li>Children involved in writing new behaviour policy.</li> <li>Children expected to make positive choices about learning, reading, Tables and positive health.</li> </ul>	Autumn Term  <ul style="list-style-type: none"> <li>Introduce to pupils this priority and why we have it.</li> <li>Oracy in the classroom – ABC tone listening, expecting clarity (no things somethings and stuff)</li> <li>Pupils to receive training on the new behaviour and motivation strategy.</li> </ul>	Autumn term  <ul style="list-style-type: none"> <li>Year 6 pupils plan the agenda for School Council with (Teacher lead)</li> <li>Pupils have access to media suite to carry out. <ul style="list-style-type: none"> <li>Animation</li> <li>Videoing</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>● Gather pupil concerns and build confidence through the outdoor work, PSHE and tapestry.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils to lead on the healthy eating policy within school.</li> <li>● BC share - Pupils leadership term 1: to be responsible for tidying up and looking after the school.</li> <li>● DJ recruited and trained in every year group from year 2 – 6.</li> <li>● Encourage teachers to login to the radio each day.</li> <li>● Pupils are also on radio each class at least once each term with focus i.e., poems, short stories, wise words.</li> <li>● House captain- share events planned.</li> </ul>	<ul style="list-style-type: none"> <li>○ Broadcasting DJ segments (link to global)</li> <li>● Pupil leadership programme in place from year 3 to year 6 (Wexham Community Programme) earn rewards and certificates each year. All must join.</li> <li>● Oracy – review – focus debate skills</li> <li>● Encourage teachers to login to the radio each day.</li> <li>● Pupils take over on radio each day – they can book a slot.</li> <li>● Follow radio programme.</li> <li>● House captains share events planned.</li> </ul>
	<p><b>Spring Term</b></p> <p><b>Lockdown</b></p> <ul style="list-style-type: none"> <li>● BC group shared ideas with staff on how to give pupils a voice.</li> <li>● Teams to have virtual worry box.</li> <li>● Staff to feedback to pupils' questions or concerns</li> <li>● Staff to encourage pupils speaking out and asking questions and innovating on class work.</li> </ul>	<p><b>Spring Term</b></p> <ul style="list-style-type: none"> <li>● Develop the school council so that it is a strong and effective student body – dealing with issues that affect them.</li> <li>● Start planning the pupil leadership programme 'being decision makers and using the environment independently' what is the programme schedule? What do they need to do and why?</li> <li>● BC share - Pupils leadership term 2: to be a great playground buddy.</li> </ul>	<p><b>Spring Term</b></p> <ul style="list-style-type: none"> <li>● Pupil leadership programme in place from year 1 to year 6 (Wexham Community Programme) earn rewards and certificates each year. All must join. Pupils to share views on transition for all pupils.</li> <li>● Pupils to help plan Year 6 leavers package etc.</li> <li>● BC assembly to revisit pupil leadership programme and what we are working on this term.</li> </ul>

	<ul style="list-style-type: none"> <li>Gather pupil concerns and build confidence through the outdoor work, PSHE and tapestry.</li> </ul>	<ul style="list-style-type: none"> <li>Oracy on the playground – ABC tone listening, expecting clarity (no things somethings and stuff)-will need to link to lunchtime controllers.</li> <li>Eco warrior's lunchtime rota and other responsibilities</li> <li>Encourage teachers to login to the radio each day.</li> <li>Pupils are also on radio each class at least once each term with focus i.e., poems, short stories, wise words.</li> </ul>	<ul style="list-style-type: none"> <li>BC team to review the Pupil Leadership programme for action completed, any changes and next year's programme.</li> <li>Share this with SLT.</li> <li>Share with Governors, parents and pupils.</li> <li>Oracy – supporting the quitter ones.</li> </ul>
	<p><b>Summer term</b></p> <ul style="list-style-type: none"> <li>Gather pupil concerns and build confidence through the outdoor work, PSHE and tapestry.</li> <li>Pupils to help plan end of year celebration for whole school.</li> <li>Gather pupils voice on: <ul style="list-style-type: none"> <li>What they are worried out next year?</li> <li>Concerns/thoughts are COVID19.</li> <li>Strengths and surprises during lockdown</li> <li>What changes they would like to keep or make?</li> <li>How can we help then further?</li> </ul> </li> </ul>	<p><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>BC: Implement pupil leadership programme.</li> <li>Review the role of pupil buddies and leaders.</li> <li>Share with pupils the expectations of pupils as active members of the school and what they should be responsible for.</li> <li>Seek view of pupils on behaviour and motivation policy.</li> <li>Oracy -voice projection, tone and choice the right words.</li> <li>Eco warriors more in charge of what to grow and support other children during lessons and clubs.</li> </ul>	<p><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>Pupil leadership programme in place from Reception to year 6 (Wexham Community Programme) earn rewards and certificates each year. All must join.</li> <li>Pupils to share Year 6 leavers package etc.</li> <li>BC assembly to revisit pupil leadership programme and what we are working on this term.</li> <li>Oracy in performances and lunchtime leaders resolving conflict tone and vocabulary.</li> <li>Radio is embedded, plan next phase – radio locally.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupil voice to help write and implement the new Healthy living policy and programme.</li> <li>• Oracy -voice projection and tone</li> <li>• write up a radio plan and a schedule of each term merchildren's contribution. Plus, weekly schedule</li> <li>• Share with eco-warriors their job role moving forward (part to include lunchtime rota and feedback to class each month to share expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage teachers to login to the radio each day.</li> <li>• Pupils are also on radio each class at least once each term with focus i.e., poems, short stories, wise words.</li> <li>• Plan for radio reviewed and new one written.</li> </ul>	<ul style="list-style-type: none"> <li>• Eco Warriors continue to share expertise, but this is growing. Pupils can talk about gardening and what happens when and how to grow fruit and vegetables.</li> <li>• School council have robust impact.</li> <li>• Lunchtime leaders have increased games and able to resolve conflict.</li> </ul>
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